

Advancing Rural Development through Quality Education under SDG-4: Evidence from Bangladesh

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ABSTRACT

Achieving Sustainable Development Goal 4 (SDG-4) requires not only expanding educational opportunities but also ensuring sustainable investment in teacher development, community support, and effective government intervention, particularly in rural areas where educational disparities remain extensive. This research studied stakeholders' perceptions of the elements that affect quality education in Bangladesh and the effect of these on rural development. Primary data is collected through a structured questionnaire from 500 respondents, including students, teachers, guardians, policymakers, and other representatives from Mymensingh Division. This study focused on the five core issues: community support for education, availability of trained teachers, professional development of teachers, priority for the development of education quality and the role of government intervention. For analysis of data, descriptive statistical techniques, such as statistical distribution, percentage and urban-rural comparative analysis, are used. In the research, a greater gap between urban and rural communities has been disclosed. The respondents from the rural areas expressed the lower level of community support, insufficient availability of trained teachers and limited opportunity for continuous professional development. For the development of quality education, government financial aid and increased teacher training are considered the maximum priority-based techniques; on the other side, maximum respondents expressed government intervention as mandatory for inclusive and equality-based education. The research argues that for the advancement of rural communities, quality education, enhancement of community support, expansion of initiatives of enhancement of teachers' capacity and establishment of goal-based government policy are very much important. This research provides empirical evidence for developing context-specific policies to accelerate the achievement of SDG-4 through effective educational and governmental interventions in Bangladesh.

Keywords: Rural Development; Sustainable Development Goal 4 (SDG-4); Quality Education; Community Support; Teacher Development; Government Intervention; Educational Policy; Bangladesh

1.0 INTRODUCTION

Education is considered the fundamental right and milestone of sustainable development (United Nations, 2015; UNESCO, 2024). Besides individual knowledge and skill development, quality education strengthens human capital, encourages social inclusion, reduces poverty and contributes to long-term economic growth (Becker 1964; Hanushek & Woessmann 2015; World Bank 2018). By realising the importance, the United Nations adopted the Sustainable Development Goal (SDG-4), whose goal is to ensure inclusive and equality-based education by 2030 and encourage the lifetime education opportunity. By increasing productive, quality education, increasing employment opportunities, encouraging innovation and supporting the sustainable lifestyle, it contributes to rural development. Despite the remarkable expansion of educational opportunity, many developed countries are facing many challenges to achieve equality-based education quality. The rural community often faces problems like lack of quality teachers, insufficient teaching aids, limited social inclusion and unequal education opportunity, which make hindrance in achieving Sustainable Development Goal (SDG-4) (UNESCO, 2024; World Bank, 2024).

Bangladesh had achieved remarkable development through consecutive government initiatives and development activities in admission, literacy and gender equality. Despite that, there is a huge gap between the urban and rural education systems. The rural schools are facing lack of trained teachers, limited professional development, weak social attachment and equality in education opportunity. These obstacles affect the quality of education and decrease the role of education in sustainable rural development. A coordinated effort is needed from government, educational institutions, teachers, guardians and the local community to achieve sustainable development goal (SDG-4). Community support encourages school participation and encourages accountability; teachers' development encourages educational quality, and government intervention cooperates politically, financially and organisationally for education. Together these factors are essential for the development of educational quality and essential for the removal of rural-urban disparity.

Although in the previous research, education opportunity, teacher's quality, community support and government policy were taken separately, in Bangladesh, there is much research conducted to justify these combined effects. Especially with the consideration of urban and rural perspectives.

Accordingly, this research was conducted under SDG-4 to examine the views of the stakeholders about community support, teachers' development and government intervention to advance rural development. This research is conducted with the information provided by 500 respondents for students, teachers, guardians, policymakers and community members; it provides evidence-based insights to support educational policy and promote more inclusive and sustainable rural development in Bangladesh.

