

Reasons behind discontinuation of BRAC teachers in Non-Formal Primary Education programme

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ABSTRACT

This study aimed at examining the reasons of discontinuation of NFPE teachers. To achieve the objective, 259 dropped out and 252 in-service teachers were interviewed from two former NFPE regions through a semi-structured questionnaire. Beside this, to collect qualitative information, 16 focus group discussions with the NFPE staff and the in-service teachers were conducted. The findings show that teacher's discontinuation was frequently not related to a single factor, but rather a contribution of several socio-cultural, personal and organisational factors was responsible. These factors included: physical illness, poor remuneration, extensive household chores, workload with the school-related activities and pedagogical weakness of the teachers. It was realized that the stated factors were not directly associated with the discontinuation. These factors reduced the motivational level of the teachers as well as their attachment towards the job. As the job was insecure and had no future prospect the teachers gave lesser priority to the continuation of their service.

INTRODUCTION

Education is one of the basic rights of an individual that flourishes the inborn qualities of human kinds and enhances the potentialities and thereby enriches his/her abilities and efficiencies to work. An optimum level of education is required for national professional and skill development that lead to a decent and desirable life style. Realising the importance and significance of education, the post war Declaration of Human Rights of the United Nations in December 1948 established the right to education and pleaded for compulsory elementary education that was deemed essential and central for the full development of human personality. In the declaration, it was stated that, "every one has right to education, and it shall be free at least in the elementary and fundamental stages--- technical and professional education shall be equally accessible to all on the basis of merits"(World Bank, 1989). The 1990 World Summit for children made a vow to the children of the 1990s. It promised amongst other things, a basic education for all children and the completion of primary school for at least 80 percent of primary school age children by the end of the century (UNESCO, 1992).

In 1993, the government was committed to attaining the Universal Primary Education (UPE) for all by 2000 AD. With a view to compliment the government's efforts, BRAC, a leading non-governmental organisation (NGO), launched two models in its primary education programme. The aim of the programme is to provide a meaningful education in basic literacy, numeracy and social awareness to poor children in rural areas. The first model called NFPE (Non-Formal Primary Education) is a four-year course for children aged 8-10 years old. The second model is a three-year course called BEOC (Basic Education for Older Children) for children aged 11-14 years old.

BRAC school teachers

Teachers for BRAC schools are chosen from villages where the schools are set-up, and preference is given to females. The statistical report prepared by the NFPE MIS (1996) showed that in 1996 more than 33,000 teachers were involved with BRAC schools, of which over 90% were women. According to Islam, the rationale behind selecting female teachers is, "*introduction of female teachers specially in rural primary schools is one of the important innovative measures to reduce discontinuation rates where the problem is more acute*"(Islam , 1982). Islam's study also shows that good performance by female teachers encourages greater attendance of female

learners in schools. Since, the main focus of the BRAC's NFPE programme is to promote girls' education, it was inevitably necessary to involve female teachers for the effectiveness of the programme.

The characteristics sought by NFPE programme to select the teachers are: the teachers must be a permanent resident of Bangladesh, they must have completed nine or more years of schooling, and they must be married (however, in special circumstances unmarried females are considered). Good basic literacy and numeracy, strong common sense, presence of mind, ability to articulate, and an interest in teaching poor children are also desired characteristics. They must also be well-accepted by the community (Lovell and Fatema, 1989).

Potential teachers are generally selected through a village survey, along with a survey of the learners, which is carried out by the staff of the respective team offices. Particulars and related information of the potential teachers is collected, and any interested persons are asked to apply after the final decision has been made to open schools. The applicants are interviewed by the programme managers under its recruitment policies, which include written test and verbal interview.

