

Inaugurating Pre-service Teacher Training in Bangladesh: A Comprehensive Approach

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ABSTRACT

This study explores the critical need for pre-service teacher training in the primary education sector of Bangladesh, emphasizing its significance, challenges, and potential implementation strategies. While notable progress has been made in enhancing educational access in Bangladesh, the absence of structured pre-service training undermines teacher preparedness and overall educational quality. Through a mixed-methods exploratory design, this research integrates qualitative and quantitative data from teachers and teacher educators to evaluate awareness levels, perceived benefits, and existing barriers to pre-service training. The qualitative component provides in-depth perspectives from teachers and teacher educators, while the quantitative data offers measurable patterns and trends. Findings reveal significant shortcomings in the current in-service training framework, including inadequate integration of ICT, insufficient training for addressing the special need students, and deficits in fostering essential professional knowledge and skills. These gaps underscore the pressing need for comprehensive pre-service training programs to better equip teachers to manage diverse classrooms, implement modern teaching methodologies, and meet the growing demands of primary education in Bangladesh. The study also emphasizes incorporating motivational training to foster teacher resilience and commitment, along with child psychology modules to enhance teachers' understanding of student needs. Identified strategies include mandatory pre-service training to overcome these challenges, optimizing resources, ensuring policy alignment, and fostering stakeholder collaboration. These measures aim to enhance teacher readiness, improve educational outcomes, and contribute to the sustainable development of Bangladesh's education system. By advocating for a comprehensive and systematic approach to pre-service training, this study aspires to elevate primary education standards and ensure long-term educational advancement for future generations in Bangladesh.

Keyword: Pre-Service Training, Teacher Preparedness, Teacher Professional Development, Primary Education in Bangladesh, Policy Alignment, Education System Reform, Quality Educational.

1. INTRODUCTION

Primary education serves as the foundation for lifelong learning, shaping the development of a nation. In Bangladesh, considerable progress has been made in expanding access to primary education, reflecting the government's commitment to achieving universal education goals (Rab and Obaydullah, 2023). Despite these achievements, the lack of adequately trained teachers remains a critical challenge whereas quality of teacher training plays a critical role in determining this educational outcome across various contexts (Alam et al., 2021; Aras, 2016 cited in Rab, 2024, 2016, p.64).

Teacher training in Bangladesh has traditionally prioritized in-service programs (Akhter, 2023; British Council, 2018; Ehsan et al., 2011; Ehsan et al., 2012; The Daily Star, 2018), leading to the absence of pre-service teacher preparation. Pre-service training equips prospective teachers with essential pedagogical skills and competencies before they enter classrooms, fostering improved teaching effectiveness and better student outcomes (Lewin, 2004; Lopes et al., 2010; Tasdemir et al., 2020). However, in Bangladesh, all ongoing teacher training programs such as the Basic Training for Primary Teachers (BTPT), previously known as DPED (Diploma in Primary Education) or C-in-Ed (Certificate in Education) are offered only after teacher recruitment (Ehsan et al 2011; Ehsan et al., 2012; National Academy for Primary Education (NAPE), 2023). The absence of adequate training undermines teacher preparedness and widens the gap in educational quality, posing a major obstacle to achieving Sustainable Development Goal (SDG) 4, which emphasizes inclusive and equitable quality education (Akhter, 2023). While in-

service programs exist, they tend to be short-term, superficial, and insufficient to address evolving classroom challenges. This issue further exacerbates problems related to teacher recruitment, retention, and teacher effectiveness.

Moreover, professional teaching qualifications are not a requirement for teacher recruitment in Bangladesh. Teachers are often selected based on their general academic credentials, with no prior exposure to classroom practices. This mismatch in teaching quality compromises learning outcomes (Akhter, 2023).

This study critically examines the absence of pre-service teacher training in Bangladesh and proposes a comprehensive framework for its implementation. By addressing key challenges, policy gaps, and stakeholder perspectives, the research aims to enhance teacher preparation and improve the quality of primary education in the country.

To address the challenges outlined above, this study is guided by the following aim, objectives, and research questions.

Aim

To explore the significance, challenges, and implementation strategies of pre-service teacher training in Bangladesh's primary education sector, incorporating insights from teachers and teacher educators.

Objectives

1. To assess the awareness levels and perceptions of teachers and teacher educators regarding pre-service teacher training.
2. To identify the perceived benefits associated with pre-service teacher training as recognized by teachers and teacher educators.
3. To examine the challenges faced by teachers and teacher educators due to the absence of pre-service training.
4. To obtain recommendations from teachers and teacher educators for inaugurating pre-service teacher training programs.

Research Questions

1. What are the awareness levels and perceptions of both teachers and teacher educators regarding pre-service teacher training?
2. What perceived benefits do teachers and teacher educators associate with pre-service teacher training?
3. What challenges do teachers and teacher educators identify due to the absence of pre-service training?
4. What recommendations do teachers and teacher educators have for inaugurating pre-service teacher training programs?

2. LITERATURE REVIEW

Atar and Bağcı (2019) argue that pre-service teacher education forms the bedrock of educational discourse, influencing educational philosophies, methodologies, and outcomes. Within this framework, teachers acquire a diverse array of knowledge and skills, encompassing theoretical and pedagogical concepts such as theories, frameworks, and models. Ulla (2016) and Sonnemann and Goss (2018) emphasize the importance of understanding the teaching environment before engaging in practical teaching. This understanding enables educators to seamlessly integrate concepts and theories into authentic classroom situations (Cheng, 2013 cited in Ulla, 2016, p.239).

Teachers' attributes significantly impact student achievement, yet ongoing professional development faces barriers such as limited financial resources and challenging working conditions (Moon, 2013; Moon, 2013 cited in Younger, 2014, p.2). According to UNESCO (2006, 2015) and Moon (2013), at least two million teachers in developing countries are unqualified or under qualified to work in primary schools, a challenge also relevant in Bangladesh. Addressing these gaps requires strategic investment in proven teaching practices and career pathways (Hunter, 2022; Mallah, 2019). This concern is exacerbated by challenges in expanding secondary school systems (Mulkeen et al., 2007), underscoring the need for well-trained teachers across education levels.