1.1 RESEARCH PROBLEM

Despite the remarkable achievement in the expansion of educational opportunity in the last two decades, it is still a challenge to achieve the Sustainable Development Goal (SDG-4) for inclusive and equality-based education. Although the primary schools have increased the number of admissions and reduced gender discrimination, there is a concern about the education quality, especially in the rural areas. In many rural educational institutions, the problems are a lack of quality teachers, limitations in professional development, insufficient community support and unequal access to educational equipment. These challenges create disparities in the educational output in urban and rural areas and create obstacles in the development of education.

Previous studies usually concentrated on educational opportunity, infrastructure, student admission and government expenditure but community support in quality education, teacher development and government intervention individually, but there is no concentration on these issues collectively. Moreover, in the existing studies, there is no concentration of students, teachers, guardians, policymakers, and community members with different stakeholders whose experiences and realizations are very much important to realizing the obstacles that are hindering the achievement of the sustainable development goals (SDG-4).

Without the information-based documents and observations about the effectiveness of community support, teachers' abilities, and government support, the stakeholders can face challenges in taking initiatives to solve the problem effectively, especially for the rural community. As a result, to identify the existing shortages and to promote the educational quality and rural sustainable development, there is huge importance in implementing information-based policy development of interconnected elements.

1.2 RESEARCH OBJECTIVES

General Objective

To examine how community support, teacher development, and government intervention contribute to advancing rural development through quality education in Bangladesh.

Specific Objectives

1. To assess stakeholders' perceptions of community support for education in urban and rural areas.
2. To evaluate the perceived availability of trained teachers in local educational institutions.
3. To examine the extent of teacher professional development opportunities.
4. To identify stakeholders' concern for improving the quality of education.
5. To assess sensibility regarding the role of government intervention in achieving SDG-4.

1.3 CONTRIBUTION OF THE STUDY

This study contributes to the Sustainable Development Goals (SDG-4) and sustainable rural development in many ways. **Firstly**, it integrates community support, teacher development and government intervention for the expansion of quality education collectively. **Secondly**, unlike other studies, this is concentrated on the individual effect of different issues; this research focuses on the comparison of the educational disparities between the stakeholders' concerns in rural and urban communities. **Thirdly**, this research included the five stakeholders, including students, teachers, guardians, policymakers and community members, which provides more detailed insights about educational obstacles and priorities. **Finally**, this research provides evidence based policy recommendations that support the inclusion and context specific educational planning to encourage rural sustainable development and the Sustainable Development Goals (SDG-4).

2.0 LITERATURE REVIEW

2.1 SDG-4, QUALITY EDUCATION, AND RURAL DEVELOPMENT

Education is a fundamental right and a major key driver. Sustainable Development Goal (SDG-4) wants to ensure inclusive, equality-based and quality education for all while encouraging lifelong education for all. While the previous studies put concentration on the availability of education, Sustainable Development Goal (SDG-4) gives importance to quality education, equality, teachers' professionalism and lifelong learning. Quality education strengthens human capital, reduces poverty, encourages social inclusion and supports economic growth (UNESCO 2024; World Bank 2024).

Education is very important in rural development because it increases the skills, productivity and social resilience. According to human capital theory, investment in education intensifies productivity and long-term financial development (Becker 1964). However, many rural communities are still facing problems, including a lack of quality teachers, insufficient teaching

equipment and unequal educational opportunities, which are hindering the way to the achievement of the Sustainable Development Goal (SDG-4).

2.2 COMMUNITY SUPPORT, TEACHER DEVELOPMENT, AND GOVERNMENT INTERVENTION

Community support, teacher development and government intervention are widely accepted as the key elements of quality education. Social capital theory suggests that trust, cooperation and community involvement develop the educational result by strengthening the school-community relationship (Coleman 1988). Similarly, Henderson and Mapp (2002) demonstrated that guardian involvement affects positively the institutional success of students and school participation.

To justify the effectiveness of education, teacher quality is a key determinant. Regular professional development develops the teaching method and learning outcome (Avalos 2011; Opfer & Pedder 2011). To reduce the educational disparity, especially in the rural areas, international organisations emphasise qualified teacher recruitment, professional training and retention (OECD 2024; UNESCO 2024).