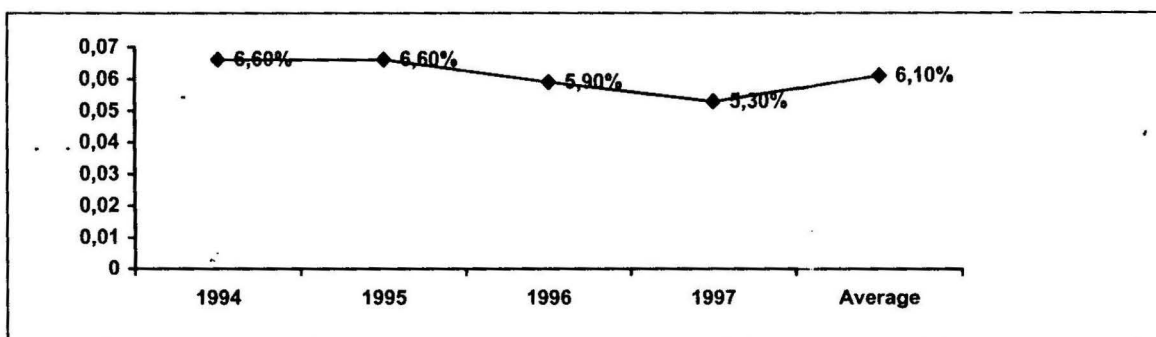
The potential teachers are given a 12 day pre-service training (basic) in BRAC's residential training centres (TARC) to develop their teaching skills. The first five days of the training are spent on theories and on basic concepts of the education programme. The remaining seven days are spent on the specific teaching methods. The training methods consist of practical demonstration and role-playing. Besides this training, another three-day in-service training is given to the teachers which is held at the local team offices, where issues related to schools, learners, the community, and teachers' responsibilities are discussed. Considering the performance in the training courses they are finally recruited as NFPE teachers. They also attend a monthly day long refresher courses held at local team offices on a regular basis. In the refresher courses, the teachers are given necessary directions on teaching contents, i.e., how and what will be taught in the next month.

Research problem

Although the NFPE teachers are recruited from the educated women of the villages, most of them generally have no professional experience. Their pedagogical skills are developed not only through pre-service and in-service training but also in different ways within the framework of the programme. To improve their pedagogical skills, they are supervised and guided by experienced and trained supervisors in a structured and systematic manner. These processes of teachers' development are not only time consuming, but also very challenging. The programme personnel, however, face serious difficulties if teachers discontinue, especially if it is occurred from any ongoing schools. Often, it is difficult to replace trained and efficient teachers in operating schools. It is de facto very difficult for a new person to run a BRAC school without a basic training. Although in such cases teachers from other BRAC schools are temporarily assigned to operate the schools, experience shows that the quality of the schools can often not be maintained.

The teachers of BRAC schools is considered as assets, and can also be considered as the product of investment, thus the programme expects that the experienced and skilled teachers will be serving in BRAC schools as required by BRAC programme personnel. Unfortunately, each year a large number of teachers resign. Some of them leave even before completing at least one cycle. The following figure shows a trend of drop out teachers by year which episodes that each year on average, more than 5.0% teachers left BRAC schools in the last four years (see Graph --1). On average, the number stood more than 2050. Although the trend of dropping out was decreasing and the figure was not considered to be alarmingly high, the NFPE programme was keen to reduce it to a minimum level.

Figure -1. Trend of dropping out by year



Definition of discontinuation

The term 'discontinuation' is defined in different papers in different ways depending on the nature of the issue. The issue in this study is the discontinuation of teachers of BRAC schools. There are several ways in which the discontinuation occurs: (a) when a cycle comes to an end, and the next cycle is not introduced due to unavoidable circumstances, a teacher becomes unemployed, although h/she wishes to continue to teach; (b) due to various reasons or unavoidable circumstances' teachers express their unwillingness to continue an ongoing cycle; (c) teachers' unwillingness to take another /next cycle after a cycle is completed; (d) due to pedagogical weaknesses of the teachers, they are insisted on or influenced by the management to leave the job. In this study, however, the term 'discontinuation' will be used for the teachers who discontinued themselves and who were insisted on or influenced by the management to resign due to their pedagogical weakness.

Purpose of the study

The broad purpose of this study was to capture the reasons behind the discontinuation of school teachers of BRAC's Non-Formal Primary Education programme.

Specific research questions

The above mentioned objective of this study will be met through providing answers to the following questions,

- i) What were the socio-economic characteristics of the NFPE teachers?
- ii) What were the issues that caused the teachers' discontinuation?
- ii) What kinds of problems did they face while working in BRAC schools?
- iii) What aspects of the programme did the teachers like and dislike?