These global trends are mirrored in the challenges faced by primary education in Bangladesh. Alamgir (2019) notes that over 50% of primary school children lack expected proficiency in mathematics and Bangla, highlighting significant learning gaps that require well-prepared teachers. Among grade 3 students, 49% fail to achieve expected reading proficiency in Bangla, and 50% in mathematics. By grade 5, 61% of students in Bangla and 70% in mathematics fail to demonstrate grade-level reading competencies, with nearly 67% (two-thirds) of students lacking basic counting skills by the end of primary education (DPE, 2023). These shortcomings contribute to a 17.3% dropout rate, an 82.75% primary cycle completion rate, and a 4.95% repetition rate (DPE, 2021), underscoring the urgent need for effective teacher preparation programs to improve educational outcomes.

Mustary (2021) highlights systemic challenges in Bangladesh, such as the absence of a unified teaching curriculum and a shortage of skilled trainers. Pre-service training, therefore, plays a pivotal role in equipping teachers with essential classroom management and pedagogical skills (Tasdemir et al., 2020; Lopes et al., 2010). However, the lack of mandatory pre-service teacher training leaves many teachers unprepared for effective teaching. While long-term training programs exist, delayed implementation due to the overburdened workload of training centers exacerbates the issue (Siddik and Kawai, 2020; Quddus, 2007 cited in Siddik and Kawai, 2020, p.39-40; [Ahsan et al., 2016](#)).

Despite revised in-service programs like the BTPT (MOPME, 2023; NAPE, 2023), the absence of pre-service teacher training hinders the readiness of new teachers. Many lack the capacity, confidence, and preparation to address classroom challenges, including teaching students with special needs ([Akhter, 2023](#); DPE, 2022; Siddik and Kawai, 2020, 2018; [Ahmmmed et al., 2014](#)).

A comprehensive teacher education framework should integrate three stages: pre-service training, induction, and ongoing professional development (CPD) (UNICEF, 2014; UNESCO, 2015; Yangambi, 2021). Long-term planning and financial stability are essential for sustaining these programs, necessitating strategic policy interventions.

To address these gaps, this research proposes a comprehensive pre-service teacher training program, aiming to bridge the gaps between pre-service and in-service training while contributing to sustainable improvements in the quality of primary education in Bangladesh.

3. METHODOLOGY

3.1 Research Design

This study adopted a mixed-method exploratory design to investigate awareness, benefits, challenges, and recommendations for implementing pre-service teacher training in Bangladesh. Recognized as a robust approach in social and human sciences globally (Creswell, 2013), this design integrates qualitative and quantitative methods to provide a comprehensive understanding of complex issues (Creswell, 2009).

The qualitative component explored in-depth perspectives, providing nuanced insights into participants' experiences and views (Creswell, 2007), while the quantitative component, comprising Likert-scale and categorical responses, supplemented the qualitative findings by identifying measurable trends and patterns (Creswell, 2009; Creswell and Clark, 2011). This integrated approach leveraged the strengths of both methodologies, ensuring a balanced and thorough exploration of the research questions.

3.2 Sampling and Participants

Sampling is crucial in research as it allows data collection from a representative subgroup instead of the entire population, reducing workload and often achieving greater accuracy than a census. According to Saunders et al. (2007), it is particularly beneficial for saving time under tight deadlines. Non-probability sampling is applied for this study, specifically purposeful sampling, to include participants from varied schools and settings, maximizing diversity (Bryman, 2016; Creswell, 2009). This approach ensured representation across different roles, locations, and types of institutions, targeting individuals with specific knowledge and experience relevant to the study (Patton, 2015). The sample size also plays a crucial role in sampling (Bryman, 2016 cited Adler and Adler, 2012, p. 416) suggest an acceptable range of twelve to sixty participants. For this study, the researcher selected a sample size within this recommended range to collect data by conducting interviews.

3.3 Discussion of Sampling and Participants

The study employed purposive sampling to select 19 participants from six Upazilas (Sub-districts) within three districts, ensuring representation across rural and urban areas and government and non-government institutions. This approach aimed to capture diverse experiences and challenges in implementing pre-service teacher training in Bangladesh's primary education system (Creswell, 2009). Participants were categorized into three key roles: Teacher Educators, Head Teachers, and Assistant Teachers.

Properties of Teacher Educators (ADPEO (Assistant District primary Education Officer), UPEO/UEO (Upazila Primary

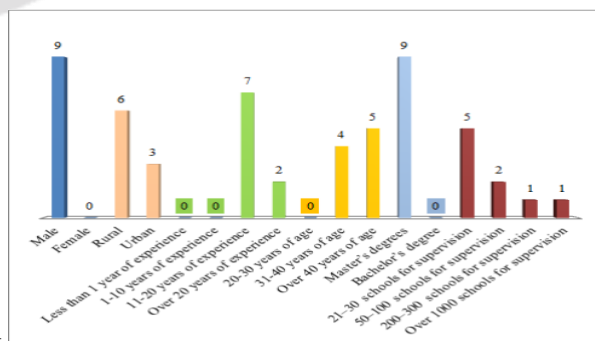


Figure 1: Profile of Teacher Educators

Education Officer/Upazila Education Officer), UPAEO/AUEO (Upazila Primary Assistant Education Officer/Assistant Upazila Education Officer)-recently renamed from UEO and AUEO to UPEO and UPAEO respectively while retaining the same responsibilities), Head Teachers, and Assistant Teachers are shown in the figure 1, 2 and 3 respectively.

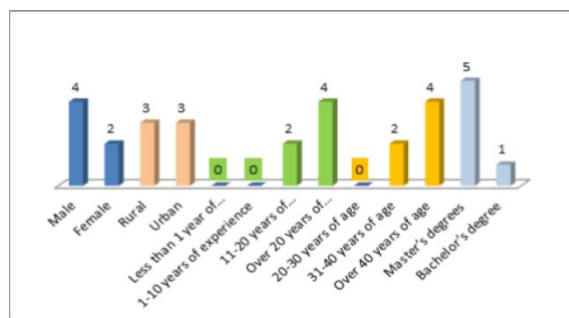


Figure 2: Profile of Head Teachers

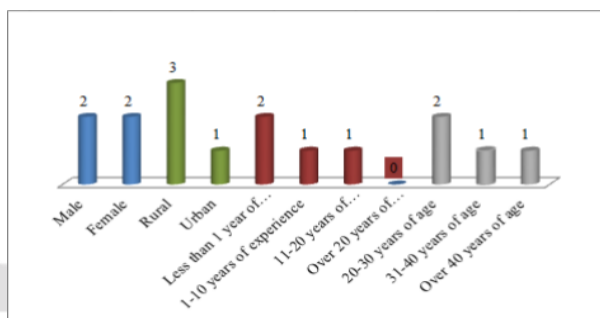


Figure 3: Profile of Assistant Teachers

Figures 4a-4l collectively present participant data, highlighting roles, institutional affiliations, geographical distribution, experience levels, and other key attributes.

