

## Chapter 3

# Leveraging Technology to Enhance Quality Education in Primary Schools: Opportunities and Challenges in Bangladesh

**Md Ikhtiar Uddin Bhuiyan**

*Jahangirnagar University, Bangladesh*

**Md Meshkat Mollik**

 <https://orcid.org/0000-0001-8541-3717>

*Jahangirnagar University, Bangladesh*

### **ABSTRACT**

*This chapter examines the opportunities and challenges of leveraging technology to enhance quality education in primary schools in Bangladesh. A qualitative approach is employed, collecting data from primary schools in Turkey, the United States, and China through interviews, observations, and analysis of curricular materials. Thematic analysis is conducted using NVivo and SPSS software. The study investigates the concept of value education across cultures, presents comparative analyses of different approaches, and highlights challenges faced by educators in culturally diverse classrooms. It also explores the state of primary education in Bangladesh, identifies reasons for the lack of quality education, and proposes strategies for improvement. Emphasizing the crucial role of the government, the research assesses opportunities for effective implementation of quality education and provides solutions to prevailing problems.*

DOI: 10.4018/978-1-6684-9295-6.ch003

## **INTRODUCTION**

Quality primary education is crucial for the growth and development of children, as well as for creating ideal citizens who contribute to keeping society peaceful. In Bangladesh, the government has made extensive efforts to achieve Education for All, increasing the gross enrolment rate and gender parity index. However, the quality of education remains a huge concern, with evidence suggesting a deterioration in learning achievement. The chapter aims to focus on the current state of primary education in Bangladesh, explore the concept of quality education in the primary school system, and provide recommendations for policymakers, educators, and stakeholders to overcome the challenges and seize the opportunities to improve the quality of education with leveraging technology in primary schools.

It is crucial to recognize the significance of primary education in the overall development of a nation. The foundational skills and knowledge acquired during this stage lay the groundwork for the entire population, irrespective of socio-economic status, physical or mental limitations, and geographical location. The state has a constitutional responsibility to ensure equal opportunities for quality primary education for all children. This demand is further intensified by many individuals beginning their professional careers after completing their primary education.

Bangladesh follows a centralized primary education system, one of the largest in the world. The government established the Directorate of Independent Primary Education in 1981 to strengthen this system and legislated compulsory primary education in 1990. Subsequently, the Department of Primary and Mass Education was formed in 1992 to expedite primary and mass education programs. In 2003, the government elevated it to the Ministry of Primary and Mass Education, highlighting its commitment to fulfilling minimum education requirements (Ahmed & Mullick, 2014).

The National Education Policy of 2010 recommended extending primary education up to class VIII to ensure the quality of primary education, and implementation efforts have commenced. The government nationalized approximately 25,240 private primary schools in 2013 (Alam et al., 2021b). Moreover, significant investments, amounting to 58 thousand crore rupees, have been made through the Primary Education Development-3 program. Additional measures include the introduction of satellite and community schools, Anand Schools for education and upgrading primary education, providing meals, curriculum reform, and teacher training. These steps collectively aim to improve the quality of primary education in Bangladesh, involving active participation from parents and local community members (Sommers, 2013).

## **METHODOLOGY**

This methodology outlines the research approach for investigating the utilization of technology to enhance the quality of education in primary schools. The study aims to determine the impact of technology integration on student learning outcomes and identify the factors influencing its successful implementation. This methodology provides an overview of the research type, data collection procedures, and data analysis tools employed throughout the study.

The researchers use a qualitative approach to gather data from primary schools in different countries to examine the challenges and opportunities of achieving quality education in Bangladesh. Data is being collected through semi-structured interviews with teachers and administrators, classroom observations, and analysis of curricular materials. After data collection, the research topic is addressed through thematic

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/leveraging-technology-to-enhance-quality-education-in-primary-schools/329100](http://www.igi-global.com/chapter/leveraging-technology-to-enhance-quality-education-in-primary-schools/329100)

## Related Content

---

### Increasing Speech and Language Outcomes in Schools Through Teacher Training, Collaboration, and Co-Teaching Methods: Being Proactive With Language Intervention in the Classroom

Alicia DeSanto (2024). *Transformative Leadership and Change Initiative Implementation for P-12 and Higher Education* (pp. 188-201).

[www.irma-international.org/chapter/increasing-speech-and-language-outcomes-in-schools-through-teacher-training-collaboration-and-co-teaching-methods/346404](http://www.irma-international.org/chapter/increasing-speech-and-language-outcomes-in-schools-through-teacher-training-collaboration-and-co-teaching-methods/346404)

### The Role of Technology in Providing Effective Gifted Education Services in Clustered Classrooms

Geri Collins, Jeffrey Halland Bridget Taylor (2016). *Special and Gifted Education: Concepts, Methodologies, Tools, and Applications* (pp. 550-568).

[www.irma-international.org/chapter/the-role-of-technology-in-providing-effective-gifted-education-services-in-clustered-classrooms/151219](http://www.irma-international.org/chapter/the-role-of-technology-in-providing-effective-gifted-education-services-in-clustered-classrooms/151219)

### Reading and Writing Strategies: Tools for Active Engagement in the College Classroom

Tanya Sturtzand Darrell Hucks (2016). *Special and Gifted Education: Concepts, Methodologies, Tools, and Applications* (pp. 1162-1175).

[www.irma-international.org/chapter/reading-and-writing-strategies/151249](http://www.irma-international.org/chapter/reading-and-writing-strategies/151249)

### Describing Self-Directed Learning in Primary Students

(2018). *Managing Self-Directed Learning in Primary School Education: Emerging Research and Opportunities* (pp. 33-59).

[www.irma-international.org/chapter/describing-self-directed-learning-in-primary-students/183256](http://www.irma-international.org/chapter/describing-self-directed-learning-in-primary-students/183256)

### Where Are We If Our Batteries Die?: Seeking Purpose in Educational Technology

Pamela M. Sullivan and Will P. Sullivan (2019). *Early Childhood Development: Concepts, Methodologies, Tools, and Applications* (pp. 20-32).

[www.irma-international.org/chapter/where-are-we-if-our-batteries-die/219570](http://www.irma-international.org/chapter/where-are-we-if-our-batteries-die/219570)