By implementing policy, financial investment, teacher recruitment and quality assurance, government intervention helps to ensure quality education. To achieve SDG-4 and to remove the urban-rural disparity, effective governance and equitable educational financing are essential (World Bank 2024; Edwards et al. 2024).

2.3 THEORETICAL FOUNDATION

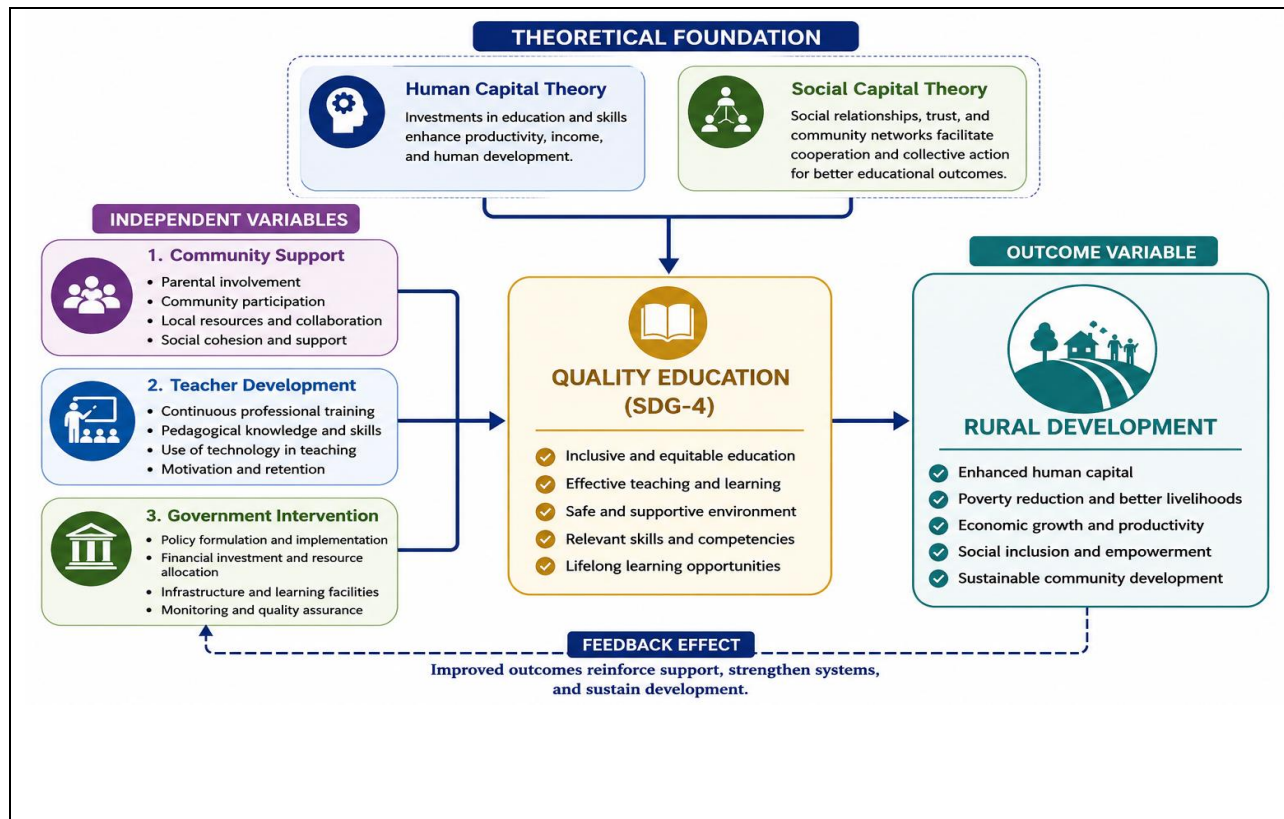
This research is based on the human capital theory and social capital theory. The Human Capital Theory explains that education and investment in teacher development increase productivity and contribute to the socio economic development (Becker 1964). Social Capital Theory emphasizes to community support, trust and a cooperative teaching environment (Coleman 1988). These theories collectively indicate that, quality education depends on institutional investment and social inclusion both.