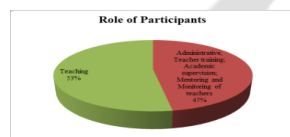


Figure: 4a



Figure: 4b

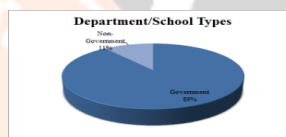


Figure: 4c

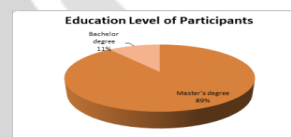


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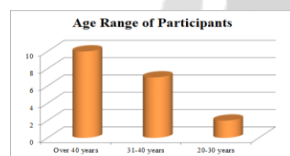


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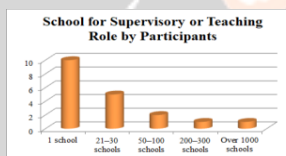


Figure: 4f

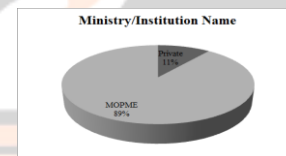


Figure: 4g

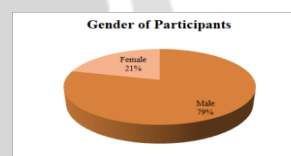


Figure: 4h

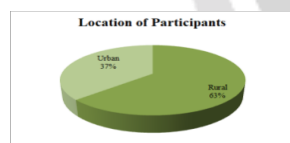


Figure: 4i

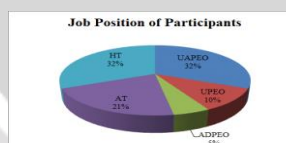


Figure: 4j

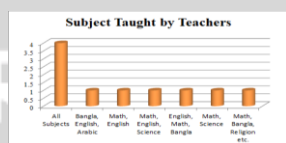


Figure: 4k

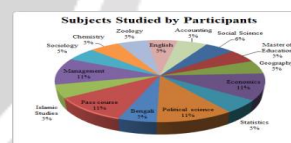


Figure: 4l

3.4 Data Collection Instruments

Mixed-method interview questionnaires were employed, incorporating both structured and semi-structured questions to explore teachers' and teacher educators' perceptions, perceived benefits, challenges and recommendations regarding pre-service teacher training. This format allowed for collecting both categorical data through predefined options and in-depth qualitative insights through open-ended questions (Creswell, 2009). The questionnaire was comprised into five sections, covering demographic information, awareness and perceptions, perceived benefits, observed challenges, and recommendations.

Two mixed-method self-administered interview questionnaires were designed to capture data from teachers and teacher educators.

1. The first questionnaire targeted teacher educators and included sections on demographic information, awareness and perceptions, perceived benefits, challenges, and recommendations.
2. The second questionnaire targeted teachers and followed a similar structure but adapted questions to their specific roles and experiences.

Both questionnaires included:

- Quantitative items (e.g., Likert scales, yes/no/partially questions, or predominantly quantitative questions with an option for qualitative input) to quantify the responses.
- Open-ended questions to capture detailed qualitative responses.

3.5 Data Collection Procedure

Participants were thoroughly briefed on the study's purpose before data collection commenced using mixed-method, self-administered interview questionnaires with researcher facilitation. Ethical guidelines were rigorously followed to uphold participants' rights and dignity to safeguard them from any adverse effects of their participation, and maintain integrity throughout the research (Denscombe, 2007).

The questionnaires were conducted flexibly, allowing participants to freely express their thoughts and elaborate on the topics raised. This approach encouraged deeper engagement, fostering a comprehensive understanding of their perceptions and experiences.

A mixed method of in-person and remote data collection was applied. Seventeen participants completed the questionnaire in person, supported by the researcher who provided clarifications or encouragement as needed. Most participants answered independently, with assistance offered only when they faced difficulties understanding certain items. Additionally, data for two participants were collected via mobile phone, ensuring their meaningful contributions despite not being physically present. This balanced approach enabled all participants to provide well-considered responses.

3.6 Data Analysis

The collected data were analyzed using NVivo 12 Plus and Excel to integrate qualitative and quantitative insights. An inductive approach was adopted, aligning with the nature of exploratory qualitative research. Prior to analysis, the data were systematically organized and prepared, including iterative reading to extract detailed insights and identify emerging patterns. The responses were transcribed into English and subsequently imported into NVivo 12 Plus for detailed analysis. In NVivo, the data were categorized into cases and systematically coded into hierarchical nodes, including parent nodes, sub-parent nodes, and child nodes, reflecting themes derived from the research questions (Saldaña, 2013). Themes were refined through constant comparison, ensuring clarity and minimizing overlap (Glaser and Strauss, 1967). Quantitative responses, including Likert-scale and categorical questions, were analyzed descriptively using Excel and NVivo. Demographic data were initially organized in Excel and imported into NVivo to assign attributes to cases. NVivo's advanced tools such as Matrix Coding, Crosstab Queries and Comparison Diagram facilitated pattern recognition and thematic correlation across demographic groups (Brandão, 2014; Edwards-Jones, 2014). Both NVivo and Excel were utilized for generating tables and figures to present the findings visually.

The systematic process of coding, categorizing, and refining themes ensured that the analysis was comprehensive, non-redundant, and reflective of participants' perspectives. The final themes illuminated barriers to establishing pre-service teacher training in Bangladesh, providing a robust foundation for actionable recommendations.

