

CHAPTER - 5

PRESENTATION OF QUALITATIVE INFORMATION : CASE STUDIES OF THE FOUR SELECTED SCHOOLS WITH HIGH AND LOW ACHIEVEMENT.

5.0.0 INTRODUCTION

The fourth and the fifth objectives of this study raised the issues which cannot be explained only by quantitative analysis. These two objectives raised the issues which are as follows :

- 1) Is there any important difference between the high achievers and low achievers in terms of Individual and Home factors in the same school situation ?
- 2) Is there any important difference between the schools with good results and poor results in terms of different school factors ?

To get a complete picture of a school, a qualitative analysis is required along with the quantitative analysis. There are some important predicting variables which cannot be measured or be explained by quantitative analysis, such as, teaching- learning process in the class room. To understand 'What is going on inside the school' and to develop a deeper understanding of the school factors classroom observation is needed. A regional South East Asian Seminar in 1981 focused on qualitative educational research. In that seminar (Dergin 1970, Textor 1977, Supang et al 1978) stress was given on merging qualitative and quantitative techniques in a single study or design. So it was strongly felt by the researcher that a qualitative approach along with quantitative approach would be able to give definite

guideline to identify the factors of academic achievement. The variables considered in the qualitative study were not exactly the same as those used in the quantitative study, although there was a large area of overlap to confirm the important variables which found significant in quantitative analysis (Such as Father's Education, Mother's Education, Home tutor). Some other variables were also studied for the qualitative study which was a matter of necessity, for example Motivation and Creativity can be better handled in terms of quantitative indicators, while class-room processes and home environment can be better defined and understood through descriptive languages.

Methodologies and Techniques of analysis of data :

The variables considered in the qualitative study to understand the causative factors of academic achievement may be grouped under three categories (The variables studied in the qualitative study is presented in table 3.2).

1. Home and Individual Variables.
2. School Facilities and Systems.
3. Teaching - Learning Process.

The data collection procedure is described in 3.6.3.

In the qualitative study of the factors of academic achievement of primary grade students the problem was approached using a different set of methodologies. The above mentioned two objectives were tested through an idiographic approach of compiling qualitative data which included case studies of four

schools and forty high achievers and low achievers of those four schools.

The qualitative study consisted of two steps,

1. Case studies of the four selected schools with high and low achievement which is presented in chapter 5.
2. Case studies of forty students with high and low achievement which is presented in chapter 6.

STEP ONE : CASE STUDIES OF THE FOUR SCHOOLS STUDIED.

Two pairs of school out of twelve sampled schools were included in the scope of the qualitative study. The first pair consisted of two schools which obtained the highest and the second highest scores in the standardized tests administered in the sampled schools and the second pair consisted of the two schools which earned the lowest and the second lowest positions in the test. The study consisted of observing the schools and their facilities, reviewing the systems of admission and evaluation, appraising the role of head teachers and the qualifications of the teachers, checking the class work and home work scripts of the students and most importantly observing the teaching - learning process in the class rooms. The technique for observation was 'direct observation, known and scheduled'. Altogether 67 classes were observed. The observations were done based on a 'Observation Schedule'. Observation schedule was made by actual observation of few classrooms from grade I to V and on the basis of researcher's 10 years of class room supervision experience as a teachers' educator. Then the

observation schedule was given to few experts for their comments and suggestions, after that the final form was constructed (Appendix-10). Reports on classroom observation are presented in the form of 'Anecdotal Records (description of observations in words). A sketchy report on each observed class was written on paper immediately after each of the observed class (i.e. the time in between when one teacher had left the class and the other teacher came). The reports of the observed classes were finalised on the same day immediately when the researcher came back home. Based on the contents of the 'Observation Schedule' the content analysis of the anecdotal records were done. The two pairs of schools were compared by simple comparison and the comparisons are presented in the form of summaries and tables. The comparisons were made on the issues which are as follow :

1. Physical facilities
2. School hour
3. Syllabus followed
4. Evaluation procedure
5. Characteristics of head of the institute and the teachers.
6. Teaching-learning process
 - i) classrooms environment
 - ii) The behaviour of the teachers and the students in the classrooms situation
 - iii) Methods of teaching
 - iv) System of giving assignment and correction of home work and class work.

The important variables were chosen by simple comparison. If a certain factor was found to be similar for both top schools and

missing in both bottom schools (or vice versa) it was presumed to be important. Fox (1969) commented about the techniques for the analysis of qualitative data as follow :

'Verbal responses and descriptions of behavior do not lend themselves to immediate analysis in the way that numbers or 'Yes-No' questions do. Therefore, to analyze such data we must apply an intermediate or transitional process called content analysis. Content analysis is defined as a procedure for the categorization of verbal or behavioral data, for purposes of classification, summarization and tabulation. It is an intriguing process, probably the most intellectually demanding of all techniques of data analysis, and one of the few areas in the later stages of the research process in which the researcher plays a strong individual and creative role.'

The profiles of the four schools studied are presented later in this chapter in the sections 5.1.0 to 5.4.0. In section 5.5.0 of this chapter a comparison of the four schools are presented.

STEP 2 : CASE STUDIES OF THE HIGH AND LOW ACHIEVERS

Case studies were conducted on forty selected students. From each of these four schools, the students who scored highest as well as the ones who scored lowest in the five primary grades were selected for case studies. The information for case studies was collected by interviewing the students (structured interview and unstructured interview both. The schedule of the structured interview is in the appendix 11), General information about the student was supplied by the parents and from the

records of the school. Comparisons are made between the highest and the lowest scorers of each grade on home and individual characteristics. The comparisons were made on the variables which are as follow :

- (1) Father's and Mother's educational level, occupation and income separately.
- (2) Type of family
- (3) Home tutor
- (4) Number of siblings and position among the siblings.
- (5) Health and nutritional levels
- (6) Regularity in attending school

In chapter 6 (section 6.1.0) the case studies of twenty high achievers and twenty low achievers are presented. In sections 6.5.1 to 6.5.4, comparisons are made between the highest and lowest scorers of each grade of the four schools studied.

5.1.0 PROFILE OF THE TOP SCHOOL. (PROFILE ONE)

5.1.1. STUDENTS' ACADEMIC ACHIEVEMENT

Academic achievement of the students of this school was measured by administering a set of standardized tests, which covered four subjects: Bengali, English, Mathematics and Environmental Studies (science). As a measure of total academic achievement of this school the aggregate of the scores of all the sampled students of this school in four subjects was considered. Among the twelve sampled schools, this school obtained the highest aggregate score.

The achievement of the students of the different grades of the top school is presented in Table 5.1.1. It can be seen from the table that the students of the Top School scored highest in each grade and in each subject.

Table 5.1.1 : The Achievement Scores of the Students of the Top School (Percentage wise)

	Bengali \bar{x} (%)		Mathematics \bar{x} (%)		English \bar{x} (%)		Environment \bar{x} (%)	
	Top School	Highest	Top School	Highest	Top School	Highest	Top School	Highest
Grade One	76	76	79	79	—	—	—	—
Grade Two	80	80	81.3	81.3	—	—	—	—
Grade Three	82	82	82.0	82.0	86	86	88	88
Grade Four	75	75	70	70.0	80	80	75	75
Grade Five	73	73	72.0	72.0	81	81	85	85

5.1.2. SOCIO-ECONOMIC CONDITION OF THE STUDENTS

(i) Level of Education of the Parents:

It is seen from the Table 5.1.2 that 92.5 percent of the fathers and 60 percent of the mothers of the Top school have graduation or higher levels of education. 7.5 percent of the fathers and 40 percent of the mothers have Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) level of education. None of the parents of the Top school are illiterate.

Table 5.1.2 : Level of Education of the Parents of the Top School(Percentage wise)

Graduation and above		SSC or HSC		Primary to Secondary		Illiterate	
Father	Mother	Father	Mother	Father	Mother	Father	Mother
92.5	60	7.5	40	Nil	Nil	Nil	Nil

ii. Fathers' Occupation:

40 percent of the fathers of the top school are in high occupation; 35 percent of the fathers are in middle class occupations and the rest of them are in ordinary occupation and in skilled vocations.

iii. Mothers' Occupation:

15 percent of the mothers of the top school are in high occupation; 10 percent are in middle class occupations, 7.5 percent are in ordinary occupations and 5 percent are in skilled vocations. 62.5 percent are not employed anywhere.

IV. Fathers' Income:

The monthly income of 42.5 percent of the fathers is Tk.10,000 and above, 30 percent of the fathers' income is Tk. 6501 to Tk.10,000 and 27.5 percent of the fathers' income is Tk. 3201 to Tk. 6500.

V. Number of Sibs:

The average number of brothers and sisters of the students of top school is one.

VI. Health and Nutritional Level of the Students:

The median weights of the students of all grades are similar to the reference weights of corresponding age groups given by NCHS/WHO data.

vii. Home Tutor (who teaches them at home):

57.5 percent of the students of the sampled students of the top school were tutored at home by their mothers. In 35 percent cases they were tutored by private teachers and in 7.5 percent cases by someone else or by no one.

5.1.3. PHYSICAL CONDITION AND OTHER FEATURES OF THE SCHOOL.

i. Physical Condition:

This school is owned by the Government. It offers education from grade one to grade ten. It is situated in the central part of Dhaka City, where there are many other educational institutes. The school was founded in the year 1961 on a large piece of land. It has a two storied building with 35 class rooms. It may be mentioned that it is a high school, i.e. it teaches up to grade ten. The size of the class rooms is 25 feet x 20 feet i.e 500 square feet. The average number of students per class is 50. The teachers students ratio is 1:50. Normally, two students sit on a bench of 2.5 feet x 1.5 feet. The arrangement of the benches is in such a way that teachers can reach each and every student. The school has separate rooms for the Headmaster and the teaching staff. It also has an office room, a store room, a laboratory, a library and a very big play ground. The compound is walled up and is maintained clean. The school has charts,

maps, a globe, a model, instrument box and a tape recorder for use in instruction. For cultural activities it has common musical instruments and a microphone system.

ii. Selection of the Students:

A two hours written admission test is held every year for admission to grade one. About 3,500 students sit for the admission test and only 180 are admitted.

iii. Syllabus Followed:

The school follows the syllabi which is prescribed by the Directorate of Primary Education.

iv. School Timing:

The classes of grades one and two start at 7.00 a.m and ends at 9.45 a.m. The classes of grades three to five start at 7.30 and end at 11.30.

v. Evaluation Procedure:

Two examinations (i.e half yearly and final) are held in a year. But most of the teachers take class tests. The marks of the tests are not included in the final result.

5.1.4. CHARACTERISTICS OF THE HEAD OF THE SCHOOL AND THE TEACHERS.

i. Head of the school

The head of the school is a male and about 55 years old. He is a B.A and B.Ed with thirty one years of teaching experience. He has been working for 2 years as headmaster in this school. Earlier, he worked for 15 years as assistant headmaster. Everyday when the classes start he goes for a round through the

school to find out whether the teachers are present in the classes or not. If any teacher is found absent, he sends another teacher within ten minutes. He himself takes 2/3 classes in a day. Sometimes during school hours he pays a surprise visit. Usually the head master stays in the school throughout the school hours. He maintains a good relationship with the parents and the staff. He is kind, but very strict, and has a very strong personality.

ii. Teachers

The number of teachers who teach at the primary level is fourteen. Out of these fourteen teachers, eight are graduates and four have Master's degrees in different subjects. All of them are trained teachers, ten of them are B.Ed and four of them are M.Ed. They are aged between 35 to 55 years. Twelve of them have more than ten years of teaching experience, while two of them have less than ten years of experience. All of the teachers are male.

5.1.5. TEACHING-LEARNING PROCESS AND LEARNING ASSESSMENT.

The teaching-learning process and learning assessment has a direct effect on students' academic achievement. So, to get a clear picture of the teaching-learning process, class room observation was done. To give a true picture of what goes on in the class rooms an anecdotal record of observations in this school is presented in the following pages. An analysis of the observations is also given in terms of (i) classroom condition (ii) behaviour of the teachers and the students in the classroom

situation, (iii) methods of teaching followed by the teachers in the classroom (iv) System of giving and checking assignments.

5.1.5.1 Anecdotal Record of Grade Five

First Period, English First Paper

The teacher arrived in the classroom on time. After the roll call, he asked the students to open page 38 of the text book and write answers to the questions given on that page. A peon came at that moment to collect the teacher's signature on the attendance register and collecting the signature he left the classroom. The students started working on the assignment. The teacher went from one desk to another to see what the students were doing. After sometime he came back to his desk and started checking of homework scripts. After ten minutes he wanted to know who had completed the assignment. He checked the script of one of those who had completed his assignment, then he asked the student to read out his answers and asked other students to compare their answers and to make necessary corrections. In this way he called two or three other students to read out their answers.