2.4 RESEARCH GAP

Although previous studies have examined educational access, teacher quality, community support, and government policies, most have investigated these issues separately. Limited research has examined their combined influence on quality education and rural development within the SDG-4 framework, particularly from the perspectives of multiple stakeholder groups in Bangladesh. Furthermore, comparative evidence on urban and rural perceptions remains limited. This study addresses these gaps by integrating community support, teacher development,

and government intervention into a single analytical framework using evidence from diverse stakeholder groups.

Figure 1. Conceptual framework of the study



This conceptual framework discloses that community support, teacher development and government intervention are the key determinants to get quality education under SDG-4. Directed by human capital theory and social capital theory, this structure reveals that the development of these educational supports strengthens the educational quality, which leads to rural development through developed human capital, social inclusion, financial empowerment and sustainable development.

3.0 METHODOLOGY

3.1 RESEARCH DESIGN

In this research a quantitative cross sectional survey is used to justify the stakeholders perception about how community support, teacher development and government intervention contributes to the rural development through quality education. The quantitative method was used to collect

data about the respondents' information, so that it becomes easier to make statistical analysis. By the cross sectional method, it is become easier to collect data from different stakeholders, that provides a huge valuation of the concepts regarding Sustainable Development Goals (SDG-4) (Cresswell & Cresswell 2018).

3.2 STUDY AREA

The study was conducted in the Mymensingh Division of Bangladesh, covering respondents from its four administrative districts. The division was selected because it includes both urban and rural educational settings with diverse socio-economic characteristics. This diversity provided an appropriate context for comparing stakeholders' perceptions of quality education and rural development across geographical locations.

3.3 POPULATION AND SAMPLE

The target population is the related stakeholders including students, teachers, guardians, policy makers and other community members. In this survey 500 respondents are participated. To make the survey well balanced, 100 respondents are collected from each type of stakeholders, in which 50 from rural and 50 from urban community resulting in 250 respondents from urban and 250 respondents from rural community. This well balanced distribution enhanced the well acceptance to several stakeholders and in diversified geographical situations.

Table 1. Distribution of Respondents

Stakeholder Group	Urban	Rural	Total	Percentage (%)
Students	50	50	100	20.0
Teachers	50	50	100	20.0
Parents	50	50	100	20.0
Policymakers	50	50	100	20.0
Others	50	50	100	20.0
Total	250	250	500	100.0

3.4 SAMPLING TECHNIQUE

This research employed a purposive sampling technique to select the respondents, who possessed relevant knowledge and experience within their communities. The respondents are chosen from five different categories, so that the research can be reflected from the perspective of community support, teacher development, quality education and government intervention. To make the

comparative analysis made easy respondents are taken from urban and rural area (Saunders et al 2019).

3.5 RESEARCH INSTRUMENT

Primary data were collected using a structured questionnaire based on the study objectives and previous research on SDG-4 and quality education. The questionnaire had two sections. The first section collected demographic information, including the respondents' stakeholder group and location (urban or rural). The second section is constructed with five main questions on community support for education, the availability of trained teachers, the professional development of teachers, key measures to improve education quality, and the importance of government intervention. The questionnaire used categorical and five point Likert scale response options, making it suitable for descriptive and comparative statistical analysis.

3.6 DATA COLLECTION PROCEDURE

Data were collected through the questionnaire among respondents from urban and rural areas of Mymensingh Division. the respondents were informed about the purpose of the research before participation and assured that their participation was voluntary. After that, completed questionnaires were checked for completeness and consistency before coding and entry into the statistical software for analysis.

3.7 VARIABLES OF THE STUDY

The study was examined in three main areas, including community support, teacher development, and government intervention. Teacher development was measured using two indicators, which are the availability of trained teachers and opportunities for professional training. The study also collected stakeholders' opinions on the most important ways to improve the quality of education. These areas were analysed in the context of quality education (SDG-4) and their role in supporting rural development (Field, 2018; Cohen, 1988).