3.8 Rationale for the Methodology

The study employed a mixed-methods approach, combining qualitative and quantitative techniques for data triangulation, enhancing validity and reliability (Jick, 1979). The inductive approach allowed for in-depth exploration of participant perspectives and emerging themes, aligning with the study's exploratory goals.

To ensure trustworthiness, the interview questionnaire underwent iterative piloting, with adjustments made after each round to address identified gaps. This rigorous process ensured the instruments' validity, reliability, and relevance (Denscombe, 2007). By integrating diverse data sources and analysis techniques, the study delivers comprehensive insights, balancing depth with generalizability.

This methodology provided a structured yet flexible framework, integrating diverse data sources and analysis techniques to capture a comprehensive understanding of the barriers and enablers of pre-service teacher training in Bangladesh.

4. FINDINGS, ANALYSIS and DISCUSSION

4.1 Awareness and Perceptions

4.1.1 Types of Training

Questionnaires were designed to identify training types in

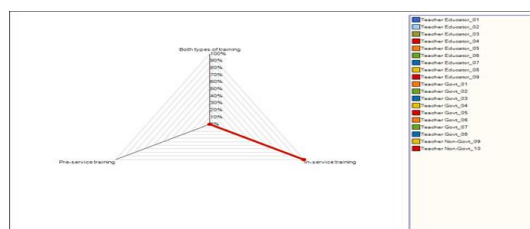


Figure 5: Types of Training in Bangladesh

Bangladesh, offering options for pre-service, in-service, or both. Barycentric coordinates from a ternary plot analysis in NVivo's crosstab indicated a strong alignment with the in-service vertex, confirming its exclusivity in the country, with no representation of pre-service or combined training programs (Figure 5).

Participants highlighted various in-service training programs, including Basic Training for Primary Teachers (BTPT), subject-based training, SEND training, ICT training, leadership training, curriculum training, pre-primary training, induction training and others, as shown in Figure 6.

However, these trainings face significant challenges:

- **Limited Coverage:** Only two teachers received SEND training, and one teacher per school received ICT, leadership, or pre-primary training.
- **Inconsistent Curriculum:** There is no consistent curriculum across schools.
- **Lack of Trained Teachers:** Teacher transfers often leave schools without trained pre-primary teachers, lowering teaching quality.

As one participant noted, "...When a pre-primary trained teacher is transferred to a different school, there is often no trained pre-primary teacher left at the original school. As a result, untrained teachers teach the children, leading to a decline in teaching quality."

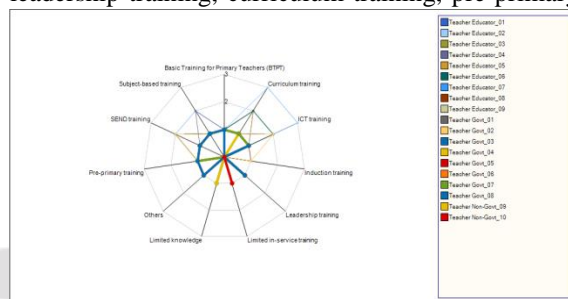


Figure 6: Types of In-service Training

4.1.2 Familiarity with Pre-service Teacher Training

In this study, the familiarity levels of participants with pre-service teacher training were investigated. The data, illustrated in Figure 7, reveals that a significant portion of the participants (78.95%) reported having only partial familiarity with pre-service teacher training. Specifically, 15 out of the 19 participants indicated they had some knowledge of the training but lacked comprehensive understanding. Meanwhile, 4 participants (21.05%) confessed to having no familiarity with pre-service training whatsoever. Notably, there were no participants who claimed to be well-versed in pre-service teacher training.

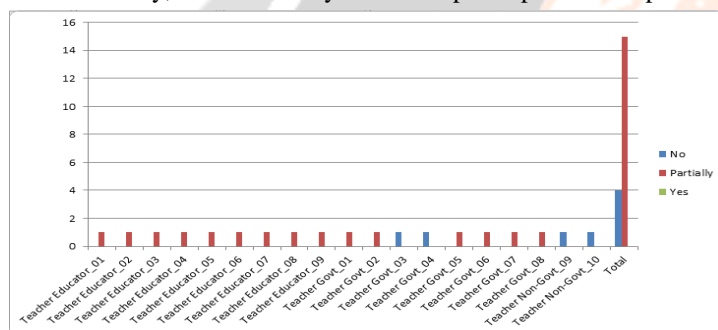


Figure 7: Familiarity with Pre-service Training

4.1.3 Importance of Pre-service Training

The results indicate a strong consensus among the participants about the importance of pre-service teacher training in enhancing teaching quality, as shown in Table 1.

- 89.47% (17 participants) rated pre-service training as "Very Important."
- 10.53% (2 participants) rated it as "Important."

Additionally, regarding the impact of the absence of pre-service training on teaching effectiveness (Table 2):

- 89.47% (17 participants) "Strongly Agree" that

Name	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree	Total
Teacher Educator_01	1	0	0	0	0	1
Teacher Educator_02	0	0	0	1	0	1
Teacher Educator_03	0	0	0	1	0	1
Teacher Educator_04	0	0	0	1	0	1
Teacher Educator_05	0	0	0	1	0	1
Teacher Educator_06	0	0	0	1	0	1
Teacher Educator_07	0	0	0	1	0	1
Teacher Educator_08	0	0	0	1	0	1
Teacher Educator_09	0	0	0	1	0	1
Teacher Govt_01	1	0	0	0	0	1
Teacher Govt_02	0	0	0	1	0	1
Teacher Govt_03	0	0	0	1	0	1
Teacher Govt_04	0	0	0	1	0	1
Teacher Govt_05	0	0	0	1	0	1
Teacher Govt_06	0	0	0	1	0	1
Teacher Govt_07	0	0	0	1	0	1
Teacher Govt_08	0	0	0	1	0	1
Teacher Non-Govt_09	0	0	0	1	0	1
Teacher Non-Govt_10	0	0	0	1	0	1
Total	2	0	0	17	0	19