The teacher then asked the students to write answers to another set of questions. After some time the second assignment was examined in the same way. Lastly, he gave the students home tasks.

Second period : English Second Paper

The teacher was late. The students were making noise in his absence. Then one student came to the researcher and said "Madam

the students are making noise, let me tell them a story. The student started telling the story, and everybody in the class sat down quietly. The teacher came ten minutes behind the scheduled time. He was the teacher of English Second Paper. On that day he taught "parts of speech". He wrote a sentence on the board and asked the students to identify parts of speech in that sentence. He corrected those who gave wrong answers. Then he called one student to come to the blackboard and write a sentence, and he asked the other students to name various parts of speech in the sentence. When a student gave an answer he asked the other students whether the answer was correct or not. If they failed, he told the correct answer. The class was very stimulating. Lastly he gave home task to the students, but due to shortage of time he could not check the home work scripts of the previous day.

Third period : Mathematics

The teacher came at the right time. He first taught how to solve certain mathematical problems by showing a number of examples on the blackboard. He then asked the students to solve some problems given in the text book. He watched whether the students were working on the problems by moving from desk to desk. Those who completed the problems stood up and the teacher went to their desks to check the answers. In this way the classwork of 60 percent students were examined. The teacher then asked the captain of the class to write homework for the next day on the black board and asked the second captain to collect the

homework of the previous day. He took the homework with him when he left the class.

Fourth Period: Science

The teacher came on time. He asked for a text book and gave class-work from that book. The students had been making noise even in the presence of the teacher, but they became attentive when the classwork was given. The teacher's voice was very low and it did not reach the last bench. After doing their classwork some of the students came to the teacher's table to show them. Soon the tiffin period started and the students distributed tiffins under the supervision of the teacher. The teacher then gave homework. He left the classroom after the class was over.

5.1.5.2 Anecdotal Record of Grade Four

First Period; Mathematics

The teacher came on time. It was the day for payment of tuition fee. The teacher started collecting fee from the students. At the same time he gave the students some problems of Mathematics to solve. The students became absorbed in their work.

The students were coming to the teacher to pay fees in order of their roll number. Occasionally the teacher came up to the last benches to see whether the students were working on the problems or not. It took a long time to collect tuition fee; so the teaching of other subjects, to be held during the subsequent periods could not take place.

5.1.5.3 Anecdotal Record of Grade Three

First Period: English

The teacher came on time. He roll-called the students. Then he asked the class captain to collect the homework. He started checking the homework, but soon there started a little noise in the classroom. So he asked three students, including the captain to control the class. When the checking of homework was completed, he asked the students to open the text book and to translate three sentences from there. Possibly the work had been given earlier as assignment for learning at home. The captain of the class collected the classwork and the teacher examined the answer scripts during class. The bell rang before all the scripts could be seen, so he returned the rest of the scripts without checking. Before leaving the class, he gave homework for the next day.

Second Period: Mathematics

The teacher came on time. He asked a student to come to the board and to solve a problem of Mathematics. He asked other students whether the problem had been correctly solved. A student who told that the problem had not been correctly done, was asked to solve the problem on the blackboard. When he too failed, the teacher himself worked out the problem on the blackboard and asked the students to copy it. He then solved another problem on the black board and asked the students to copy that too. He told the students that if any body had yet not understood the procedure, he could stand up. Some of the

students raised their hands, and the teacher went to them and tried to explain the procedure. The bell rang at that time and he left the class.

Third Period: Bengali

The teacher came on time and asked the students to submit homework. The students submitted their homework. This period was scheduled for teaching of Bengali language. The teacher asked one of the students from the first bench to recite a poem. He asked the other students to tell what was wrong in the recitation, they could not answer. He rebuked them for not learning the poem properly at home. One of the students told the teacher that a student in the back bench was doing mathematics. The teacher came and beat the student for doing mathematics in the period for Bengali. He asked all of the students to be seated quietly; then he recited the poem by himself. He asked those students who had not submitted their homework to stand up and asked why they did not submit. After that, he gave the students some lessons to learn in the class and asked two or three questions on it. He gave home task for the next day. Then he asked the captain to collect the homework of the previous day and to carry it with him.

Fourth Period: Environmental Studies

The teacher came on time. There was some confusion over the class routine. He sent one student to bring the original routine. Some of the students were creating disturbance in presence of the teacher. So he punished one student by pulling

his ear. Other students became quiet after that. In the mean time the routine came. The teacher asked the students to write down the routine which he read out loudly. The students looked very serious while they were writing the routine. After they had finished writing the routine, the teacher began teaching without using any text book or the blackboard. During this period the tiffin was served. Two students distributed the tiffin in presence of the teacher. The bell rang. The teacher gave written homework and after that he left the class.

Fifth Period: Religious Education

The teacher came on time. He asked questions on the homework which had been given earlier. He asked one student to demonstrate how to do 'Auzu' (washing). Then he himself demonstrated 'Auzu'. The situation was very stimulating; and the teacher was successful in motivating the students to learn the lesson during class. There was no written ~~class~~work for the day; but he gave written homework for the next day.

5.1.5.4 Anecdotal Record of Grade Two

First Period: Mathematics

The teacher came on time. After the roll-call, he asked the captain of the class to count the number of students in the class and to write the number on the blackboard. Out of 60 students, 55 students were present. The teacher asked the students whether they had done homework, and then he asked them to submit the home work. He asked a student to come to the black board to solve a problem of mathematics. He asked three more

students to come to the board and to solve there similar problems. Then he gave three more problems of the same type for the whole class to solve. After fifteen minutes he asked those who had already completed their work to raise their hands. Half of the students raised their hands. He gave another five minutes so that others could complete the work. Then the teacher himself solved the problems on the board and asked the students to check their work with the solutions on the board. Then he started checking homework. He gave homework for the next day and left the classroom when the bell rang.

Second Period: English

The teacher was absent; so another teacher came after ten minutes. The students became quiet as soon as the teacher entered the classroom. He asked the students to open the English text book. Those who did not bring text book received punishment. Then the teacher started asking questions from the text book. The students were very keen to answer the questions. After some time he called the students one by one in front the table and asked them to tell the names of ten animals in English. He praised those who could answer correctly. The class seemed very stimulating. The teacher left the class when the bell rang.

Third period: Drawing

The teacher came on time. He asked the students to submit their homework. Then he gave classwork, after that he started to check the homework scripts sitting on his chair. Some of the students

did not submit their homework, the teacher enquired about it. When the teacher completed the checking of homework, he asked for the class work. Some of the students submitted their work and the teacher checked it. The bell rang; and the teacher left the class.

Fourth Period: Bengali

The teacher came on time. Tiffin was distributed in presence of the teacher. The teacher asked one student after another to recite a poem. After that he himself recited the poem and pointed out the correct pronunciation. The students were asked to learn answers to some questions at home. The teacher asked the students to close their text books and started asking questions on it. He asked the student to raise their hands if they were able to answer. Almost all of the students showed interest; teacher asked questions to almost all students. There was no written home work for submission on that day, but he gave written homework for the next day.

5.1.5.5 Anecdotal Record of Grade One.

First Period: Bengali

The teacher came on time. He roll-called the students. There was homework which he asked the students to submit. Then he gave them some classwork to do. The students started doing the work and the teacher began checking the homework. He returned the scripts to the students. Some of the students had finished their classwork by then and submitted it to the teacher. The teacher started to check the class work, but he was not able to go

through all. Only a few scripts had been checked. When the bell rang and the teacher left the class.

Second Period: Mathematics

The teacher came on time. He asked for the homework scripts. Then he asked some questions on mathematics. Several students answered simultaneously in a loud voice. He then told the students to open their text books and gave them some problems from the book to solve. The students became absorbed in the work and the teacher started checking their homework. By the time he had gone through some of the scripts, several students had finished their classwork and submitted it to the teacher. The teacher completed checking of the homework and returned all the homework scripts, and started checking the classwork. He was able to go through only some of the scripts. When the bell rang and he returned the classwork scripts unchecked.

Third Period: English

The teacher who was supposed to take the class was not present. So another teacher came as replacement within ten minutes. He gave the students some assignment on English hand-writing. Most of the students started writing. The teacher went from one desk to another to see whether the students were writing. When the students had finished their writing, he again went from desk to desk to check the work. He gave only 'right' mark; but did not show how to write better. Soon the bell rang and the teacher left the class.

5.1.6 ANALYSIS OF THE OBSERVATION OF THE TEACHING-LEARNING PROCESS IN THE TOP SCHOOL

5.1.6.1 Classroom Condition

Most of the classrooms were in good condition. Lighting was adequate and ventilation was good. Two students sat on 25 feet x 1.5 feet benches. The seating arrangement was such that the teacher could move from one bench to another and could reach each and every student. The classrooms were clean. The average number of students per class was 50.

5.1.6.2 The behavior of the teachers and the students in the classroom situation.

The sense of responsibility of the teachers of the top school was very high except in one or two cases. Except one exception, all the teachers were punctual in coming to class. The rate of absence among the teachers was very low. Out of fifteen teachers only one was absent. The teachers spent 100 percent of the time in teaching or in activities related to teaching. None of the teachers ever left his class unattended during the observation period. Incidence of corporal punishment was low. Indeed the teachers had good command over the classes.

In most of the cases the students were found to be well behaved and well disciplined. When the teachers were not in class, the students made noise but they never went out of the classrooms. When the teachers gave any assignments all of the students got absorbed in the work. When the teachers asked any questions or asked the students to do some work on the board most of the students were seen very interested and enthusiastic to do the work.

5.1.6.3 Methods of teaching

In most of the cases, the teachers were well prepared for teaching. They used only the board and the text books in teaching. None of the teachers were found using any other teaching aid. The teachers mostly used the lecture method. Only one of them tried to use demonstration method. Out of 14 teachers, only four teachers asked questions to the students. There was no scope for the students to ask questions or to get clarification on any problems related to their study. Some of the teachers were found capable of motivating the students. When the teachers asked any questions or asked the students to come to the blackboard for doing some work, the students were very eager to answer and the classes seemed stimulating.

5.1.6.4 System of Giving and Checking Assignments

In 11 out of 14 observed classes, written homework was given by the teacher. The teachers checked and corrected the scripts during the class period. Four of the teachers gave assignment which involved learning a certain text, on which questions were asked in the class. Most of the teachers gave written class work, but due to shortage of time they were not able to check all of the scripts. In most of the cases, 50 to 60 percent of the classwork were checked by the teacher. Among the fourteen teachers, only three asked the students to learn some lessons in the class.

5.1.7 CONCLUSIONS

In conclusion it can be said that the classroom condition of the top school is favorable for study. The arrangement of the seats of the students is convenient for the teachers to reach each

student in the class. Most of the teachers are responsible and punctual. The headmaster supervises the school everyday. The students are well behaved, well disciplined and are interested in doing assignments. The teachers are highly qualified, experienced and have the highest level training in teaching. But almost all of them use the lecture method. They use only the blackboard and the text books as teachers aids. None of them were found to be using any other teaching equipment. None of the teachers were seen to follow a 'lesson plan', which they were taught during their training in teaching. In most of the cases, the teaching pattern of this school is like this:

Teacher asks the students to submit the homework. They check the homework during the class hour. Those teachers who teach some lessons or ask questions, are not able to give written classwork. Those who do not teach in the class, give some written assignments to do in the class. 40 to 50 percent of classwork scripts are checked and rest of the scripts remain unchecked. They give homework for the next day which involve either learning something or writing some answers.

Due to shortage of time it is not possible for the teachers to ask question to each of the students. But when the teacher explains a lesson, or asks questions, or gives assignments, the students seem to respond enthusiastically. If a student looks inattentive, or if someone fails to do classwork, the teacher immediately draws his attention or gives him guidance or punishment. As a result, the students cannot shirk their duties. Their guardians can, by looking up their scripts, find out what is being taught in the class rooms.

5.2.0 PROFILE OF SECOND TOP SCHOOL (PROFILE TWO)

5.2.1. STUDENTS' ACADEMIC ACHIEVEMENT

To measure students' academic achievement the same standardized tests were given to the sampled students of the second top school. Among the twelve sampled schools, this school obtained the second highest score which is the aggregate of the total scores obtained by the sampled students of this school in the standardized tests. The scores obtained by the students of the different grades of this school in different subjects in the tests are presented in Table 5.2.1.