Limitations of the study

Although the main focus of this study was to explore the causes of discontinuation of the NFPE teachers, male teachers have not been included in this study. The reason for this is that the number of male teachers was very low (3.0%), and presently they are less preferred. Another

shortcoming of this study is that, from around 13 former NFPE regions* primarily only one was selected for the study. For the purpose, all the discontinued teachers (262) of the selected region were targeted to be interviewed, but approximately 115 (44%) of them were not available for an interview due to various reasons (Table annex -- 1). Therefore, in order to achieve a representative sample size, another region was selected, and all the drop-out teachers were targeted to be interviewed. A portion of them were also not available for an interview. As a result, detailed information on the unavailable sample population was not possible to collect. Finally, a significant shortcoming of this study is that the comparison group (in-service teachers) was not selected by following the same statistical method as was followed for the selection of the study group due to lack of budget, and time constraints. They were selected from the schools situated in the same villages or in the adjacent villages of the drop-out teachers.

* The region concept has been terminated from 1998

METHODOLOGY

Study area and population selection

Data for this study was collected from two former regions (A and B). The regions were purposively selected due to a higher number of teachers dropping-out compared to the other regions. The A region contained 8 Area Offices (AOs) which covered six districts and there were 41 team offices (TOs) under these AOs. On the other hand, B region contained 6 AOs which covered 4 districts consisting of 29 team offices. Thus this study covered a total of 53 team offices (30 from A and 23 from B region).

The team offices were selected because of their high number of dropouts, but also because of their long years of operation. The newly (less than one year) established team offices were not included in this study. However, all the female drop-out teachers from the selected team offices were selected as the sample for the study. From each selected team office, an equal number of in-service teachers was targeted to be interviewed as the comparison group. Finally, following the selection methods, a total of 511 teachers (259 discontinuations and 252 in-service teachers) were interviewed.

Data collection procedures and instruments

In order to collect necessary information, the selected teachers (both the dropout and in-service) were interviewed through separate structured questionnaires. The questionnaires comprised of both direct and indirect questions, and were applicable for gathering both quantitative and qualitative data. Since all the respondents were female, data was collected by female interviewers. The interviewers were imparted a four-day training on both quantitative and qualitative data collection techniques, which also included a one-day field test. Whilst collecting the data, the interviewers were guided by two experienced research assistants, who re-interviewed at least 10% of the sampled respondents. They also crossed-checked, and scrutinised the collected data instantly. The concerned researcher directly supervised the field activities of the study.

Beside the above data collection procedures, 11 group meetings were held in 11 team offices with the NFPE staff. One team office from each AO (Area Office) was selected for the purpose. To gather reliable information, the team offices were selected due to the existence of experienced staff (T.I., P.O., P.A., and R.T.)* there. Five FGD (focus group discussion) meetings were held with the in-service teachers in five areas. The researcher conducted all the meetings with the NFPE staff and the teachers. A separate checklist was used for each group of respondents.

RESULTS

The Socio-economic characteristics of the respondents

Table 1 explains the socio-economic characteristics of the respondents. The Table shows that the mean of some explanatory variables such as age, education, number of children, family size, and land size of both the groups of respondents were very similar.

Table 1. Mean of some explanatory variables (age, education, no. of children, family size and land size) of the respondents

Explanatory Variables	Study group (mean) n=259	St. dev.	Comparison group (mean) n=252	St. dev.
Age (in year)	26.4	4.7	26.4	5.8
Education (schooling year)	9.8	1.2	9.9	1.1
Number of children	1.6	1.1	1.3	1.2
Family size	5.8	3.1	6.1	3.3
Land (dec.)	227.5	419	228.0	461

Table 2 presents the marital status of the respondents which depicts that the percentage of unmarried teachers seemed to be significantly higher (10.0%) in the comparison group compared to that of the study group (2.7). The presentation of economic status of the respondents, reveals that nearly 8.0% of the study group and 9.0% of the comparison group were from economically deficit category. On the other hand, more than 77.5% of the study group and 80.0% from the comparison group were from well-off families. Information on husband's occupation of the respondents shows that husband's occupation of 44.4% of the study group and 35.1% of the comparison group was service holder, followed by trader (26.0% from the study and 21.0% from

* T.I.= Team In-charge, P.O. = Programme organizer, P.A.= Programme assistant, R.T. = Resource teacher

the comparison group) and farmers (7.3% and 7.1% respectively). The Table further shows the distribution of the respondents by number of children, and illustrates that 18.5% of the respondents of the study group and 23.0% of the comparison group had no children. On the other hand, about 58.0% of study group and 49.0% of the comparison group had children within 5 years of age limit. The table finally shows that among all the respondents, 88.0% of the study group and 81.0% of the comparison group were Muslims and the remaining were Hindus.