Table 2: Impact of Absence of Pre-Service Training

Name	Important	Neutral	Not Important	Not Important at All	Very Important	Total
Teacher Educator_01	0	0	0	0	1	1
Teacher Educator_02	1	0	0	0	0	1
Teacher Educator_03	1	0	0	0	0	1
Teacher Educator_04	0	0	0	0	1	1
Teacher Educator_05	0	0	0	0	1	1
Teacher Educator_06	0	0	0	0	1	1
Teacher Educator_07	0	0	0	0	1	1
Teacher Educator_08	0	0	0	0	1	1
Teacher Educator_09	0	0	0	0	1	1
Teacher Govt_01	0	0	0	0	1	1
Teacher Govt_02	0	0	0	0	1	1
Teacher Govt_03	0	0	0	0	1	1
Teacher Govt_04	0	0	0	0	1	1
Teacher Govt_05	0	0	0	0	1	1
Teacher Govt_06	0	0	0	0	1	1
Teacher Govt_07	0	0	0	0	1	1
Teacher Govt_08	0	0	0	0	1	1
Teacher Non-Govt_09	0	0	0	0	1	1
Teacher Non-Govt_10	0	0	0	0	1	1
Total	2	0	0	0	17	19

Table 1: Importance of Pre-service Training

the absence of pre-service training affects their ability to teach effectively.

- 10.53% (2 participants) "Agree" with this statement.

These findings suggest a significant importance and impact of pre-service teacher training among the participants.

4.1.4 Perceived Gaps in In-service Training

The following two figures (Figure 8 and Figure 9) reveal the gaps in the current in-service training programs that pre-service training could address:

- All participants agree that there are gaps in the current in-service training programs that pre-service training could address; emphasizing the critical need for its introduction (see Figure 8).

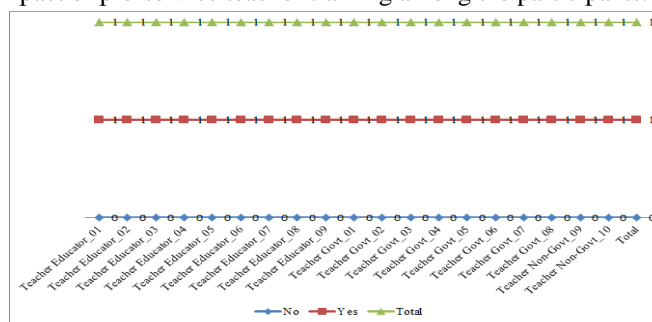


Figure 8: Agreement on Gaps in In-Service Programs

4.1.5 Perceived gaps in current in-service training

Data from diverse perspectives, including variations in job positions, genders, experiences, and locations, underscore critical gaps in current in-service training programs that underscore the need for pre-service training. These include insufficient support for special needs students, challenges in managing classrooms, lack of confidence, inadequate ICT-based teaching skills, poor professional preparation, and deficiencies in fostering positive behavioral attitudes. Additionally, gaps in professional knowledge, stakeholder relationship management, and overall skill development further emphasize the importance of a robust pre-service training framework to address these issues effectively (UNESCO, 2015). The findings align with the comment from Teacher Educator_08: "Entering the teaching profession without pre-service training leaves individuals unprepared, creating a scenario comparable to struggling aimlessly in deep water without the skills to navigate."

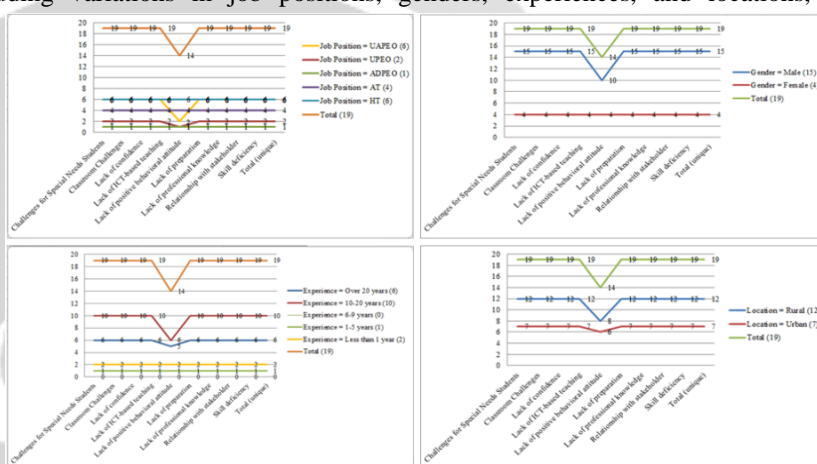


Figure 9: Gaps in In-Service Training Addressable by Pre-Service Programs Across Experience, Job Position, Location, and Gender

4.2. Perceived Benefits of Pre-service Training

4.2.1 Enhanced skills and Confidence through Pre-Service Training

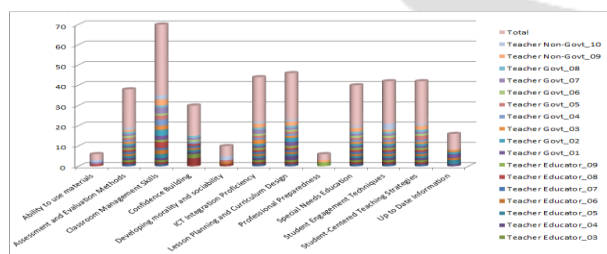


Figure 10: Enhancing Teachers' Skills and Confidence

4.2.2 Impact on Student Learning Outcomes

Participants overwhelmingly recognized the significant impact of pre-service teacher training on student learning outcomes. A notable 84.21% of respondents rated this impact as very positive, while the remaining 15.79%

Participants identified a range of skills that pre-service teacher training could enhance, including classroom management, lesson planning, child-centered teaching strategies, special needs education, ICT integration, student engagement techniques, as well as assessment and evaluation methods. These findings emphasize the comprehensive potential of pre-service training to address critical teaching competencies and foster effective teaching practices, as illustrated in Figure 10.

described it as positive. This strong consensus underscores the transformative role of pre-service training, not only in improving teaching effectiveness but also in fostering better student engagement, enhancing academic performance, and creating a more supportive learning environment. Such findings emphasize the critical importance of implementing pre-service programs to elevate the overall quality of education (see Figure 11).