Table 5.2.1 Achievement Scores of the Second Top School (STS) (Percentage Wise)

	Bengali \bar{x}		Mathematics \bar{x}		English \bar{x}		Env. Studies \bar{x}	
	STS	Highest	STS	Highest	STS	Highest	STS	Highest
Grade 1	76	73	79	79	—	—	—	—
Grade 2	71	80	66	81.3	—	—	—	—
Grade 3	81	82	63	82	80	86	72	88
Grade 4	66	75	56	70	77	80	65	75
Grade 5	67	73	61	72	70	81	72	85

5.2.2. SOCIO-ECONOMIC CONDITION OF THE STUDENTS.,

(i) Level of Education of the Parents

It is seen in the table 5.2.2 that 65 percent of the fathers and 37.5 percent of the mothers of this school have graduation or

higher level of education. 35 percent of the fathers and 57.5 percent of the mothers of this school have Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) level of education. None of the parents are illiterate.

Table 5.2.2 Level of Education of Parents of the Second Top School (STS). (Percentage Wise.)

Graduation and above		SSC to HSC		Primary to below secondary		Illiterate	
Father	Mother	Father	Mother	Father	Mother	Father	Mother
65	37.5	35	57.5	Nil	5	Nil	Nil

(ii) Father's Occupation

50 percent of the fathers of the second top school are in high occupations, 37.5 percent of the fathers are in middle class occupation. Rest of them are in ordinary professions and skilled vocations.

(iii) Mothers' Occupation

15 percent of the mothers are in middle class professions, 5 percent of them are in ordinary professions, 80 percent of them are not in any occupation.

(iv) Income

The monthly incomes of 57.5 percent of the fathers are Tk. 10,000 and above. 30.5 percent of the father's incomes in between Tk. 6501 and Tk. 10,000, and 12 percent of the father's earn Tk. 3201 to Tk. 6500.

(v) Number of sibs:

The average number of brothers and sisters of the students of the second top school was found to be one.

(vi) Health & Nutritional level of the students.

The median weights of the students of all grades are similar to the weights of corresponding age/groups given by NCHS/WHO data.

(vii) Home Tutor

62.5 percent of the students of the sampled students of the second top school are tutored by their mothers, in 35 percent of the cases by private tutors and in 2.5 percent of the cases by someone else or by themselves.

5.2.3. PHYSICAL CONDITION AND THE OTHER FEATURES OF THE SCHOOL

This is a private school, but it gets some funds from the government. The school offers education from nursery level to grade ten. This school is situated in the central part of Dhaka City, near the University of Dhaka. The school was founded in the year 1955. The University authority gave a piece of land to the school, on which a five storied building has been built with contributions from the parents and other donors. The total number of classrooms is 34. The size of a classroom is 25 feet x 25 feet. The school has separate rooms for the headmaster and the teaching staff. It has an office room, a store room, a laboratory and a library. It has no playground. The school compound is walled up and is maintained clean. The school has various teaching aids like charts, maps, globe, model, instrument box. For cultural activities it has musical instruments like harmonium, table, microphone etc. The average number of students per class is 50. The teacher-student ratio is 1:50. Two students usually sit on a bench measuring 2.5 feet x 1.5 feet. The arrangement of the benches in the classroom is such that the teacher can reach each and every student.

ii. Selection of the students

Admissions are offered through interview at the nursery level. Out of 2000-2500 who compete every years, only 200 students get admission to the nursery class.

iii. Syllabus followed

The school follows the syllabi which is prescribed by the primary Directorate of Primary Education. However, additional books are also taught by this school.

iv. School Hour

The classes of grades one to three start at 8:00 a.m and ends at 12:00 am. The classes of grades four to five start at 8:000 a.m and ends at 12:40 p.m.

v. Evaluation procedure

Two examinations, namely half-yearly and annual, are held in a year. But class tests are taken frequently and test scores are included in the final result.

5.2.4 CHARACTERISTICS OF THE HEAD OF THE SCHOOL AND THE TEACHERS.

i. Head of the school

The head of the school is a female of about 50 years. She is an M.A and M.Ed with twenty five years of teaching experience. She has been working for 4 years as head of this school. Everyday, when the classes start she goes on a round to supervise the school and check whether the teachers are attending classes or not. If any teacher is found absent, she sends another teacher within ten minutes. Sometimes during school hours she pays surprise visits. The Headmistress has a very strong personality; but has good relationship with the staff and the parents. Usually she remains in the school during the working hours.

ii. Teachers

The number of teachers who teach at the primary level is fifteen. Out of these fifteen teachers, seven are graduates and

eight have Master's degree in different disciplines. Thirteen of them are trained teachers; eight of them have B.Ed and five have M.Ed. Only two of them have no training in teaching. The teachers belong to the age range of 30 to 57 years. Fourteen of them have more than ten years of teaching experience; only one has less than ten years of experience. Except one, all of the teachers are female.

5.2.5 TEACHING-LEARNING PROCESS AND LEARNING ASSESSMENT

To give a true picture of what goes on in the classroom an anecdotal record of the classroom observations of this school is presented in the following pages. After that an analysis of the observations is made in terms of (i) the classroom condition, (ii) the behavior of the teachers and the students in the classroom situation, (iii) methods of teaching followed by the teachers in the classroom (iv) System of giving and checking assignments.

5.2.5.1 Anecdotal Record of Grade Five

First Period Mathematics

The teacher came exactly on time. She asked the students to sing the national anthem; and when they finished singing, she asked the students to solve some problems of arithmetic. The students started their work. There was no noise in the classroom. Then the teacher roll-called the students and asked them to submit their homework. The captain of the class collected the homework scripts and placed them on the teacher's desk. In the mean time some of the students had finished their classwork. The teacher

went to each and every desk and checked the work. Then the teacher himself solved and explained one of the problems which some of the students could not solve. Lastly he gave homework for the next day. The teacher asked the class captain to take the homework scripts to the staff-room with her.

Second period; History

The teacher came on time. She asked the students to check, from the text book, the answers to the questions which had been suggested for the half yearly examination. Some of the students were talking so she asked them to change their seats. She wanted to know if anybody had any queries regarding the questions suggested for the half yearly examination. The students who had queries went to the teacher. She asked the other students to study by themselves and then kept answering the queries on the suggestive questions. When the bell rang, she left the class.

Third Period; English first paper.

It was the scheduled day for the monthly class test on English. The teacher came on time and wrote some questions on the board for the test. She then moved from desk to desk to see whether the students were writing properly or adopting any unfair means. When the period was over, she collected the examination sheets and left the class.

Fourth Period; Drawing

The teacher came on time. The students had been asked to do some paintings as homework. She asked the students to open their

drawing books and went to each and every student. She showed the students some good paintings done by the students and discussed about those paintings. Her class was very stimulating and she tried to motivate the students. Lastly she drew a picture on the blackboard and left the class when the bell rang.

5.2.5.2 Anecdotal Record of Grade Four

First Period; Science

Teacher came on time and asked the students to sing the national anthem. After the national anthem she collected the homework and then she drew some pictures on the board and asked the students to copy the drawing on their note books. Then she asked them some questions. The students were very interested to answer. Then she wrote one question after another on the board and asked the students to write the answer. After sometime she went from one desk to another to check and correct the students' answers. When the bell rang, she asked the captain of the class to take the homework scripts to the teachers' room with her.

Second Period; English first paper.

The teacher came on time. She wrote three sentences on the board. Then she explained why those sentences were correct. She asked the students to copy the sentences. Then she wrote another sentence on the blackboard and asked the students to correct it. In this way she wrote three incorrect sentences on the board and asked the students to correct them on their exercise books. Then she asked the first boy of the class to read some portion from

the textbook and asked the other students to repeat his words loudly. Keeping the students busy in this way, she started checking of the classwork. Some of the students were started making noise; so she rebuked them. She finished checking the classwork and then read out a page from the same text loudly and asked the students to notice the pronunciation carefully. She gave homework for the next day and after that, asked the students to submit the previous day's homework. After collecting the homework, she took these with her to the staff-room.

Third Period; Mathematics

The monthly class test was scheduled on this day. The teacher came on time and gave some problems of arithmetic on the blackboard. She asked the students to copy the problems. The students were very serious about the test. Some students who were making noise, also became serious when the test started. The teacher went from desk to desk and told them how much time was left. The bell rang and she asked the students to give their examination sheets.

Fourth period; Bengali Second paper

The teacher came on time. She gave the students ten minutes to prepare the lesson. She asked the students to close their books and come one by one to the black board and write answer to her questions on the black board. She was asking 'express in one word' type questions. The students who had been talking in the earlier periods showed interest to answer the questions asked

by the teacher. When a student wrote an answer on the board, the teacher asked the other students whether the answer was correct or not. She corrected the wrong answers and the students wrote down the answers on their note books. At one point she went to the back end of the room to see for herself whether the students could see the writings on the board from the last benches. She moved from desk to desk to see whether the students wrote properly or not. She gave home work for the next day and asked the captain of the class to collect the homework given on the previous day. The captain collected the homework and she took these to the teachers' room.

5.2.5.3 Anecdotal Record of Grade Three

First period; English

The teacher came exactly on time. The national song was sung by the students. The teacher asked the students to write a poem which they had been asked to memorise at home. The students started writing, and the teacher wrote some 'words' on the board and instructed the students to write the meaning of these words. Then the teacher sat down on her chair and roll-called. After the roll-call she asked the students to submit the class work (i.e writing a poem) and to write the meanings of the word given on the board in another exercise book. Some of the students had finished their classwork and submitted it to the teacher. The teacher then asked the students to draw a picture of a 'typical village of Bangladesh.' The teacher of the second period was absent, so the same teacher continued the class. She left the class when the time was over.

Third period; Mathematics

The teacher came to the class on time. She asked the students to submit the homework. The captain of the class collected the homework. She solved a problem of arithmetic on the board in order to explain the procedure to the students. Then she gave them two more problems of the same type to solve. The students started to solve the problems and the teacher moved from desk to desk. After some time she asked those who had finished their work to stand up, and she went to their desk to check their scripts. In this way she checked the classwork of all of the students. Then she gave home work for the next day and asked the students to submit the homework of the previous day. She took the homework to the staff-room when the bell rang.

Fourth period; Bengali Second paper

The teacher came on time. It seemed that the students had been given some homework which the teacher asked them to submit. Then she asked the students to learn the lessons which had been given earlier and she started checking the homework scripts. When the scripts had been checked, she called the students one by one to the board and asked them to write the answers to her questions on classwork assignment. When a student wrote his answer she asked the rest of the students whether the answer was right or wrong. If the students were unable to tell the correct answer, she told the correct answer and asked the students to write down the answers on their exercise book. She gave some lesson to learn at home for the next day.

5.2.5.4 Anecdotal Record of Grade Two

First period; Mathematics

The teacher came on time and asked the students to sing the national song. After that she wrote a number of problems of mathematics on the board, to be solved by the students. She asked the students to submit the written homework. After submitting the homework the students started doing the classwork given on the board. The teacher started checking the homework at her desk. After some time she gave every student an invitation card, explaining that it was an invitation to the parents to attend the parents' day programme.

She called the students by name to come to her and pointed out their mistakes in doing the homework. After that she asked the students to submit the classwork and took the scripts to the staff-room.

Second period; Religious Education

The same teacher continued through the second period to take the class on Religious Education. She did not teach anything new because the syllabus for the half yearly examination had already been covered. The teacher discussed the possible examination questions and their answers.

Third period; Bengali

The teacher who would take the Bengali class was absent. The mathematics teacher who had already taken two classes stayed on to take this class also. She asked the students to write an essay on 'Pahela Baisakh (the Bengali new year)'. She told the

students how to write the essay and the students started to write. They soon became absorbed in their work. The teacher then left the class; and immediately some of the students started making noise. The bell for the tiffin period rang; the students turned their attention to eating.

Fourth period; English

The teacher came on time. She gave classwork on the board and the students started writing. The teacher went from bench to bench to see what the students were writing. The students who had completed their work raised their hands and the teacher went to them and checked their scripts. Sometimes she pointed out their mistakes. When she had finished checking all the classwork, she went to the blackboard to give home work for the next day. Then she asked to submit written homework which had been given on the previous day and took the scripts to the staff-room.

5.2.5.5 Anecdotal Record of Grade One.

First period; Mathematics

The teacher came on time. She gave the students some problems of mathematics to solve. She went to all the desks to see whether the students were working or not. The student who had finished their work raised their hands. She went to them and checked their scripts. In this way she checked all the scripts. She asked the students to submit the home work of the previous day and gave home work for the next day. The bell rang and she went to the staff-room along with the homework.

Second period; Environmental Studies

The same teacher who teaches mathematics, also teaches environmental studies. The teacher wrote some questions and their answers on the board and the students copied them on their note book. While the students were copying, the teacher went from desk to desk and checked whether the students were writing correctly. She wrote the word 'learn' on the top of the questions and answers, so that the parents would help the students to learn. She did not give any other homework. The teacher then started preparing voters' list for the coming election of the school committee. The bell rang and she left the class.