3.8 DATA ANALYSIS TECHNIQUES

Table 2. Measurement of Variables and Statistical Techniques

Variable	Measurement Scale	Statistical Analysis
Community Support	Ordinal	Frequency, Percentage, Cross-tabulation, Pearson's χ^2 , Cramér's V
Availability of Trained Teachers	Ordinal	Frequency, Percentage, Cross-

Variable	Measurement Scale	Statistical Analysis
Teacher Professional Development	Ordinal	tabulation, Pearson's χ^2 , Cramér's V Frequency, Percentage, Cross-tabulation, Pearson's χ^2 , Cramér's V
Educational Improvement Priorities	Nominal	Frequency, Percentage, Cross-tabulation, Pearson's χ^2 , Cramér's V
Government Intervention	Ordinal	Frequency, Percentage, Cross-tabulation, Pearson's χ^2 , Cramér's V

The data were analyzed using IBM SPSS Statistics. To make the analysis perfect, descriptive statistics, including frequencies and percentages, were used. Cross-tabulation was used to compare the responses of urban and rural participants.

The Pearson chi-square test was used to examine whether respondents' perceptions differed between urban and rural areas. When a significant relationship was found in the result, Cramér's V was used to justify the chi-square result. The results of Creamer's V of 0.10, 0.30, and 0.50 indicate weak, medium, and strong indications, respectively (Cohen, 1988). A significance level of 5% was used for all statistical tests ($p < 0.05$).

3.9 ETHICAL CONSIDERATIONS

The study had followed well accepted ethical principles for social science research. Respondents are selected voluntarily and they were informed about the purpose of the study before completing the questionnaire. No personal sensitive information was collected, and all responses were collected confidentially. The data were analyzed and conducted only in aggregated form and were used exclusively for academic research.

4.0 RESULTS AND DISCUSSION

4.1 COMMUNITY SUPPORT FOR QUALITY EDUCATION

Community support is widely accepted as an important element in influencing school participation and achieving quality education. The respondents were asked to assess the level of community support for sending both boys and girls to school. The results are presented in the following Table.

Table 3. Community Support for Sending Boys and Girls to School

Response	Urban (n, %)	Rural (n, %)	Total (n, %)
Not Supportive	3 (1.2%)	26 (10.4%)	29 (5.8%)
Slightly Supportive	31 (12.4%)	75 (30.0%)	106 (21.2%)
Moderately Supportive	89 (35.6%)	85 (34.0%)	174 (34.8%)
Highly Supportive	85 (34.0%)	48 (19.2%)	133 (26.6%)
Very Highly Supportive	44 (17.6%)	14 (5.6%)	58 (11.6%)
Total	250 (100%)	250 (100%)	500 (100%)
χ^2 (4, N = 500) = 27.19, p < 0.001; Cramer's V = 0.225			

DISCUSSION

From the results, it is indicated that the respondents from urban area felt significantly higher levels of community support for education than the respondents from rural area. More than half of the respondents from urban area (51.6%) answered that their communities were either highly supportive or very highly supportive, compared with the rural respondents which is only 24.8%. But in the response of moderately supportive the percentage rate is close to the same, urban 35.6% and rural 34%. The chi-square test confirmed a significant association between locality and perceptions of community support for education. The result of Cramer's V indicate that there is a small to moderate association between community support for education. These findings are consistent with Coleman (1988), Henderson and Mapp (2002), and UNESCO (2024). All of whom emphasize that stronger community support enhances educational quality and student engagement.

4.2 AVAILABILITY OF TRAINED TEACHERS AND PROFESSIONAL DEVELOPMENT

Teachers' quality and regular professional development are fundamental issues to achieve SDG-4. To justify the respondents' answers, they were asked about the availability of trained teachers' and teacher's percentage of training. The findings are presented in the following tables.