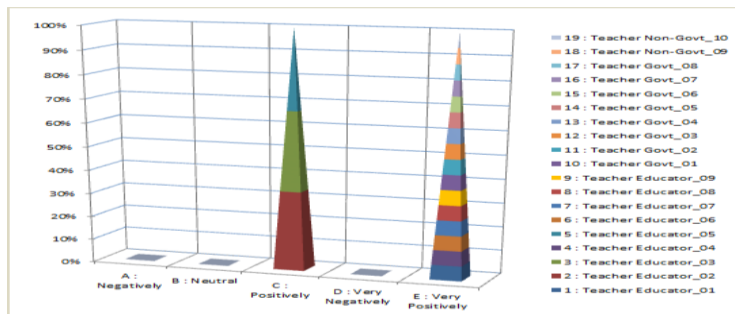


Figure 11: Impact of Pre-service Training on Student Learning Outcomes

4.3 Challenges and Barriers Due to Lack of Pre-Service Training

4.3.1 Main Challenges Faced by Teachers Due to Lack of Pre-Service Training

The study identified several significant challenges faced by teachers in the absence of pre-service training, including deficiencies in teacher quality, professional insincerity, challenges in modern teaching, lack of ICT knowledge, inadequate training for special needs, insufficient lesson planning skills, struggles with classroom discipline, difficulties managing class diversity, and issues with the assessment process, as shown in Figure 12.

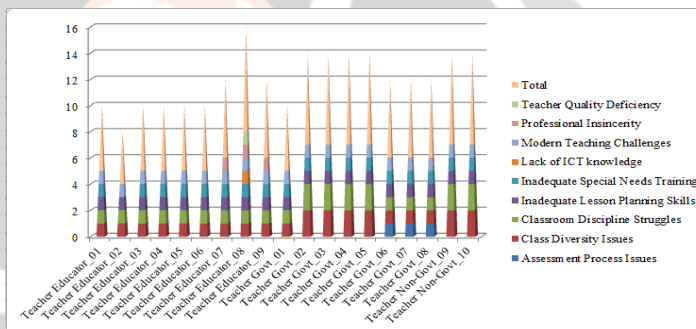


Figure 12: Challenges Faced by Teachers

4.3.2 Mentorship and Support Could not Bridge the Gaps

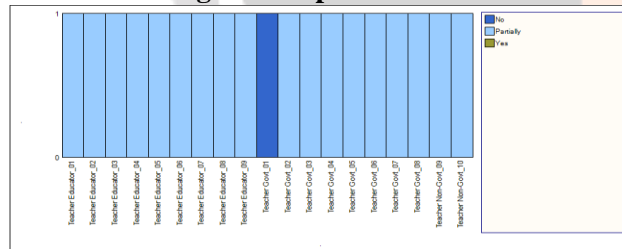


Figure 13: Mentorship and Support Vs Addressing the Gaps

The data indicated that mentorship and support are largely perceived as insufficient in addressing the gaps caused by the absence of pre-service training. Of the 19 participants, 94.74% (18 participants) stated that mentorship or support only partially addresses these gaps, while 5.26% (1 participant) asserted that it does not address the gaps at all. Notably, none of the participants (0%) believed that mentorship alone could fully bridge these gaps (See Figure 13).

4.3.3 Effectiveness of Pre-Service Training in Addressing Challenges

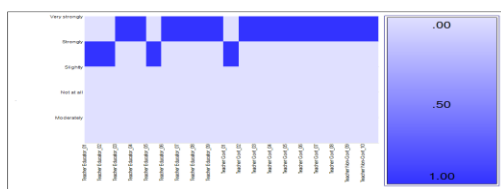


Figure 14: Agreement of Effectiveness of Pre-Service in Addressing Challenges

The data revealed strong agreement among participants regarding the effectiveness of pre-service training in addressing challenges faced by teachers. Among the 19 participants, 78.95% (15 participants) believed that pre-service training would address these challenges very strongly, while 21.05% (4 participants) rated it as strongly effective. Notably, no participants selected the options "Not at all," "Slightly," or "Moderately," indicating unanimous agreement on the high impact of pre-service training, as depicted in Figure 14.

4.3.4 Job-Seeking Behavior of Newly Recruited Teachers

The study revealed a significant trend of job-seeking behavior among newly recruited teachers in Bangladesh, with 94.74% (18 out of 19 participants) observing this tendency, while 5.26% (1 participant) noted it occurred in some cases. No participants denied the trend, highlighting its prevalence (Figure 15).

One of the participants (Teacher Govt_07) said, "... If pre-service training were available, they might not have left the profession."

"I asked all 28 participants during a training session how many of them did not want to be teachers. Only 3 of them said they wanted to become teachers, while 25 were not interested in teaching and were trying to find other jobs," said another participant.

Another participant said:

... Who are not genuinely interested in teaching enter the profession as a temporary solution. Once recruited, they do not focus on classroom activities but instead pursue other job opportunities. Consequently, when they are sent for foundational training in teaching, they often refuse to participate, considering it a waste of time.

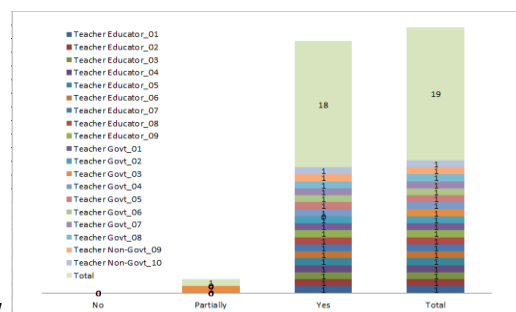


Figure 15: Job-seeking Behavior Among Newly Recruited Teachers

4.3.5 Factors Contributing to Job-Seeking

Newly recruited teachers in Bangladesh often seek alternative job opportunities due to various factors. Low salaries, insufficient benefits, and unclear career progression make teaching financially and professionally unattractive. The profession's low social status, lack of parental engagement, and minimal teacher-parent interaction further diminish motivation. Many teachers experience job dissatisfaction, excessive workloads, and inadequate teaching environments, compounded by the absence of pre-service training. Consequently, teaching is frequently viewed as a temporary role, leading many to transition to careers offering better opportunities and benefits (see Figure 16.)