Third period; English

The teacher came exactly on time. She wrote several questions and their answers on the board, and then asked the students to read. After that she asked the students to write the questions and answers on their exercise books. She then went from one desk to another to check the students' scripts and wrote the word 'learn' on the script. She asked those students who were unable to write the classwork to raise their hands. The teacher went to them to help.

Fourth period; Bengali

The teacher came on time. But the teacher who was teaching English was still in the classroom, busy in checking the scripts. The Bengali teacher wrote some questions on the board and asked the students to answer them. She asked the students to

submit their homework. In the mean time the English teacher left the classroom. The students started working on classwork in Bengali and the teacher moved from desk to desk. Some of the students finished their work and raised their hands and she went to them and checked their classwork. In this way she corrected their scripts. The closing bell rang. She instructed that those who had their classwork corrected could leave the classroom. She corrected each and every one's script and finally left the class with the homework.

5.2.6 ANALYSIS OF THE OBSERVATION OF THE TEACHING - LEARNING PROCESS OF THE SECOND TOP SCHOOL.

5.2.6.1 Classroom Condition

The classrooms were on good condition. Lighting was adequate and ventilation was good. Two students sat on a 2.5 feet x 1.5 feet bench. The sitting arrangement was such that the teachers could move from one bench to another. The classrooms were clean. The average number of students per class was 50.

5.2.6.2 The Behavior of the Teachers and the Students in the classroom situation.

The sense of responsibility of the teachers of the second top school was very high. Each and every teacher was found to be very punctual in coming to the classes. Rate of absence among the teachers was low. Out of 15 observed classes, only in two classes the teachers were found absent, but the classes did not remain unattended; within 5 to 10 minutes another teacher was

sent by the head teacher. The teachers' preparedness and command over the class were very good. None of the teachers used corporal punishment.

5.2.6.3 Methods of Teaching followed by the Teachers in the Classroom

Teachers were very confident and committed to teaching. All of them (except one) spent 100 percent of the time in teaching. However, the teachers rarely asked questions. There was almost no scope for the students to ask any questions in the class. A few of the teachers did ask questions in the class; and their classes were found stimulating. The teachers used only the board and text books in teaching. None of the teachers were found using any other teaching aids. The only teaching method used by the teachers was the 'lecture method'. Most of the teachers did not take any initiatives to motivate the students; only three of the teachers were seen to motivate the students. Most of the students were attentive in their work and they were also very eager to answer the questions asked by the teachers.

5.2.6.4 System of giving and Checking Assignment.

In eleven out of fifteen classes, written homework were given by the teachers. On most occasions, the teachers checked the homework scripts during the school hours in the staff-room. In some instances, they took the homework for checking at home. Four out of fifteen teachers did not give written homework, but they gave the students lessons to learn at home and asked questions in the class on those lessons.

All of the teachers checked the classwork scripts during class hour. 100 percent of the scripts were checked by the teachers; some of the teachers gave marks and some of them only put remarks. They moved from desk to desk to check the scripts. So the teachers were able to know who were doing the classwork and who were not.

5.2.7 Conclusions

In the conclusion it can be said that the classroom condition of the second school is favourable for study. The sitting arrangement of the students is such that the teachers can reach each and every student. The teachers have keen sense of responsibility and are very punctual. The headmistress supervises the school everyday.

The students are well behaved (except some of the students who come from low socio-economic groups) and well disciplined. They are interested in doing their tasks. Most of the teachers are highly qualified and experienced. Most of them have training in teaching; but almost all of them used only the black board and the text book. None of them was found to use any other teaching aid. None of the teachers were found to follow any 'Lesson plan' which they were taught during their training. The teaching pattern of this school may be described in the following words. The teachers writes the questions and the answers on the board and the students copy those on their note books. When the students copy those on their note books, the teacher checks the notebook of every students to see whether they copy correctly.

Then the students are told to learn these at home. Only in the revision classes, the teachers ask the students to write the learned materials, which were taught earlier.

When the students are busy in doing the classwork, the teachers move around in the classroom to supervise them. The classwork scripts are generally examined in classroom within the same period; homework scripts are taken to the staff room for checking and returned on the next day. In arithmetic class the teaching pattern is different from the others, Here, the teacher first explains the procedure by solving one or two problems and then ask the students to solve a few problems of similar type. Additional problems are given as homework'.

Like the 'Top school' the teachers of this school have good command over their students. When the teacher explains a lesson or asks questions or gives assignments, the students are seen to respond enthusiastically. If a student looks inattentive, or if some one fails to do class work, the teachers immediately draw his attention or gives him guidance or punishment. As a result, the students cannot shirk their duties.

5.3.0 PROFILE OF THE SECOND BOTTOM SCHOOL (PROFILE THREE)

5.3.1 STUDENTS' ACADEMIC ACHIEVEMENT

Academic achievement of the students of this school was measured by administering a set of standardized tests, which covered four subjects: Bengali, English, Mathematics and Environmental Studies. As a measure of total academic achievement of this school the aggregate of the scores of all the sampled students in four subjects was considered. Among the twelve sampled schools, this school's position was second from bottom. The scores obtained by the students of the different grades of this school are presented in Table 5.3.1.

The students of every grade (except for grade five) of this school scored very poor in each subject, if we compare it with the highest marks obtained in the standardized test.

Table 5.3.1. Achievement Scores of the Second Bottom School (SB)
(Percentage wise)

	Bengali \bar{x}		Mathematic \bar{x}		English \bar{x}		Environmental Studies \bar{x}	
	SB	Highest	SB	Highest	SB	Highest	SB	Highest
Grade 1	23	76	17	79	--	--	--	--
Grade 2	47	80	36	81.3	--	--	--	--
Grade 3	47	82	29	82.0	47.0	86.0	51.0	88.0
Grade 4	45	75	43	70.0	50.0	80.0	43.0	75.0
Grade 5	56	73	51	72.0	49.0	81.0	55.0	85.0

5.3.2 SOCIO-ECONOMIC CONDITION OF THE STUDENTS

i. Level of education of the parents

It is seen from the Table 5.3.2 that only 12.5 percent of the fathers and 2.5 percent of the mothers have Secondary School Certificate (SSC) or Higher Secondary Certificate (HSC) levels of education. 32.5 percent of the fathers and 17.5 percent of the mothers have primary or secondary level of education i.e they have no formal certificates. 55.0 percent of the fathers and 80 percent of the mothers are illiterate, but some of them have claimed that they can read.

Table 5.3.2 Level of Education of the Parents of the Second Bottom School(Percentage Wise)

Graduation and above		SSC or HSC		Primary to Secondary SSC		Illiterate	
Father	Mother	Father	Mother	Father	Mother	Father	Mother
Nil	Nil	12.5	2.5	32.5	17.5	55.0	80

ii. Fathers' Occupation

Out of 40 fathers of the sampled students of this school, only one was found to be working as a college teacher. 95.0 percent of them are in low income occupations, such as electrician, shop keeper, peon, day labourer, etc. 5.0 percent of them are without any job.

iii. Mothers' Occupation

10 percent of the mothers of this school are engaged in menial jobs, such as day labourer, domestic servants and office peon. 90 percent of them are not employed anywhere.

iv. Income

The monthly income of the fathers of the students of this school is below Tk.3,000 (except one or two). Most of them earn between Tk.1,500 to Tk.2,000 per month.

v. Number of brothers and sisters

The average number of brothers and sisters of the students of this school is four.

vi. Health and Nutritional level of the students

The median weights of the students of each grade of the students of each grade of this school are lower than the reference weights for corresponding age groups given by 1 NCHS/WHO data.

vii. Home Tutor (who teaches then at home)

22 percent students of the sampled students of this school are tutored by their parents, 22.5 percent are either tutored by relations or left to their own means and 55.5 percent of the cases they are tutored by private tutors. The range of the salary of the house tutors is from 50 Taka to 100 Taka and their level of education generally range between primary to secondary grades.

5.3.3 PHYSICAL CONDITION AND THE OTHER FEATURES OF THE SCHOOL

i. Physical condition

This school is owned by the Government. It teaches from grade one to grade five. The school is situated in the northern part of Dhaka City. It was founded in the year 1966 on a large piece of land. It has a two storied building with five classrooms. The size of every class room is 21 feet x 18 feet. The school has separate rooms for the headmaster and the teaching staff. All

types of the administrative work are done from the headmaster's room and the staff-room. The school has no library or laboratory, but it has a very big play ground. The school compound is not walled up, so any time any body can enter into the school premise. The school has few teaching aids, including charts, maps and a globe. It has no musical instruments. The average number of students per class is 80. The teacher-student ratio is 1:80. Five to six students usually sit on a bench measuring 5.0 feet x 1.5 feet. Almost every classroom is so congested with the benches that the teacher cannot even go to the second row of benches.

ii. Admission test

There is no provision of admission test for entry to the school.

iii. Syllabus Followed

The school follows the syllabi which is prescribed by the Directorate of Primary Education.

iv. School-Hour

The classes of grades one and two start at 7.00 a.m and end at 8:45 a.m. The class of grades three to five start at 9:00 am and end at 12:00 noon.

v. Evaluation Procedure

Three examinations (i.e first term, second term and final) are held in a year.

5.3.4 CHARACTERISTICS OF THE HEAD OF THE SCHOOL AND THE TEACHERS

i. Head of the school

The head of the school is a male and about 57 years old. He has the Higher Secondary School Certificate (HSC) and the

Certificate in Education (C.Ed). He has 25 years of teaching experience. He has been working as head master for 22 years. During the entire period of data collection in this school, the headmaster was rarely seen supervising the classes. He usually spends 50 percent of the time in the school. He maintains a good relationship with the parents. But the teachers think that he is domineering. Although, in the school routine he has three hours of teaching per day, usually he does not take any classes.

ii. Teachers

The number of teachers in the school is ten. Out of them, four have Secondary School Certificates (SSC), six have Higher Secondary Certificates (HSC). Ten of the teachers have Certificate in Education. They belong to the age bracket of 30 to 40 years. All of them have more than ten years of teaching experience. Out of the ten teachers three are males and seven are females.

5.3.5 TEACHING-LEARNING PROCESS AND LEARNING ASSESSMENT

The teaching-learning process and learning assessment has a direct effect on students' academic achievement. So, to get a clear picture of the teaching learning process, classroom observation was done. To give a true picture of what is going on in the classroom an anecdotal record of observations in this school is presented in the following pages and an analysis observation is also given in terms of: (i) classroom condition (ii) behaviour of the teachers and the students in the classroom situation (iii) methods of teaching followed by the teachers (iv) system of giving and checking assignments.

5.3.5.1 Anecdotal Record of Grade Five

First period; Bengali

Two teachers came to the class five minutes after the bell had rung. Classes of the two sections of grade five are held in the same classroom. It is stated in the school routine that two teachers would take the classes of the two sections simultaneously. The students stood up as the teachers entered into the classroom. One teacher left after a few minutes. The other teacher wrote down the name the subject to be taught and section etc. on the blackboard. All of the benches were filled up. Ten to twelve students who came later, did not get a chance to sit on benches. Some of them were standing on the floor adjacent to the teacher's table. There were ninety students in the classroom. The teacher roll-called both the sections, which took ten minutes. Then the teacher asked the students to submit their report card of the first terminal examination. They also gave twenty taka for the second terminal examination. The teacher spent ten minutes on collecting fees from the students. After that, she started asking meanings of words from Bengali text book. Some of the students raised their hands; she asked one student to answer a question. While he was answering, other students also started answering the same question loudly. The teacher told the students not to speak all at a time. Then the teacher asked more questions to the students who raised their hands. Those who did not raise their hands were not asked anything. While the teacher was asking questions, many students

were making noise. Her voice was very low, so it did not reach to the last benches. The bell rang, and the teacher left the classroom.

Second period; Mathematics

The teacher who was supposed to take the class was absent. As no teacher came even fifteen minutes after the bell rang, the class captain went to the teachers' room to call a teacher. After a few minutes a teacher came. He informed the students that he was taking another class, which was his scheduled class; however, he came to this class at the captain's call, leaving that class unattended. He started explaining one mathematical problem on black board. It concerned multiplication of decimal number. After he solved the problem, he asked the students some questions. Most of the students were not able to answer. The teacher left the class after the bell rang.