Table 4. Availability of Trained Teachers in Local Schools

Response	Urban (n, %)	Rural (n, %)	Total (n, %)
Strongly Disagree	14 (5.6)	26 (10.4)	40 (8.0)

Response	Urban (n, %)	Rural (n, %)	Total (n, %)
Disagree	41 (16.4)	80 (32.0)	121 (24.2)
Neutral	81 (32.4)	75 (30.0)	156 (31.2)
Agree	75 (30.0)	55 (22.0)	130 (26.0)
Strongly Agree	39 (15.6)	14 (5.6)	53 (10.6)
Total	250 (100.0)	250 (100.0)	500 (100.0)
$\chi^2 (4, N = 500) = 31.27, p < 0.001; \text{Cramér's } V = 0.250$			

Table 5. Teachers' Professional Development

Response	Urban (n, %)	Rural (n, %)	Total (n, %)
Never	116 (46.4)	168 (67.2)	284 (56.8)
Rarely	80 (32.0)	70 (28.0)	150 (30.0)
Occasionally	54 (21.6)	12 (4.8)	66 (13.2)
Regularly	0 (0.0)	0 (0.0)	0 (0.0)
Total	250 (100.0)	250 (100.0)	500 (100.0)
$\chi^2 (2, N = 500) = 36.92, p < 0.001; \text{Cramer's } V = 0.272$			

Source: Authors' calculations based on survey data.

DISCUSSION

The findings indicate that the disparities between urban and rural community is clear is the issue of teacher availability and professional development. Urban respondents expressed more positive response regarding the availability of trained teachers. On the other side rural respondents reported higher levels of negative response. The urban respondents answered that there is a shortage of qualified teachers in rural schools. Similarly, professional development opportunities were considered limited in both urban and rural community. Although the problem is more acute in rural areas. There over two thirds of respondents indicated that teachers never received professional training.

The result Pearson Chi-square tests confirmed that both differences in the urban and rural community were statistically significant in case of trained teachers and teachers' professional development, while the Cramér's V coefficients indicated moderate associations between locality and these perceptions. The findings support those of Avalos (2011); Opfer and Pedder (2011) and Darling-Hammond et al. (2017). They concluded that continuous professional development significantly improves instructional quality and educational outcomes.

The results are consistent with previous studies which show teacher quality and continuous professional development as essential determinants of educational quality. The limited availability of trained teachers and inadequate professional learning opportunities in rural areas put emphasizes on the need for targeted teacher recruitment, regular in-service training and equitable allocation of educational resources to strengthen quality education and support the achievement of SDG-4.

4.3 PRIORITIES FOR IMPROVING EDUCATIONAL QUALITY

Respondents were asked to identify the single most important issues for improving the quality of education in their locality. The responses are presented in the following table.

Table 6. Stakeholders' Priorities for Improving Educational Quality

Improvement Priority	Urban (n, %)	Rural (n, %)	Total (n, %)
Better School Facilities	71 (28.4)	57 (22.8)	128 (25.6)
More Trained Teachers	92 (36.8)	51 (20.4)	143 (28.6)
Improved Teaching Materials and Aids	24 (9.6)	6 (2.4)	30 (6.0)
Awareness Programmes for Parents	10 (4.0)	24 (9.6)	34 (6.8)
Government Financial Support for Students	53 (21.2)	112 (44.8)	165 (33.0)
Total	250 (100.0)	250 (100.0)	500 (100.0)
$\chi^2 (4, N = 500) = 50.95, p < 0.001; \text{Cramer's } V = 0.319$			

DISCUSSION

The findings reveal that there is a clear difference in educational priorities between urban and rural respondents. Urban respondents selected more trained teachers (36.8%) as the highest priority. On the other hand, rural respondents placed greater emphasis on government financial support for students (44.8%). The urban and rural respondents also assigned greater importance to better school facilities (28.4%) and (22.8%) consecutively. While more trained teachers received relatively higher support in rural communities.

The result of Pearson Chi-square test indicates that the difference is a statistically significant between respondents' locality and their preferred educational improvement strategies in the urban and rural areas. The Cramér's V value (0.319) suggests a moderate association between locality and improvement of educational quality. These findings indicate that educational priorities differ according to local needs and socio-economic conditions.