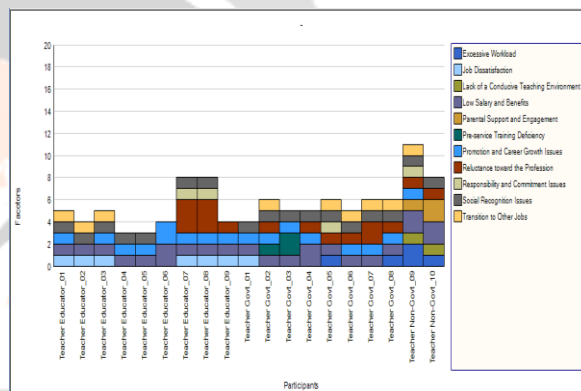


Figure 16: Factors Contributing to Job-Seeking

4.3.6 Influence of Pre-service Training on Teacher Commitment

Mandatory pre-service training is considered essential for enhancing teacher commitment by attracting genuinely motivated candidates. Participants noted that such training could deter uninterested individuals; ensuring only passionate teachers enter the profession. It would also build mental preparedness, fostering resilience and awareness of professional challenges. Furthermore, pre-service training could instill responsibility and values, elevate the profession's social status, and promote pride and dedication among teachers. By addressing these aspects, pre-service training could cultivate a motivated and committed teaching workforce (See Figure 17).

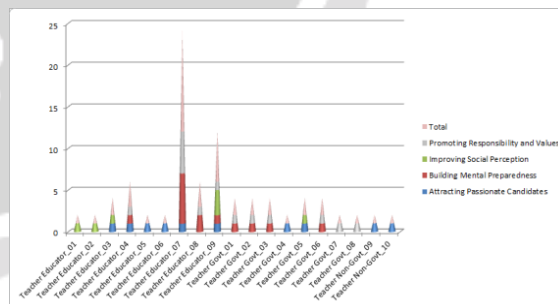


Figure 17: Influence of Pre-service Training on Teacher Commitment

4.3.7 Barriers to Establishing Pre-Service Teacher Training

Participants identified key barriers to implementing pre-service teacher training in Bangladesh, including the absence of a clear policy framework, inadequate financial resources, and insufficient infrastructure. A lack of commitment from authorities, along with a shortage of skilled trainers, further hindered progress. Low salaries, behavioral resistance to change, and teacher disinterest in professional development programs also emerged as significant challenges, as presented in Figure 18.

Figure 19: Perspectives on Pre-service Training and In-service Gaps among Participants

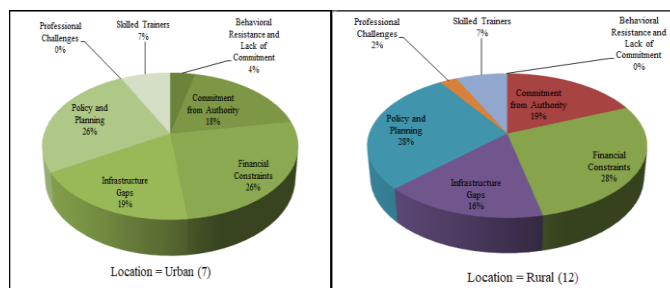
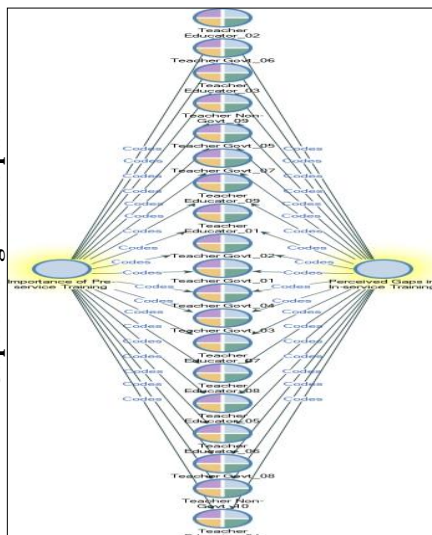


Figure 18: Barriers to Establishing Pre-Service Teacher Training: Urban and Rural Perspectives

Overall, the comparison diagram illustrated shared participants' opinions regarding gaps in in-service training and the necessity of pre-service programs. It underscored the need for a unified, blended framework to address diverse teacher needs at various professional stages, promoting sustainable improvements in teacher quality and education outcomes (Figure 19).

5. PARTICIPANTS' RECOMMENDATIONS

5.1 Essential Resources and Support Systems for Effective Pre-Service Training

Participants emphasized the importance of several support systems for effective pre-service teacher training, including access to teaching resources, practical classroom management training, and sustained funding for infrastructure and trainers. They stressed the need for structured mentorship programs,



Figure 21: Word Cloud for Essential Resources and Support Systems

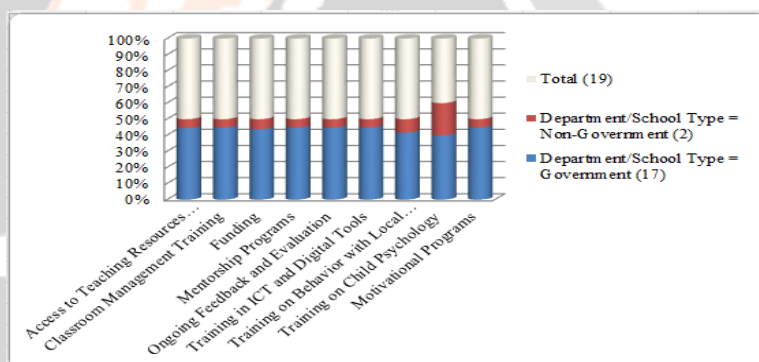


Figure 20: Essential Resources and Support Systems Derived from Insights Across Government and Non-government Schools.

motivational programs to foster resilience and commitment (Ryan & Deci, 2000), as well as training in ICT and digital tools to prepare teachers for modern classrooms (UNESCO, 2023). Additionally, training in effective stakeholder interaction and child psychology was

deemed essential for addressing the needs of young learners and ensuring successful teaching outcomes (See Figure 20). Also the word cloud visually represents the most emphasized resources and support systems identified by participants (Figure 21).