Third period; English

The teacher came ten minutes after the bell had rung. She then asked the students to open their exercise books and write answers to some questions from the text book. Most of the students did not open their exercise books. She went to some of the benches and beat those students who did not open their books. Seeing this, the other students also opened their exercise books. Most of the students, however, did not work on the assignment. A student sitting adjacent to the researcher told that he was unable to do the assigned and he closed his

exercise book again. The teacher examined scripts of some of the students of the first line of bench, but she also put right' mark. The placing of the benches were such that it was impossible for the teacher to go to other benches. So she could not check the scripts of the students sitting on those benches. The bell rang and the teacher left the class.

Fourth period; Environmental studies (social studies)

Two teachers came together. One of them asked the students to open the fifth chapter of the text book on environmental studies and to memorise from that chapter. The students started reading loudly. Some times later, it was observed that several students were gossiping. The teacher sometimes tried to warn the students by producing a sound by beating the bench, After fifteen minutes the teacher gave the students some home work to do. Another teacher was standing beside the table; she did not have any activities. Both of the teachers left the class five minutes before the bell rang.

Fifth period; Environmental Studies (Science)

The teacher came on time. She wrote the name of the subject for that period on the blackboard. Then she asked questions from the text books only to those students who raised their hands to answer. It was observed that the questions were asked only to the students sitting on the front benches. The teacher gave some home task. Her voice was very low, it did not reach the last benches.

Sixth period; Religion

The teacher came on time. She asked the students to stand up and sit down for ten times. The students became quiet. The teacher asked them to open the text book and write answers to three questions from the text books. 50 percent of the students did not write anything; the teacher did not bother about that. She stood beside the table. Some of the students who had finished their classwork went to the teacher. She started examining the scripts. Soon the bell rang. As a result she could not examine all the scripts the students brought to her.

5.3.5.2 Anecdotal Record of Grade Four

First Period; Bengali

The teacher came ten minutes after the bell had rung. She started roll-call of the students which took ten minutes. The teacher wrote an essay on 'Rainy Season' on the board and asked the students to copy it. Most of the students started writing that. After five minutes she started checking the scripts to see whether the students were able to copy it correctly. She checked some of the script from the front benches, but she had no pen or pencil with her. The teacher left the class when the bell rang.

Second Period; Mathematics

The teacher came ten minutes after the bell had rung. After entering the class, she wrote some problems on the blackboard and asked the students to work on them, some of the students started to work on the problems, but other students did not even

open their scripts. After ten minutes the teacher started checking the scripts, starting from the first bench. After going through some of the scripts she realized that the students did not know how to solve the problems. So, she asked the students to stop working on the problem. She asked one of the students to solve the problem on the board (probably he is a good student) and told the other students to copy it. The problem was not done properly, but the teacher did not notice it. She did not solve the problem herself. About 20 percent of the students copied the solution from the board; rest of them were talking. The teacher left the class ten minutes later, after the bell had rang.

Third period; English

The teacher entered the classroom as soon as the teacher for the previous period left. She asked for a book from the students. She wrote five words on the board and asked the students to make sentences with those words. About half of the students started writing. After ten minutes some of the students finished their writing and submitted their script on the teacher's table. The teacher wrote the sentences on the board and asked the students to copy them. But the bell rang and the teacher left the class. The teacher for the next period entered the room, so the students could not complete copying the sentences from the board.

Fourth period; Environmental Studies

The teacher came on time. The students were making noise, so she asked the students to stand up and sit down for five times. In

this way she stopped the students from making noise. After that she started asking questions to the students, one by one from first bench. The students spoke in a low voice, so it was difficult to say whether their answers were correct or not. Some of the students were not able to answer, but the teacher did not want to know the reasons. She asked questions to about twenty to twenty five students. Then the bell rang and she left the class.

5.3.5.3 Anecdotal Record of Grade Three

First period; Bengali

Two teachers entered the classroom ten minutes after the bell had rung. One of the teachers wrote some words on the black board and asked the students to make sentences with those words. The students started writing. When one teacher was writing on the black board, the other teacher was roll-called which took ten minutes. One of the teachers was sitting on her chair, while the other teacher was moving around to see whether the students were working. Most of the students were writing. The teacher went to some of the benches. Due to shortage of benches ten to fifteen students could not get chance to sit on a bench, some of them were sitting on the floor, some of them were standing and a few of them went to the last bench to gossip with other students. The teachers did not say anything to them. In the mean time some of the students had finished their work and they went to the teacher to show their scripts. The teacher started checking the scripts and gave only a tick mark without correcting any mistakes. About 10 percent of the scripts were checked, then the bell rang and the teachers left the class.

Second period; Mathematics

A teacher came on time. She asked the students to open the text book and gave some problems from that book. She asked the students to raise their hands if they were able to answer. Some of the students raised their hands. The teacher called one of the students to the board and asked him to solve the problems. The student worked out the problems on the board and the other students copied the answers on their note books. The teacher went to check whether the students were working. Due to congested seating arrangement it was impossible for the teacher to check every student. After a few minutes she sat on her chair and started checking the scripts which had been submitted to her. Only 20 percent of the scripts could be checked by the teacher before the bell rang, and then the teacher left the class.

Third period; English

The teacher came to the classroom after a delay of ten minutes. The students were making noise. To stop them, she told them to stand up and sit down five times. Then she started reading from the English book. It seemed that she was not prepared for the class. After ten minutes she asked the students to open the text book and she read some paragraphs from it loudly. She asked the students to read loudly with her. After that she asked the students to copy from the book. Most of the students started writing. After some time the teacher sat on her chair and the

students came to her to show their scripts. The teacher started checking the scripts, but she only gave tick marks on every script. When only 30 percent of the scripts had been checked, the bell rang and she left the class.

Fourth period; Environmental Studies

The teacher came exactly on time. He asked the students to pick up papers which lied scattered on the floor. Then she tried to control the students. The topic for teaching was 'dress.' She asked the students to open their books and she read out from the book, pausing several times to explain difficult points. Then she gave the students some questions to answer. At that time the Assistant Thana Education Officer came to inspect the class. The teacher meanwhile started moving from one bench to another (where ever it was possible to go) and checked the scripts of the students. 30 percent of the scripts were checked in this way. Then the bell rang and the teacher left the class.

5.3.5.4 Anecdotal Record of Grade Two (Block Teaching)

Block Teaching

Two teachers usually take classes of the two sections; but on this day one teacher was absent, so only one teacher came. The teacher wrote some questions and their answers on the board and asked the students to copy. Some of the students started writing, while many of them were gossiping. The teacher did not tell anything to those students who were gossiping.

Some of the students finished their writing and took their

scripts to the teacher for checking. Most of the students however did not show their scripts to the teacher. The teacher asked the students to take these same questions as home work. The students were making too much noise so her voice could not be heard from the last benches.

The same teacher took the mathematics class. She asked the students to open the text book. She picked up a few problems from the text book, to solve on the board. Some of the students did not open their exercise book, so she beat a few of them. As a result the other students opened their exercise book. The teacher solved three more problems from the text book. After that she asked the students to bring their scripts. Some of the students showed their scripts, but most of them did not. The teacher was supposed to teach other subjects, such as Environmental Studies and Religious Education, but due to shortage of time she was not able to do that. The bell rang and the teacher left the class.

5.3.5.5 Anecdotal Record of Grade One (Block Teaching)

Two teachers came on time. One of them asked the students to open their text books. She spelled one sentence and asked the students to read with her loudly. She then wrote the sentence on the board and asked some of the students (one by one) to read the sentence. Then she asked them to write the sentence in their scripts. While the students were writing, both of the teachers went from one bench to another to see the writings of students;

but the benches were arranged in such a way that it was not possible for them to go to the back benches. The teacher then started teaching the next sentence. She taught four sentences in this way and asked the students to learn these sentences at home.

The same teacher also took the mathematics class. One of the teachers had left the class half an hour after the beginning of the first period. The other teacher started teaching mathematics. First she explained odd and even numbers on the board. Then she asked the students to write all odd and even numbers between one and forty. The teacher only checked some of the students sitting on the front bench to ascertain whether they were writing correctly or not.

Due to shortage of time she could not teach Environmental Studies and Religious Education which were scheduled for the day. She left the class as soon as the bell rang.

5.3.6 ANALYSIS OF THE OBSERVATION OF THE TEACHING-LEARNING PROCESS OF THE SCHOOL SECOND FROM THE BOTTOM.

5.3.6.1 Class Room Condition

Most of the classrooms were found in good condition. Lighting was adequate and ventilation was good. The classrooms were not clean; six students were seated on a 5 feet x 1.5 feet bench. The classrooms were too much congested with the benches, so that the teacher could not go to every student. classes of the two sections are held in the same classroom, so on average the number of students per classrooms was 130.

5.3.6.2 The behaviour of the Teachers and the Students in the Classroom Situation.

The sense of responsibility of the teachers of this school was very poor, with the exception of one or two. Out of 18 classes observed, almost in 80 percent cases the teachers were late by five to ten minutes. Due to shortage of classrooms, classes of two sections are held in the same room and two teachers are assigned to take the classes of the two sections simultaneously. But in only four out of 18 observed classes, two teachers worked simultaneously. The teachers spent almost all of the time in teaching or activities related to teaching. But they had no command over the classes. They did their work routinely. The teachers did not bother whether the students were attentive, or whether they were able to understand or not. In most of the cases the students were not disciplined. They did not come out from the class rooms even when the teachers were late, but they made too much noise in the class, even in the presence of the teacher. When the teachers gave any assignment, only about 50 percent of the students performed them. When the teachers asked any questions or asked the students to do some work on the board, only 20-30 percent of the students showed interest. When the teachers were writing something on board, most of the students were seen gossiping. But when the teachers asked them to copy something from the board they became alert and obeyed the teachers' instructions.

5.3.6.3 Methods of Teaching Followed by the Teachers in the Classroom

The teachers used only the board and the text books in teaching. None of the teachers were found using any other teaching aid. Out of 18 observed classes, only in four classes the teachers were seen asking questions and in most of the cases they asked questions only to the students of the front benches. None of the teachers took any initiative to motivate the students.

5.3.6.4 System of Giving and Checking Assignments

Written classwork was given in every class, but hardly, any pattern or system could be discerned. Some of the teachers asked the students just to copy something from board or from the text book to keep them busy. Hardly 20 to 30 percent scripts were checked, which implied only putting tick mark. No scripts was signed or corrected. None of the teachers of this school was seen to give any lesson to learn at home and none of them gave any written homework.

5.3.7 CONCLUSIONS

This school has a two storied building, which is provided with adequate lighting and ventilation. However, the situations in the classrooms are not congenial for study. Classes of two sections of every grade, each comprising around 80 students, are held simultaneously in one room. The average size of a classroom is 22 feet x 25 feet Which cannot accomodate all 160 students of the combined grade. Whenever the attendance is high, 10 to 15 students do not get a chance to sit on the benches. They have to

remain standing or sit on the floor. As a result, many students do not come to school regularly. The classrooms are so much congested with benches that the teachers cannot go to all the students. Because classes of two sections are held together, often only one of the two teachers (for two sections) take the class. Frequently it becomes difficult for one teacher to manage the combined class of so many students. Normally, teachers do not check more than 20 percent of the classwork scripts submitted by the students. Only a very cursory checking is done by the teachers; they just put a tick mark on the scripts which they have seen. They seem to be unconcerned as to whether the students are attentive, or whether they take class notes, do their homework, etc. Most usually, the teacher comes to the class about 10 minutes late. He/she takes another 10 minutes to roll-call all 160 students. Then he/she requires about 5 minutes to bring tranquility to the classroom. When all these preparatory activities have been completed, the teacher is left with only 5-10 minutes for teaching. For the greater part of these 10 minutes, the students are kept engaged in writing something, although their scripts are never corrected. The headmaster is not aware of the situation. In the school routine he is allocated 3 hours of teaching everyday. But during the observation period, he was found taking a only one period. He never went out for an inspection of the classes during those five days of observation.

5.4.0 PROFILE OF THE BOTTOM SCHOOL (PROFILE FOUR)

5.4.1 STUDENTS' ACADEMIC ACHIEVEMENT

To measure students' academic achievement, the same standardized tests were given to the sampled students of the bottom school. Among the twelve sampled schools, this school obtained the lowest score which is the aggregate of the total scores obtained by the sampled students of this school in the standardized tests. The scores obtained by the students of the different grades of this school in different subjects in the tests is presented in Table 5.4.1.

Table 5.4.1 Achievement scores of the Bottom School (BS)
(Percentage Wise)

	Bengali \bar{x} (%)		Mathematic \bar{x} (%)		English \bar{x} (%)		Environmental Studies \bar{x} (%)	
	BS	Highest	BS	Highest	BS	Highest	BS	Highest
Grade 1	28	76	47	76	--	--	--	--
Grade 2	43	80	42	81.3	--	--	--	--
Grade 3	55	82	36	82.0	41	86	47	88
Grade 4	43	75	38	70.0	42	80	36	75
Grade 5	37	73	32	72.0	26	81	46	85

The students of each grade of this school scored very poor in each subject if we compare it with the highest mark obtained.