Table 2. Distribution of respondents by marital status, economic status, occupation of husbands, number of children and religion

Explanatory variables	Study group n=259	%	Comparison group n= 252	%
<u>Marital status</u>				
Unmarried	7	2.7	25	10.0
Married	244	94.2	218	86.5
Separated	2	0.8	2	0.8
Divorced	2	0.8	3	1.2
Widow	4	1.5	4	1.6
<u>Economic status</u>				
Deficit	21	8.1	23	9.1
In balance	37	14.3	26	10.3
In surplus	201	77.6	203	80.5
<u>Occupation of husbands</u>				
Farmer	19	7.3	18	7.1
Service holder	115	44.4	90	35.1
Trader	67	25.9	53	21.0
Teaching	16	6.2	16	6.0
Skilled labour	12	4.6	15	6.3
Others	16	2.3	10	3.6
<u>No. of children</u>				
Nil	48	18.5	69	22.9
1-5	150	57.9	102	49.3
6+	61	23.6	81	27.8
<u>Religion</u>				
Muslim	228	88.0	205	81.3
Hindu	31	12.0	47	18.7

Causes of teachers' discontinuation

The main focus of this study was to explore the causes of discontinuation of BRAC's NFPE teachers. The investigation reveals that no single factor but instead a combination of several factors such as socio-cultural, personal, and organisational factors were responsible for teachers' loss of attachment towards their job. These factors are elaborated below;

Although the majority of teachers came from marginally well off families, 71.4% of all the teachers expressed that the aim for their joining BRAC was to have an extra income. It was observed that most of them were housewives, and they took it as a part-time job. Before joining BRAC, the majority of them thought that the job would require no more than four hours a day. However, practically the job required a longer time each day (both inside and outside), which

they did not assume before joining. Both the NFPE staff and the teachers mentioned that, on average, the teachers had to spend more than five hours per working day to carry out all their school-related assignments. The following chart shows an approximate break-up of time spent by the teachers to carry out the school related activities.

Commute to and from school = 30 minutes

Assembly = 10 minutes

School operation = 210 minutes

Lesson plan (path-tika) writing = 30 minutes

Homework checking = 60 minutes

(Total 340 minutes = 5 hours 40 minutes.)

Within the socio-cultural setting of Bangladesh, BRAC teachers also have to carry out various household chores such as cooking, cleaning, washing, taking care of the children and the elders. It was identified that more than 70% of the study group and 80% of the comparison group had no housekeeper servant. Therefore, the teachers themselves had to do the household chores before or after attending schools. So, the majority of them faced difficulties in performing all the school related responsibilities properly and efficiently.

Each of the 259 drop-out teachers was asked to state their main cause of discontinuation. Of them, 24.0% cited familial problems which included household chores, looking after younger and elder family members as the main cause for their discontinuation. Some 20.1% mentioned physical illness, followed by pregnancy and child birth (13.1%) as the main cause of their discontinuation.. Of the remaining, 10.8% stated for getting a better job, 7.7% for travelling problems, 5.8% for misbehaviour of the BRAC staff (PA and PO) and 5.2% for migration was the main cause of their discontinuation. Finally, 4.0% mentioned low amount of monthly remuneration as the main cause of their discontinuation (Table 3).

It should be noted that the BRAC teachers were not allowed maternity leave with pay, and they also were not allowed sick-leave with pay other than their earned leave. The following Table shows an interesting finding: only 4.0% of the study group left BRAC schools due to poor monthly remuneration although, 42.0 % of those questioned mentioned that the amount given to

Table 3. Distribution of the discontinued respondents by their main cause of discontinuation.