5.2 Essential Components of Pre-Service Training Programs

Participants outlined essential components for effective pre-service teacher training, including a clear career path with promotion opportunities to encourage long-term commitment, a comprehensive curriculum tailored to primary education, and the integration of modern teaching techniques like inclusive education and ICT. They emphasized the importance of experienced trainers for quality delivery and infrastructure development, Primary Teacher Training

Primary Teachers Training Institutes (PTIs) and available manpower could be initially utilized, with gradual

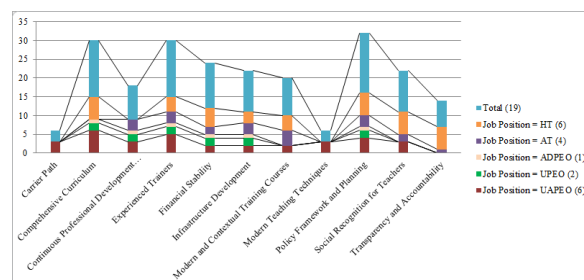


Figure 22: Essential Components of Pre-Service Programs, Categorized Based on Job Positions

expansion of facilities. Modern and contextual training courses, focusing on experiential learning, are needed to meet evolving needs (Galut, 2024; Goff-Kfour, 2013). Additionally, a strong policy framework and financial stability are crucial, along with continuous professional development (CPD), social recognition for teachers, and transparency and accountability to ensure the effectiveness and integrity of the program (See Figure 22).

5.3 Additional Suggestions for Pre-Service Teacher Training

Participants recommended making pre-service training mandatory for employment, conducting pilot projects to test and refine training models before large-scale implementation, and creating sustainable long-term plans. Enhancing job satisfaction through opportunities like professional growth, and supportive environments was emphasized alongside increasing salaries and incentives to retain motivated teachers. Suggestions included promoting positive behavior and boosting teacher morale through training and recognition; conducting social awareness campaigns before launching pre-service programs and addressing private schools to ensure holistic education outcomes. One participant stated:

"To enhance private education quality, transparent and rational policies must regulate the establishment of schools and mandate pre-service training for teacher recruitment. Enforcing well-defined recruitment policies and preventing arbitrary establishment of institutions are crucial. A unified curriculum framework and competitive teacher salaries are essential to ensure consistency and attract qualified educators, safeguarding students' access to quality education."

These recommendations call for a structured program addressing inclusivity, a unified approach for government and private institutions, and a focus on sustainability, financial commitment, and social recognition, which is highlighted in Figure 24.

6. Limitation

While this study highlights the importance of mandatory pre-service teacher training in improving teacher commitment, certain limitations should be acknowledged. The use of a purposive sampling method, which focused on selecting participants with specific experiences, may limit the generalizability of the findings beyond the studied context. Furthermore, reliance on self-reported data introduces the potential for biases, such as social desirability, which could influence the authenticity of responses. Future research could address these limitations by employing longitudinal designs, utilizing larger and more randomized samples, and adopting mixed-method approaches to strengthen the validity and applicability of the findings.

7. CONCLUSION AND RECOMMENDATION

The introduction of pre-service teacher training is a critical step toward addressing foundational gaps in teacher preparedness and achieving quality primary education in Bangladesh. Current in-service programs, while valuable, are insufficient to equip teachers with the essential skills and confidence required to address evolving classroom challenges effectively. This study highlights the urgent need for pre-service training as a solution to these challenges.

To ensure long-term sustainability and continuous professional growth, a holistic teacher training framework should be adopted that integrates pre-service training with induction programs and in-service training into a blended process, creating a continuum of professional development supporting teachers throughout their careers.

Key Recommendations:

1. **Immediate Implementation of Pre-Service Training:** Establish mandatory pre-service programs to build foundational skills in pedagogy, classroom management, and inclusive education.
2. **Blended Teacher Training Framework:** Combine pre-service training, structured induction for new teachers, and continuous professional development (CPD) through in-service training to:
 - Support teachers during their transition into the profession.
 - Address evolving challenges with ongoing training.

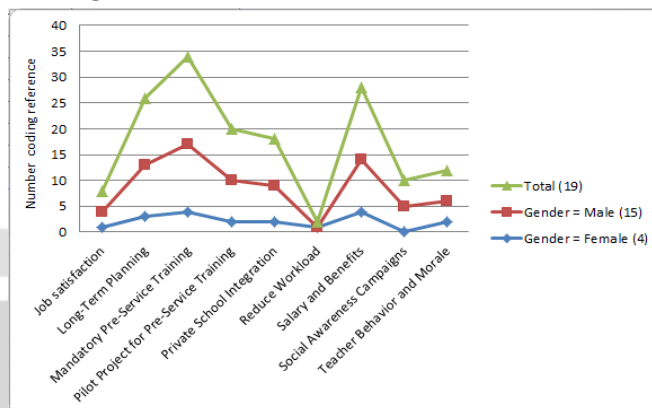


Figure 24: Additional Suggestions for Pre-Service Teacher Training, Categorized by Gender

- Foster a culture of lifelong learning among educators.
- 3. **Policy Alignment and Strategic Planning:** Incorporate pre-service training into national education policies to ensure sustainability and alignment with goals. Develop long-term strategies for financial and institutional support.
- 4. **Enhanced Resource Allocation:** Invest in training facilities, digital tools, and learning materials to support effective teacher training.
- 5. **Capacity Building for Teacher Educators:** Train and recruit skilled facilitators to deliver high-quality programs and encourage professional development for teacher educators to maintain pedagogical and technological relevance.
- 6. **Focus on Special Needs and Inclusive Education:** Include training modules on inclusive strategies for supporting special needs students in both pre-service and in-service programs.
- 7. **Stakeholder Collaboration:** Engage government, educational institutions, NGOs, and community stakeholders in program design and implementation.
- 8. **Monitoring and Evaluation:** Create a robust system for evaluating the impact of training programs and use feedback for continuous improvement.
- 9. **Unified Approach and Standardized Recruitment:** Ensure consistent training standards for teachers in both government and private sectors. A standardized recruitment process for all institutions will promote equity and ensure uniform qualifications and competencies across educators.

By implementing these recommendations, Bangladesh can build a skilled teaching workforce equipped to deliver quality education. Integrating pre-service, induction, and in-service training will ensure teachers are well-prepared and supported throughout their careers, fostering professional growth and improving educational outcomes nationwide.

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