5.4.2 SOCIO-ECONOMIC CONDITION OF THE STUDENTS

i. Level of education of the parents.

It is seen in Table 5.4.2 that fathers of only 7.5 percent of the of this school have Secondary School Certificate (SSC) or

Higher Secondary Certificate (HSC) level of education. 50 percent of the fathers and 2.5 percent of the mothers have primary or secondary level of education i.e they have no formal educational certificate. 42.5 percent of the fathers and 97.5 percent of the mothers are illiterate, but some of them have claimed that they can read.

Table 5.4.2 Level of Education of the Parents of the Bottom School (Percentage wise)

Graduation & above		SSC to HSC		Primary to below SSC		Illiterate	
Father	Mother	Father	Mother	Father	Mother	Father	Mother
Nil	Nil	7.5	Nil	50	2.5	42.5	97.5

ii. Father's Occupation

74.5 percent of the fathers are in skilled professions, e.g. electrician, goldsmith, carpenter; 22.5 percent of them are shopkeepers, day labourers milkmen etc. Only one of them was found without any job.

iii. Mother's Occupation

None of the mothers of the sampled students are in any occupation.

iv. Income

The monthly income of most of the father's is between Tk1500 to Tk.2,000 per month.

v. Number of brothers and sisters

The average number of brothers and sisters of the students of this school is four.

vi. Health and Nutritional level of the students

The median weight of the students of each grade of this school is lower than the reference weight for the corresponding age group given by NCHS/WHO data.

vii. Tutor (who teaches them at home)

10 percent of the sampled students of this school are tutored by their parents, 75 percent by private tutors and a further 12.5 percent by someone else or by themselves. From the interview with the students it was seen that almost in 80 to 90 percent of the cases the students were tutored by the private tutors. The range of fee charged by the house tutors is 50 taka to 100 taka, and their level of education is in the range of primary to secondary grades.

5.4.3 PHYSICAL CONDITION AND THE OTHER FEATURES OF THE SCHOOL

i. Physical Condition

This school is owned by the government. It teaches from grade one to grade five. The school is situated in the southern part of Dhaka City. This school was founded in the year 1939. It has a five storied building with six class rooms and a staff room. The size of a class room is 20 feet x 25 feet in most of the cases. The school has only one room for the headmaster as well as the teaching staff. All of the administrative works are done in this room. It has no library, no laboratory, no play ground.

The school compound is walled up, but the main gate remains open. So the guardians have a free access to the school. The school has charts, maps and a globe. But it has no instruments for cultural activities. The average number of students per class is 60, but the attendance rate is very low. On average, 30 students attend a class. So the teacher student ratio is 1:30 if the attendance rate is considered. Two to three students usually sit on a bench measuring 3.0 feet x 1.5 feet. There is enough space in the classroom, so the teacher can reach every student.

ii. Admission Test

There is no provision of admission test for admission to grade one.

iii. Syllabus

This school follows the syllabus which has been given by the Directorate of Primary Education.

iv. School Timing

The classes of grade one and two start at 7.00 a.m and ends at 8.45 a.m. The classes of grade three to five start at 9:00 a.m and end at 12.00 noon.

v. Evaluation Procedure

Three examinations (i.e. first term, second term and final) are held in a year.

5.4.4 CHARACTERISTICS OF THE HEAD OF THE SCHOOL AND THE TEACHERS

i. Head of the school

The head of the school is a male of about 56 years. He has higher Secondary Certificate (HSC) and Certificate in Education (C.Ed). He has twenty three years of teaching experience. He has

been working for 20 years as head of this school. He rarely supervises the school and check whether the teachers are attending classes or not. During observation it was seen that some of the classes remained unattended, but no action was taken by the headmaster. The Headmaster is very lenient, he seems unconcerned if the teachers do not attend their classes or are late in attending their classes. He has good relationship with the staff and the parents. He remains in the school for 50 to 60 percent of the working time.

ii. Teachers

The number of teachers who teach in this school is seven. Out of them three have Secondary School Certificates (SSC), three have Higher Secondary Certificate (HSC) and only one is a graduate. Four of them have Certificates in Education (C.Ed.) and the others have no professional degree. The teachers belong to the age range of 35 to 56. Six of the teachers have more than ten years of teaching experience; only one has less than ten years of experience. Except one, all of the teachers are male.

5.4.5 TEACHING LEARNING PROCESS & LEARNING ASSESSMENT

To give a real picture of what goes on in the classroom an anecdotal record of the classroom observations of this school is presented in the following pages. After that an analysis of the observations is given in terms of, (i) the classroom condition, (ii) the behaviour of the teachers and the students in the classroom situation, (iii) methods of teaching followed by the teachers in the classroom, (iv) system of giving and checking assignments.

5.4.5.1 Anecdotal Record of Grade Five

First period; Bengali

The teacher came on time. The students submitted their homework scripts to the teacher. The assignment was to write a poem from the text book. Out of forty two students only twenty five were present in the class. Among them only ten to twelve students had submitted their homework to the teacher. The teacher gave back the scripts, giving only tick mark on them. He did not enquire about those who had not submitted their scripts. When the teacher was checking the scripts, the students were memorizing answers to some questions from the text book. After checking the homework scripts, the teacher also read the book. Probably he himself was not prepared for the class. A little later he started asking questions from the text book. When he was asking questions many of the students were talking. The teacher did not say anything to them or did not give them any punishment. When he finished asking questions he left the class. It was five minutes before the bell rang.

Second period; Mathematics

The teacher came on time. He wrote down a problem of arithmetic on the board and asked the students to solve it. Almost 50 percent of the students started to work on the problem. The teacher checked the scripts of 5 to 8 students and then solved the problem on the board. He gave 2 more similar problems to solve. The students started to solve the problems. After some time the teacher started checking the scripts. He checked some of the scripts. The bell rang and he left the class.

Third period; English

The teacher came on time. He asked the students to open their exercise book and to take his dictation. It took 25 minutes to give dictation. The bell rang, the teacher asked the students to collect the scripts and he took the scripts with him.

Fourth period; Environmental Studies

The same teacher came back to take this class. He asked the students to close their books and then he started asking questions. Most of the students could not answer, although the lesson had been taught by the teacher earlier. The teacher became very annoyed. He again explained the lesson. He asked the students to underline the important points. When the explanation was over, he gave some lessons to learn. The students started learning, the bell rang and the teacher left the class.

Fifth period; Science

The scheduled teacher was absent. He had come to the school, but left as he was feeling ill. The class remained unattended .

5.4.5.2 Anecdotal Record of Grade Four**First period; Bengali**

One student collected the homework scripts and kept it on teacher's table. The homework was to write a poem from the text book. The teacher came five minutes late. He started checking the scripts, giving only tick marks; and after completion he returned the scripts to the students. The teacher did not ask whether any one had not submitted the home work. He then started

asking questions, some of the students were able to answer and some of them could not. Those who could not answer, were asked to remain standing. The teacher in the mean time finished ^{the} roll call. There was still seven minutes left for the class to be over. The teacher sat silently for these seven minutes. The bell rang and he left the class.

Second period; Mathematics

The teacher came on time. He asked the students several questions from the mathematics book. Then he wrote a conversion table of measurement on the board and asked questions on it. It was observed that in the adjoining classroom the teacher was absent; so the students were making too much noise and some of them were standing in front of this classroom. This class was being disturbed too much, but the teacher did not say anything. Most of the students could not answer his questions, so he again started explaining. Some of the students were listening to him, but many of them were not. The teacher did not at all bother. He asked the students to take a problem of mathematics as homework.

Third period; English

The teacher came twenty minutes after the bell rang. The class captain had collected the home work scripts and kept it on teacher's table. The homework was on English hand writing. The teacher came and started examining the scripts. The students were gossiping. At that time some students of another class entered into the classroom without the permission of the teacher and took away a book from a student. The teacher did not say

anything. When the checking of the scripts was over, the teacher invited the students to come and read from the text book. The students came one by one and read in a very low voice. From the remarks of the teacher it transpired that most of them could not read properly. Then the teacher himself started reading and told the students that in the next class she would ask the students to read it again. The teacher of the adjoining classroom left the class ten minutes earlier, so the students started making too much noise which distrubed the class

Fourth period; Environmental Studies

The teacher came on time. He started asking questions from book. As there was no teacher in the next door classroom the students were creating too much noise. As a result the teacher of this class was not able to teach. He went to that class and rebuked those students for their indecent behaviour. No sooner had the teacher come back the students of that class again started making loud noise and moving around. When the teacher was asking questions, some students were talking among themselves. The bell rang, but the teacher continued to ask questions. He left the class ten minutes later.

Fifth period; Science

The teacher came on time. As the teacher of Environmental Studies was still in the class room, he waited outside of the class. As soon as that teacher left the class, he entered into the class. He asked questions from the text book. The students answered loudly and simultaneously. Then the teacher sat on his

chair for some time and studied the science book. Probably the teacher did not come prepared.

After some time the teacher again started asking questions from the book. Some times he was also explaining. It would be useful to use the board while he was explaining, but he did not even touch the board, he tried to explain by making gesture with hands. When the teacher was explaining, the students were talking. The teacher did not say anything. He mechanically performed his duty. The bell rang and the teacher left the class.

Sixth period; Religious Education

The teacher came on time. He asked the students to open their books and asked questions. Some of the students answered from the book.

Many students were Hindus; so he sent a student to call for the Hindu teacher. The student came back and informed that the Hindu teacher was absent. The teacher left the class ten minutes before the bell rang.

5.4.5.3 Anecdotal Record of Grade Three

First period; Bengali:

The teacher came on time. He asked one of the students to collect the homework scripts. The homework was on hand writing. The teacher examined whether the students had combed their hair and cleaned their teeth. Then he asked students to recite a poem one by one. The class was found very stimulating. The teachers voice was loud and it was seen that the students were with him.

After the recitation of the poem, the teacher wrote some 'fill-up-the-blanks', 'true-false' and 'multiple choice' type questions on the black board and asked the students to answer. After that the teacher roll called. The bell rang and he left the class.

Second period; Mathematics

The teacher came after ten minutes. She asked the students to submit the homework. The teacher wrote some problems of mathematics to be worked out by the students. Then she started checking the home work. 5 to 10 scripts had been submitted out of thirty five students. The teacher did not ask why the rest of the students did not submit their homework scripts. When she asked the students to work, most of the students even did not open their scripts and were gossiping. The teacher was sitting on her chair quietly, she did not say anything. Some of the students finished their work and went to the teacher and she checked their scripts. She examined eight to ten scripts, putting only tick mark. No correction was done. She did not solve the problems on the board. The bell rang and she left the class.

Third period; English

The teacher came on time. He started checking the home work scripts by going from desk to desk. The homework was on sentence making, when the teacher was checking homework scripts most of the students were busy in gossiping. But after examining some of the scripts he found that most of the students' answer was

wrong, so he stopped checking the scripts. The teacher suddenly started beating the students. After that he wrote a sentence on the black board and asked the students to write the same sentence on their exercise books as hand writing. The students started writing, the bell rang and the teacher left the class.

Fourth period; Environmental Studies

The teacher came five minutes late. He started asking questions to one student after another. When the teacher was asking questions the students sat quietly without making any noise. Then the teacher went back to his desk and sat there quietly. Those who could not answer correctly, were asked to stand in front of his table. The teacher left the room when the bell rang.

5.4.5.4 Anecdotal record of Grade Two (Block Teaching)

The class was scheduled to be held at 7.00 am. 50 percent of the students did not come by that time. They continued to come till 8.00 a.m. The students later informed that the classes generally do not start on time, so they usually came late.

The teacher came at 7.20 and asked the students to open their books. He spelled out four sentences. The students also spelled those four sentences with him. Although everybody had their books open in front of him, but many of them were not taking part. Now the teacher asked the students to close the books and spell the words just taught. Only a few of them were able to answer. The teacher asked the students to open their exercise

book and to take his dictation. After giving the dictation the teacher checked some of the scripts. He did not check the scripts of those who were late. Then the students were asked to put down their head on the bench. The teacher roll called and asked the students to open Mathematics book. He asked questions from multiplication tables and most of the students answered correctly. Then he gave some multiplication problems on the black board and asked the students to work on them. Some of the students finished their work and went to the teacher. 10% of the scripts were checked by the teacher. It was block teaching. So the teacher was supposed to teach English, Religious education. Environmental studies etc. But the bell rang, so he was not able to teach the other subjects.