Main reason for discontinuation	Frequency	% of respondents n=259
Physical illness	52	20.1
Pregnancy and child birth	34	13.1
Familial problems	62	24.0
Better job	28	10.8
Travelling problem (to school and office)	20	7.7
Misbehave of PAs	15	5.8
Migration / placement	13	5.2
Monthly remuneration is low	10	3.9
Others*	25	9.7

* Others include; fiction with landlord of school house, irregular attendance of the learners, difficult to teach all subjects etc.

Figures in parentheses indicate the number of respondents

Some respondents compared their job facilities with the job of the teachers in government primary schools. The teachers in government primary schools are granted maternity leave with pay for a period of three months. They also can enjoy leave for other physical illnesses but teachers in BRAC schools were not granted maternity leave with pay, and had limited leave opportunities. BRAC schools also remained open even in the month of Ramadan.

According to the respondents (both the Staff and Teachers) the monthly remuneration given to the teachers was inadequate compared to the volume of school-related activities performed by them. In this regard, most teachers pointed out that *"teaching is a respected profession, but remuneration given to us is inadequate compared to the services we provide to BRAC schools."*

From the evidence the researcher realised that before final recruitment of teachers is made, BRAC staff do not provide all the information regarding assignments and responsibilities to be performed by the teachers. This was confirmed by staff as well as teachers. Some teachers said that they were not informed at all about daily lesson plan writing, frequent personal contact with parents, monthly parents meetings and homework checking (see annex Table --2). In this regard a significant number of the NFPE staff explained that if they had discussed all the responsibilities of the teachers before their final recruitment, the potential teachers would not have agreed to join

BRAC schools.

A trainer involved in teachers' training also confirmed the above information by saying that the potential teachers who came to the training centers to receive basic training, had very little idea about their detail responsibilities. He further said that the trainers generally informed the trainees about all their responsibilities as part of their training. He added that the trainees often reacted negatively when they realised that they will have to spend a lot more time involved with the school than they had previously anticipated.

NFPE personnel in some team offices opined that discontinuation of some teachers occurred not only for social, cultural and personal reasons but also due to their pedagogical weaknesses. They explained that some teachers failed to perform with the level of competence which was expected by the programme: they failed to write their lesson plans properly, failed to conduct classes following the proper methodology, and could not follow the instructions given by the NFPE staff. In such cases, the NFPE staff took measures to develop the teachers' teaching skills, and to overcome the shortcomings of the teachers by arranging special refresher courses. Their schools were supervised more carefully, and frequently, and were guided very closely. They said that the processes required more involvement from the teachers, and as a result, some teachers lost interest and failed to continue further. However, some teachers still wanted to continue, but failed to make any satisfactory progress. In these cases, the staff in some team offices asked these teachers to resign.

As a general practice, the refresher courses for the teachers are held at respective team offices, which normally begin at 8:30 a.m., and continue until 5 p.m. For the purpose, each teacher is given a travelling allowance of Tk. 15. The amount however, is not paid if the teachers fail to join the course within 15 minutes of the course start. Although the majority of the respondents did not face any problem in joining the course, some of them said that they often could not join the course on time especially on rainy days. Some teachers who lived at a distance from NFPE team offices also faced problems. A lack of available rural transports and bad physical infrastructure also made it difficult for teachers to join the courses on time. Often they had to spend excess money for travelling than the amount they were paid. Furthermore, because the

courses finished at 5 pm, many could not reach their home before sunset.

One significant piece of information which derived from both the staff and teachers' meetings was that under the NFPE's forestry programme, each child was given at least two saplings. Tk.10 was charged for the saplings, and teachers were responsible for collecting the money. However, some teachers could not collect the money from all the learners and thus had to pay the amount from their own pocket. Although, the forestry programme was well regarded by the parents, it caused an economic loss for the teachers. Similarly, BRAC recently has introduced a new system to recover the material cost from the learners. Each learner is charged Tk. 5 per month. The respective teachers are responsible to realise the amount -- thus they were apprehensive whether they will be able to realise the full amount from the children or will have to pay the unrealised amount of the fee.