5.4.5.5 Anecdotal Record of Grade One (Block Teaching)

The school begins at 7.00 a.m. The teacher came to the school at 7.30 a.m. The teacher asked the students to write some sentences from the text book. He placed his legs on the chair. Then he prepared to go to sleep and rested his head on the table. The students started writing from book. Some of them were gossiping. Two guardians entered into the classroom to leave their children, without the permission of the teacher. After some time the teacher woke up from the sleep and moved around to see who were writing and who were not. Elder students of the class finished their writing and took the scripts to the teacher. One student came to the class after one hour had been over. The teacher did not say anything to him. The teacher asked

the students to open their mathematics books. Some of the students told the teacher that they could not finish their Bengali work. The teacher told them to finish the work at home. Then the teacher explained a problem on the blackboard. He asked the students to solve the next problem. But he did not check any script. Then he asked the students to solve three problems at home. He wrote a sentence on the board and asked the students to write the sentence on their exercise books as English hand writing. Most of the students did not listen to the teacher, they were busy in packing their books to go home. The teacher was supposed to teach Environmental Studies and Religious Education also, but the bell rang and he left the classroom.

5.4.6 ANALYSIS OF THE OBSERVATION OF THE TEACHING LEARNING PROCESS OF THE BOTTOM SCHOOL.

5.4.6.1 Class Room Condition

Most of the classrooms were found in good condition. Ventilation was good, lighting was adequate in most of the rooms. Two to three students sat on a 3 feet x 1.5 feet bench. Teachers could move easily from one desk to another. Half of the students remained absent everyday. On average, 25-30 students were present in a 20 feet x 25 feet room. The rooms were usually clean.

5.4.6.2 The Behaviour of the Teachers and the Students in the Classroom Situation.

The sense of responsibility of the teachers of this school was very poor, with the exception of one or two. Most of the teachers were punctual in attending their classes; only four of

the teachers were late. Yet they did not appear to be responsible persons. They did their work mechanically and did not bother whether or not the students were attentive, whether or not they were able to understand. Almost in every case, the teacher did not have any command over the classes. The students talked, gossiped in front of the teachers. When the teachers gave them some tasks to do, half of them did the work and half of them did not. In most cases the students were found unruly; they freely came out of the classroom when the teachers were not taking classes. They made too much noise even in the presence of the teachers.

5.4.6.3 Methods of Teaching

The teachers used only the board and the text book in teaching. None of the teachers were found using any other teaching aid. Out of 16 observed classes, in 10 classes the teachers asked questions. None of the teachers took any initiative to motivate the students.

5.4.6.4 System of Giving and Checking Assignments

Written home work was given in 50 per cent of the classes; but in most of the cases the assignment consisted either hand writing or writing a poem from the text book. The home work was given in a very unsystematic way. The teachers usually checked the homeworks during class hour and gave only tick marks. Mistakes were almost never corrected. In most of the cases questions were asked in the class; and in some cases written classwork were given. 20 to 30 percent of the written classwork scripts were checked with tick mark and without any correction.

5.4.7 CONCLUSIONS

The school building has five floors, each floor accommodating two class rooms. The classrooms are spacious. Although this school is situated in a very densely populated part of the city, the classrooms are provided with sufficient light and ventilation. On average a class comprises 40 students, but usually only 25-22 students remain present. It was observed that if the teacher was not present in the class, the students made too much of noise. They even came out of their classrooms and created disturbance for other classes. Surprisingly, teachers in the adjoining classrooms did not pay any attention to these disturbances. The headmaster was never seen visiting the classes to supervise.

The teachers spend most of the class time asking the students to do something, especially reading a passage or reciting a poem. They seem not to care much whether the students are able to perform or not. The teachers do not say anything to the students if they cannot respond properly. Similarly the teachers did not bother to check if the students are taking down their instructions or homework, or working on the classroom assignments. Homework assignments are given unsystematically. Usually, the assignments consists of handwriting exercises or writing selected poems from the text books. Only a few enthusiastic students do their homework, but the teachers show no concern to know why the others did not do their homework. The teachers ritually perform their routines in the class and leave when the bell announces the end of the period.

5.5.0. DETERMINING THE CONTRIBUTION OF THE VARIOUS FACTORS OF ACADEMIC ACHIEVEMENT BY COMPAIRING OBSERVATIONS OF THE TWO PAIRS OF SCHOOLS.

In this section the top two schools and the bottom two schools are compared in terms of the variables of analysis listed in table 3.2. The comparisons are made under the following four broad headings:

- i. Home and Individual factor
- ii. School facilities and systems followed
- iii. Teaching and learning process.
- iv. Students' academic achievement in four schools studied.

5.5.1. COMPARISON OF HOME AND INDIVIDUAL FACTORS OF THE FOUR SCHOOLS STUDIED

5.5.1.1 Parents' Education

A comparison between the educational levels of parents of the students of the two pairs of schools (top two schools and bottom two schools) is shown in table no.5.5.1. 92.5 percent of the fathers of the students of the top school have graduation or higher level of education, rest of the fathers (i.e 7.5%) have at least Secondary School Certificate (SSC) to Higher Secondary Certificate (HSC) levels of education. 65 percent of the fathers of the students of the Second Top School have graduation or higher level of education; 35 percent of them have Secondary School Certificate (SSC) to Higher Secondary Certificate (HSC) level education. 60 percent mothers of the top school have graduation or higher level of education. 40 percent of them have

Secondary School Certificate (SSC) to Higher Secondary Certificate level of education. 37.5 percent of the mothers of the second top school are Graduates or have higher level of education; 57.5 percent mothers have Secondary School Certificate (SSC) to Higher Secondary Certificate (HSC). 5 percent of the mothers have primary level to secondary level of education.

On the other hand, 7.5 percent fathers of the second bottom school have upto Higher Secondary Certificate level education. 50 percent fathers of the bottom school and 32.5 percent fathers of second bottom school have claimed to have primary level to secondary level of education.

In the case of mothers education, 2.5 percent mothers of bottom school and 17.5 percent the mothers of Second bottom school have primary level to secondary level of education. 55.0 percent of the fathers of the second bottom school and 42.5 percent of the fathers of the bottom school are illiterate.

80 percent mothers of the second bottom school and 97.5 percent of the bottom school are illiterate. It is seen from the table-5.5.1 that the parents of the top two schools were educated whereas in the two bottom schools many of the parents are illiterate, and some are not well educated.

As 92.5 percent parents of the bottom school and 87.5 percent parents of the Second bottom school have no certificates, so it is very difficult to confirm their actual level of education.

Table - 5.5.1 A Comparison Among the Students' Parents' Education Level of the Four Schools Studied(Percentage Wise).

	Graduation & Above		Secondary School Certificate to Higher School Certificate		Primary School to Secondary level		Illiterate	
	Father- rs' Educat- ion	Mother- rs' Educat- ion	Father- rs' Educat- ion	Mother- rs' Educat- ion	Father- rs' Educat- ion	Mother- rs' Educat- ion	Father- rs' Educat- ion	Mother- rs' Educat- ion
1st Pair								
Top School	92.5	60	7.5	40	Nil	Nil	Nil	Nil
S. Top School	65.0	37.5	35.0	57.5	Nil	5	Nil	Nil
2nd Pair								
S. Bottom Sc.	Nil	Nil	2.5	2.5	32.5	17.5	55.0	80
Bottom School	Nil	Nil	7.5	Nil	50	2.5	42.5	97.5

5.5.1.2 Fathers' Occupation

Occupation of the fathers of the students of the two pairs of school is compared in Table-5.5.2. 40 percent of the fathers of the top school are in high profession and, 35 percent are in middle class profession. 50 percent of the fathers of the second top school are in high professions and 37.5 percent are in middle class professions. Only 22.5 percent fathers of top school and 12.5 percent fathers' of the second top school are in other professions.

On the other hand, 90 percent of the fathers' of the bottom school and 82.5 percent fathers of the second bottom are in various lower occupations ranging from skilled jobs to very ordinary jobs.

Table - 5.5.2 A Comparison Among the Students Fathers' Occupation of the Four Schools Studied(Percentage Wise)

	Top School	Second Top School	Second Bottom School	Bottom School
High Profession (HP)	40	50	—	—
Middle Class Profession (MCP)	35	37.5	2.5	—
Ordinary Profession (OP)	17.5	2.5	—	—
Skill Profession (SP)	2.5	—	12.5	7.5
Service (S)	2.5	10.0	17.5	17.5
Middle Class Skilled Profession (MCSP)	—	—	32.5	50.0
Very Ordinary (VO)	—	—	32.5	22.5
Without work (WW)	—	—	5.0	2.5

Mothers' Occupation

16.5 percent of the mothers of the top school are in high professions, 15 percent of them are in middle class professions. Only 15 percent of them in ordinary professions and 58.5 percent are not in any professions. In the second top school, 25 percent of the mothers are in middle class professions and 70.0 of them are not in any profession.

On the other hand 87.5 percent of the mothers of the second bottom school and 100 percent of the mothers of the bottom school are not in any profession.

5.5.1.3 Number of Brothers and Sisters.

It is seen from this survey that in the case of top school and the second top school the average number of brothers and sisters

is one and for the bottom and the second bottom school the number is three.

5.5.1.4 Health and Nutritional Level of the Students.

The median weight of the students of each grade of the top two schools are near to the reference weight for the corresponding age group given by NCHs/WHO data, but the median weight of the students of the bottom two schools are below the reference weight.

5.5.1.5 Home Tutor (Who teaches them at home).

It can be seen from the Table-5.5.3 that in the case of the top two schools, a high percentage of the students are tutored by their parents at home, and a lower percentage of the students are tutored by private tutors. But the opposite picture is seen in the case of the bottom two schools i.e a high percentage of students are tutored by private tutors and a very low percentage of the students are tutored by the parents.

Table-5.5.3 A Comparison Among the Students of the Four Schools on Home Tutor(Percentage Wise)

	Tutored by the parents	Tutored by private tutor	Tutored by some one else or by self
1st Pair			
Top School	57.5	35	7.5
Second Top School	62.5	35	2.5
2nd Pair			
Second Bottom School	22.0	55.5	22.5
Bottom School	10.0	77.5	12.5

5.5.2 COMPARISON ON SCHOOL FACILITIES AND SYSTEM OF THE FOUR SCHOOLS' PROFILES.

5.5.2.1 Physical Facilities

It can be seen from the table-5.5.4 that the location of the top two schools are in well-developed areas. The second bottom school is in a sub-urban area. Only the bottom school is located in the congested old part of the city. All of the schools have brick-made buildings, but the numbers of classrooms are greater in the top two schools than the bottom two schools. The top two schools have good library facilities and better equipment for cultural activities. However, primary level students of these four schools do not use library. During the observation it was seen that none of the teachers used any other instructional materials except black boards and text books. The seating arrangements of the students of the top two schools were similar, it was arranged in such a way that teachers could move from one bench to another and could reach every student. Number of primary level students in the top two schools and the bottom two schools were similar, but the second bottom school was over crowded, with 100 students in a 21 feet x 25 feet classroom.

5.5.2.2 School Hour

Top two schools have longer school hours than the bottom two schools.

5.5.2.3 Syllabus Followed

All of the schools follow the syllabi which is prescribed by the Directorate of Primary Education.

Table-5.5.4 Physical Facilities of the Four Schools' Profiles

	1st Pair		2nd Pair	
	Top school	Second Top School	Second Bottom School	Bottom School
Management	Government	Non-Government	Government	Government
Location	Middle part of Dhaka City	Middle part of Dhaka City	North part of Dhaka City	South part of Dhaka city
School Building	Two storied	Five Storied	Two storied	Five storied
Compound	Big	Small	Big	Small
No. of classroom	30	35	5	6
Size of the classroom	25'x 20'	25'x 25'	21'x 25'	21'x 25'
No. of students per class	55-60	60-65	80-100	50-60
Sitting arrangement	Bench 2.5 feet x 1.5 feet (Two students sit on a bench)	Bench 2.5 feet x 1.5 feet (Two students sit on a bench)	Bench 5 feet x 1.5 feet (Six students sit on a bench)	Bench 3.5 feet x 1.5 feet (Three students sit on a bench)
Play ground	Very big	No	Very big	No
Library facilities	Fair	Fair	Very poor	Very poor
Instructional Material	Good	Good	Fair	Fair
Equipment for cultural programme	Fair	Fair	Very poor	Very poor

5.5.2.4 Evaluation Procedure

In all of the school two or three examinations are held in a year. But frequent class tests are held in the top two schools, only.

5.5.2.5 Characteristics of Head of the Institute and the Teachers of the Four Schools Studied

Table 5.5.5 Summarizes the characteristics of the head of the institutes in the four schools studied.

Table 5.5.5 Characteristics of the Head of the Four Schools' Profiles .

	1st Pair		2nd Pair	
	Top School	Second Top School	Second Bottom School	Bottom School
Age, Sex	Male, 55 Years	Female, 50 Years	Male, 57 Years	Male, 57 Years
Educational Qualification	B.A	M.A	Higher Secondary	Secondary School Certificate
Professional Qualifications	B.Ed	M.Ed	C.Ed	C.Ed
Teaching experience	31 Years	25 Years	25 Years	23 Years
Years as headmaster	2 Years	4 Years	22 Years	20 Years
Years as assistant headmaster	20 Years	25 Years	3 Years	3 Years
Relationship with Parents	Good	Good	Good	Good
Relationship with Staff	Good but strict	Good but strict	Very dominating	Very lenient
Rate of Supervision (days in a week)	Everyday	Everyday	Rarely	Rarely
Attendance rate (%) in the school	90%-100%	90%-100%	40%-50%	50%-60%

(i) Characteristics of the Head

The heads of the first pair of schools have higher level of educational and professional qualification, whereas the heads of the second pair of schools are non-graduate with lowest degree in education. lengths of service of the four heads are more or less same. All of them have good relationship with the parents. The head of the first pair of schools also have good relationship with the school staff, but at the some time they are very strict in matters of duties and discipline. The head of the second bottom school is too domineering with his staff; on the other hand, the head of the bottom school is very lenient. The heads of the first pair of schools physically supervise their schools each and every day. Sometimes they also pay surprise visit. In contrast, the heads of the second pair of schools rarely go out on supervision. The heads of the first pair of schools remain in school almost through out the entire school hour, whereas the heads of the second pair of schools remain in school not more than 50 percent of the time.

(ii) Qualities and composition of teaching staff

Teachers' characteristics of the four schools are presented in table-5.5.6. It can be seen from the table that the teachers of the four schools did not vary in terms of age and experience. Almost all of them are more than 35 years and have more than 10 years of teaching experience. But the two pairs of Schools varied much in terms of teachers' educational qualifications. The teachers of the top schools have higher degrees (Graduate & Masters) and higher training in teaching (B.Ed & M. Ed) whereas the teachers of the bottom two schools are non-graduates and have only certificates in education.

The number of teachers (who are teaching in the primary sections) in the top two schools are almost double than the bottom two schools.

5.5.3 COMPARISON ON TEACHING AND LEARNING PROCESS OF THE FOUR SCHOOLS' PROFILES.

The teaching learning process and learning assessment has a direct effect on students' learning achievement. Classroom observation provided a clear picture about the teaching learning processes in the four schools.

Table 5.5.6 Characteristics of the Teachers of the Four Schools' Profiles

Variables	1st Pair of School		2nd Pair of School	
	Top School	Second Top School	Second Bottom School	Bottom School
Number of teachers	14	15	10	7
Ratio of teacher's with different level of qualification (SSC; HSC; Degree; Masters)	0:0:8:6	0:0:7:8	4:6:0:0	3:3:1:0
Ratio of professional qualification (C.Ed; B.Ed; M.Ed)	0:10:4	2:8:5	10:0:0	4:0:0
Ratio of teachers age (Below 30; 30 and above)	0:14	1:14	2:10	1:6
Ratio of teachers with more than 10 years and less than 10 teaching experience.	12:2	12:1	10:0	6:1
Ratio of male-female teachers.	14:0	1:14	3:7	6:1

5.5.3.1 Classroom Environment

The classroom conditions of the top two schools are favourable for study. The arrangement of the seats of the students are in such a way that the teachers can reach every student. In the case of second bottom school the classroom condition is not

favourable for study. The classrooms are too much congested with benches; the teachers cannot move from one desk to another. The seating arrangement of the bottom school is like the top two schools, but most of the teachers were found unwilling to move from their seats to go and check what the students do when any assignments is given.

5.5.3.2 The Behaviour of the Teachers and the Students in the Classroom Situation

The teachers of the top two schools were found to be dutiful and very punctual. They have good command over the classes. If a student looks inattentive or if someone fails to do classwork, the teachers of these two schools immediately draw the attention of the student, to give guidance or punishment.

But just the opposite picture was seen in the bottom two schools. The teachers did not bother whether the students were attentive, or whether the students were able to understand or not.

In the top two schools, when the teachers asked any questions or asked the students to do some work on the board, most of the students were seen very interested and enthusiastic to do the work. Whenever the teachers gave any assignment all of the students were seen to concentrate their mind in that work. But the students of the bottom two schools gossiped in presence of the teachers. When the teachers gave them some work to do, only half of them responded to the instruction and the other half did not.

5.5.3.3 Methods of Teaching

It was found that in all of the four schools the teachers used

only the board and the text books in teaching. None of the teachers were found using any other teaching aid. The teachers mostly used the lecture method.

5.5.3.4 System of Giving Assignment and Correction of Home Work and Classwork

In the case of top two schools regular written homework and classwork are given and the teachers check and correct the students' scripts.

The teachers of top school check the script during class hours and 100% of the homeworks and 50/to 60% of the classworks are checked. The teachers of the second top school check the home work scripts during class hour when the students do their written class work, but they check the classwork in the staff room. So they were able to check 100% of the classwork and homework.

In one of the bottom schools rate of giving written homework was high and that of written classwork low.

Just the opposite was found in the other bottom school. But in both of the bottom schools, the classwork and homework were not given in systematic way; only 20% to 30% scripts were checked, but no corrections were done.

The teachers of the top two schools always checked whether every student submitted their homework or classwork. They also wanted to know the reason if any one failed to submit. But the teachers of the bottom two schools did not bother whether the students submitted their work or not. The summary of the characteristics of the teaching and learning process of the four schools studied is presented in Table 5.5.7.

Table 5.5.7 Characteristics of the Teaching and Learning Process of the Four Schools' Profiles

School Variables	1st Pair of School		2nd Pair of School	
	Top School	Second Top School	Second Bottom School	Bottom School
Teachers' sense of responsibility	Very high	Very high	Low	Low
Teachers' rate (%) of punctuality in beginning their class	99%	99%	20%	70%
Teachers' readiness for taking the class	Very good	Very good	Bad	Bad
% of time used in teaching or related to teaching	99%	99%	70%	90%
Rate of classes left unattended	Nil	Nil	Low	Low
Rate of classes occupied with other activities	Nil	Nil	Low	Low
Teachers' command over the classes	Very good	Very good	Very bad	Very bad
Rate of corporal punishment by the teacher	Low	Nil	Low	Low
Use of teaching equipment	Text book & board	Text book & board	Text book & board	Text book & board
Teaching method/methods used frequently	Lecture	Lecture	Lecture	Lecture
Teachers' initiative to motivate students	Low	Low	Nil	Nil
Rate of students' involvement in doing given work	Very high	Very high	Low	Low
Students' inquisitiveness to do work	Very high	Very high	Low	Low
Rate of questions asked by the teachers	Low	Low	Low	High
Rate of giving regular written homework	High	High	Low	High
Rate of giving regular written classwork	High	High	High	Low
Rate of asking students to learn in the class	Low	Low	Low	Low
The method/methods of correction of homework	With correction	With correction	Only tick	Only tick
The method/methods of correction of classwork	With correction	With correction	Only tick	Only tick
Place & time of correction of homework	During class hours	During class	During class	During class
Place & time of correction of class work	During class hours	Staff room	During class	During class
Rate (%) of checking homework scripts	100%	100%	5% to 10%	40% to 50%
Rate (%) of checking classwork scripts	50% to 60%	100%	20% to 30%	20% to 30%
Rate of teachers' enquiry about the submission of given assignment.	99%	100%	Almost Nil	Almost Nil

5.5.4. COMPARISON OF STUDENTS' ACADEMIC ACHIEVEMENTS IN FOUR SCHOOLS

To determine students' achievement, the results of the standardised tests were used. The achievement of the students of the best and the second best schools (i.e first pair) were very close in each grade and in each subject. The range of variation of marks between the top two schools is 0 to 10. But the result of the best school was consistently better in each grade and in each subject.

The achievements of the students of the bottom and the second bottom schools were nearly same in all subjects from grades One to Four. The range of variation in scores of grade one to five was 0-10 (except in Math of grade one). Much wider variation was found in the case of grade five students. The range of variation in their scores was nearly 23. (Table 5.5.8).

The range of variation between the achievements of corresponding grades of the first pair and the second pair of schools was 40 to 60 marks.

The means of the total scores of the top three students of grade one to grade five of the Top school are 88.6, 82.9, 87.3, 84.3, 86.78 respectively, whereas the means of the total scores of the top three students of grade one to grade five of the Second Top school were 85.3, 85.71, 86.00, 80.30, 81.78 respectively. The range of variation of marks between the Top three students of

the Top School and corresponding students of the Second Top School is very low, only 3 to 5 marks.

The means of the total scores of the Bottom three students of grade one to grade five of the Top School were 71.38, 78.33, 78.33, 65.55, 66.5 and those of the Second Top School are 52.00, 52.37, 62.33, 48.82, 50.51. The range of the variation of marks between the bottom three students of that two schools are 16 to 26 which is quite large.

The means of the total scores of the Top three students of grade one to grade five of the Bottom School are 38.0, 47.87, 56.50, 49.02, 42.00 respectively, where as the means of the Second Bottom School are 32.00, 51.42, 60.66, 54.24, 70.00. The range of variation between the top three students of the second pair of school is 3.62 to 6.82 (except Grade Five where the difference is 28.03). So it can be said that the marks of the top students of the bottom two schools are very close, except in grade five.

The means of the total scores of the bottom three students of the Bottom School are 29.66, 36.71, 34.50, 31.66, 29.36 and the Second Bottom School are 31.33, 40.30, 27.50, 35.92, 39.35 respectively. The range of variation of marks between the bottom students of the bottom two schools is 1.66 to 9.99. So the two groups of students are very close.

Table 5.5.8 Percentage Wise Comparison Between the Students' Achievement Scores of the Two Pairs of Schools.

	Achievement in Bengali \bar{X}	Achievement in Math \bar{X}	Achievement in English \bar{X}	Achievement in Env. Sc.
Grade One				
1st Pair				
Top school	76	76	—	—
Second Top School	77	73	—	—
2nd Pair				
S. Bottom School	23	17	—	—
Bottom School	28	47	—	—
Grade Two				
1st Pair				
Top School	80	81.3	—	—
Second Top School	71	66.0	—	—
2nd Pair				
S. Bottom School	47	36	—	—
Bottom School	43	42	—	—
Grade Three				
1st Pair				
Top School	82	82	86	88
Second Top School	81	63	80	72
2nd Pair				
S. Bottom School	47	29	41	51
Bottom School	55	36	51	47
Grade Four				
1st Pair				
Top School	75	70	80	75
Second Top School	66	56	77	65
2nd Pair				
S. Bottom School	45	43	50	43
Bottom School	43	38	42	36
Grade Five				
1st Pair				
Top School	73	72	81	85
Second Top School	67	61	70	72
2nd Pair				
S. Bottom School	56	51	49	58
Bottom School	37	32	26	46

Table 5.5.9 Comparison Between the Students Mean Achievement Score of the First Three and Last Three Students of the Two Pairs of Schools.

	\bar{X} of first three students	\bar{X} of last three students	Range
Grade One			
1st Pair			
Top School	88.60	71.38	17.22
Second Top School	81.78	52.00	29.78
2nd Pair			
S. Bottom School	32.00	31.33	.69
Bottom School	38.00	29.66	8.34
Grade Two			
1st Pair			
Top School	82.90	78.33	4.57
Second Top School	80.30	52.37	27.93
2nd Pair			
S. Bottom School	51.42	40.03	11.39
Bottom School	47.89	36.71	11.18
Grade Three			
1st Pair			
Top School	87.30	78.33	8.97
Second Top School	86.00	62.33	23.67
2nd Pair			
S. Bottom School	60.66	27.50	33.16
Bottom School	56.50	34.50	22.00
Grade Four			
1st Pair			
Top School	84.30	65.55	18.75
Second Top School	85.71	48.82	36.89
2nd Pair			
S. Bottom School	54.24	35.97	18.27
Bottom School	49.02	31.66	17.36
Grade Five			
1st Pair			
Top School	86.78	66.95	19.83
Second Top School	85.30	50.51	34.79
2nd Pair			
S. Bottom School	70.03	39.35	30.68
Bottom School	42.00	29.36	12.64

5.5.5 CONCLUSION : In this chapter case studies of the four selected schools are presented. By this qualitative analysis the eleventh hypothesis is tested. Summary and interpretations of the qualitative analysis are in chapter 7 (section 7.2.2).