Initially, it was thought that teachers might have particular likes and dislikes with regards to the programme, which might be influential determinants for their discontinuation. In response to the question about liking aspects, 78.0% of the study group and 67.0% of the comparison group mentioned that the teaching methods of BRAC schools were positively good. At the same time, 47.5% of the study group and 45.2 % of the comparison group responded that they liked the extra curricular activities, and 37.2% of the study group and 46.0% of the comparison group mentioned that the behaviour of the staff was very good. On the other hand, 42.0% of the study group and 32.1% of the comparison group claimed that monthly remuneration paid to teachers is low (Table annex 3).

The attendance of some learners was irregular due to various reasons. Teachers are usually responsible for low attendance. To maintain a high level of attendance, the teachers were asked to maintain personal contacts especially with the parents of the irregular learners. This was considered as a burden by the teachers.

Consequences of teachers' discontinuation

It has been shown earlier in this paper that every year more than 2050 NFPE teachers resign from BRAC schools which is considered as 'system loss' for the programme. It also has been mentioned earlier in this paper that the teachers' recruitment, and their pedagogical skill development processes are highly time consuming and require much financial involvement. The processes further require a greater work force involvement for further recruitment and training purposes. Besides, some other negative and positive consequences of teachers' discontinuation (as reported by the NFPE personnel like field managers and field supervisors) can be mentioned below;

As has been mentioned earlier in this paper, teachers are selected from the community in which schools are set up, and they have a high social acceptance in that community. The teachers become familiar to as well as popular with both the learners and the community people, due to their day to day interaction with them. This relationship helps the teachers involve community people in the process of learning, and ensures high attendance. Evidently problems arise when the teachers discontinue, as the learners as well as their parents loose their enthusiasm, and a major communication gap occurs between the teachers and the beneficiaries. Although new teachers are recruited for filling up vacant posts, it takes a long time to build similar relationship between the concerned service provider and the beneficiaries.

Generally alternative measures are taken by the programme on an urgent basis when the teachers resign. Most often, teachers from other ongoing cycles are temporarily employed until new teachers are recruited. In this instance, it was expressed that the quality of the schools could not be maintained. The reason behind this might be that since teachers were assigned temporarily, they did not take it seriously. On the other hand, due to the lack of competent teachers, BRAC sometimes had to give this responsibility to teachers who were not competent enough to operate two cycles simultaneously.

It was expressed by BRAC staff in a majority of team offices that sometimes more competent teachers were recruited while the weak teachers were left out. As has been discussed earlier, the trend of teacher's discontinuation was comparatively higher among the teachers who were weak

in pedagogical skills. In these cases, the quality of the schools improved rapidly compared to previous levels, especially if, more competent teachers were recruited.

DISCUSSIONS AND CONCLUSION

This study looked at the phenomenon of teachers' discontinuation in BRAC Schools, which include both voluntary discontinuations by the teachers and also expulsion by the BRAC management. NFPE reported nearly 6.0% teachers' discontinuation in the last few years. Although this figure was not considered to be alarmingly high, the NFPE programme was aware of the problem, and was keen to reduce it to a minimum level.

Through investigation however, it was realised that the identified causes for teachers' discontinuation in BRAC schools were not significant. The causes can also be attributed to socio-cultural and economic factors as well as related to the gender role in their respective household level. These factors are most likely applicable only to female teachers in the non-formal sector specially in rural areas. However, of all the addressed factors, physical illness, extensive household activities, low amount of monthly remuneration, and teachers' migration to the workplace of their husbands in order to live together, seemed the most influential determinants for teacher's discontinuation.

It has been pointed out in the text that the NFPE teachers were not granted sick and maternity leave with pay like female teachers in government primary schools. Although the NFPE teachers' job was not comparable to the female teachers in government primary schools, the socio-cultural, economic and personal problems of both the teachers (non-formal and formal) were more or less similar. Interestingly, teachers in government primary schools experiencing similar problems might not leave their job.

In most Third World countries, women especially those who are housewives, prefer to live with their husbands. At the same time, some women particularly those who hold a secure job with future prospect, and who receive a reasonable monthly salary tend to live separately if their work places are different. The job of NFPE teachers can be described as temporary, with little future prospect, and a low monthly wage. Therefore, the teachers gave less importance to their job rather than to other social, cultural and economic issues.

Although, NFPE teachers were educated, the volume of their household activities was similar to majority of the other educated or uneducated women in the villages. Chlebowska (1990) specifically noted that "*a rural women begins her day at dawn at 5 in the morning and ends between 8 and 10 in the evening; her working day is of at least fifteen hours. The heavy timetable of rural women obviously makes it difficult for them to set aside time for leisure.*" So, in such a situation it is really difficult for women to work outside of their households. The NFPE teachers accepted the teaching work as a part time job. Unfortunately, some of them could not manage both school and household activities simultaneously. In this context, it can be pointed out that the chances of dropping out were higher amongst the teachers who had comparatively extensive household duties. The chances were also higher for those who had no additional household members or housekeeper to assist them with their household chores. This picture is more prevalent in rural areas of the developing countries.

Although, no previous study has been conducted specifically on this problem, two studies conducted by Khan (1992) and Imam (1997) on other issues of the programme showed that the low amount of monthly remuneration was one of the influential factors contributing to teacher's discontinuation. The researcher of this study does not contradict with their findings but intends to point out that low amount of monthly remuneration does not directly act as a factor for teachers' discontinuation. Instead, it reduces motivational levels as well as teachers attachment towards their job. It also occurs because of job insecurity and due to a lack of future prospects.

The researcher, however, is aware that such education programmes can not be made permanent, and there are budget constraints when running such a low cost primary education programme. Thus, the teacher's job may not be secured, and their monthly remuneration may not be highly

increased but their conveyance allowance can be given on the basis of actual expenditure. The introduction of a festival allowance, and the enhancing of staff's motivational activities as well as close interaction with them may be helpful in keeping the dropout rate at a minimum.

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Tables in Annex

Table 1. Distribution of the dropped-out teachers who were not available for an interview by reasons.

Reason for not interviewing	Frequency	%
Migration to their husbands	48	41.8
Death	2	1.7
Better/new job	15	13.0
Out migration	16	13.9
Marriage	9	7.8
Not traced/absent at home	25	21.8
Total	115	100.0

Note: The distribution has been shown in the above table is applicable only for one region. Out of total 262 dropouts 115 were not available for an interview.

Table 2. Proportion of the teachers by status of information provided by BRAC staff before final recruitment

Activities	Study group (%) n= 259		Comparison group (%) n=252	
	Yes	No	Yes	No
Training	99.6	0.4	100.0	-
Monthly refreshers	81.5	18.5	75.0	25.0
Lesson plan writing	68.0	32.0	62.7	37.5
Personal contact with parents	61.4	38.6	59.5	40.5
Monthly parents meeting	74.1	25.9	67.9	32.1
Checking home task at home	65.6	34.4	61.9	38.1

* Yes = the teachers were informed about their school related assignments to be done before recruitment.

* No = were not informed before recruitment.

Table 3. Aspects of the NFPE programme liked and disliked by the teachers

Aspects liked by the NFPE teachers	% teachers	
	Study group	Comp. group
The teaching methods	78.0	67.0
Extra curricular activities	47.5	45.2
Behaviour of the NFPE staff	37.2	40.3
The refreshers courses	31.6	33.7
Aspects disliked by the NFPE teachers		
Low amount of monthly remuneration	42.0	32.1
Personal contact with the parents	8.5	3.6

Table 4. Distribution of the respondents by reasons for joining BRAC schools

Reasons	% of the teachers n=259	% of the teachers n=252
For economic benefit	176 (68.0)	191 (75.8)
For social work	144 (56.7)	120 (47.6)
To use idle time	114 (44.0)	122 (48.4)
For regular practice of education	75 (29.0)	74 (29.4)
Due to personal interest for a job	48 (18.5)	56 (22.2)

Multiple answers considered

Figures in parentheses indicates percentages

Table 5. Distribution of respondents by no. of cycles completed

No. of cycles completed	Study group n= 259	Comparison group
Nil	181 (69.9)	118 (46.8)
1	50 (19.3)	75 (29.8)
2	19 (7.3)	36 (14.3)
3+	9 (3.5)	23 (9.1)
All	259 (100.0)	252 (100.0)

Figures in parentheses indicate percentages