The results suggest that strengthening teacher capacity is still a major concern in urban areas. On the other hand, reducing financial barriers is more urgent in rural communities. Accordingly, policies aimed at achieving SDG-4 should adopt context-specific interventions by combining investments in teacher development with targeted financial assistance for disadvantaged students in rural areas.

4.4 GOVERNMENT INTERVENTION AND QUALITY EDUCATION

Respondents were asked to express the importance of government intervention in achieving quality education for all. The results are presented in the following table.

Table 7. Perceived Importance of Government Intervention in Achieving Quality Education

Response	Urban (n, %)	Rural (n, %)	Total (n, %)
Not Important	4 (1.6)	2 (0.8)	6 (1.2)
Slightly Important	17 (6.8)	26 (10.4)	43 (8.6)
Moderately Important	43 (17.2)	29 (11.6)	72 (14.4)
Very Important	74 (29.6)	80 (32.0)	154 (30.8)
Extremely Important	112 (44.8)	113 (45.2)	225 (45.0)
Total	250 (100.0)	250 (100.0)	500 (100.0)
$\chi^2 (4, N = 500) = 5.04, p = 0.283$; Cramér's V = 0.101			

DISCUSSION

Nearly three quarters of respondents (75.8%) replied that government intervention is either very important **or** extremely important for quality education. This is almost identical from urban and rural participants. This suggests that stakeholders, irrespective of locality, recognize that government's central role in strengthening the education system is the major issue to ensure quality education. Similar conclusions were reached by UNESCO (2024) and the World Bank (2024), which identify sustained public investment and effective educational governance as prerequisites for achieving SDG-4.

The result of Pearson Chi-square test showed no statistically significant differences between urban and rural responses in case of the perceptions of government intervention ($p = 0.283$). The corresponding Cramér's V value (0.101) indicates a weak association between locality and government intervention. That implies that urban and rural respondents held broadly similar views. Unlike the previous variables the importance of government intervention was widely acknowledged across both settings.

The urban rural similarities observed in this study support recent SDG-4 research which indicates that educational priorities are context-dependent and should be addressed through locally responsive policy interventions (Edwards et al., 2024). The broad agreement observed among stakeholders suggests that strengthening government-led educational initiatives remains a common priority for advancing quality education and promoting sustainable rural development in Bangladesh.

DISCUSSION AT A GLANCE

Theme	Key Finding	Policy Implication
Community Support	Urban communities reported stronger support than rural communities	Strengthen community awareness programmes in rural areas
Teacher Development	Rural respondents perceived fewer trained teachers and less professional development	Increase rural teacher training and deployment
Educational Priorities	Rural respondents prioritized financial support; urban respondents prioritized trained teachers	Adopt context-specific education policies
Government Intervention	Strong consensus across both groups	Sustain public investment and equitable resource allocation

5.0 POLICY IMPLICATIONS

The findings of this research provide many important insights about policy makers and education stakeholders, which are important for achieving Sustainable Development Goal 4 (SDG-4) and sustainable rural development in Bangladesh. **Firstly**, significant differences between urban and rural community from the point of view of stakeholders shows that community-based awareness is unavoidable. That encourages for parental involvement, strengthening school community partnerships, and promotes equal educational opportunities for boys and girls. Community engagement in a large extent can foster supportive learning environments and improve educational participation in rural areas.

Secondly, the findings emphasize the importance of making stronger teacher capacity. There is a shortage of trained teachers and lack of professional development opportunities in rural communities. That suggests the need for regular in-service training, equitable teacher deployment, and incentives to attract and retain qualified teachers in underserved areas are unavoidable. Expanding access to continuous professional development can improve instructional quality and contribute to more equitable learning outcomes.

Thirdly, there are many priorities that the stakeholders identified for improving educational quality across urban and rural situations. While urban respondents emphasized the need for more trained teachers on the other hand rural respondents prioritized financial support for students. These findings indicate that educational policies should be context-specific rather than adopting a uniform approach which should not be the same in national approach. Targeted financial assistance, scholarships, and improved educational facilities may be particularly beneficial for disadvantaged rural communities.

Finally, the broad consensus regarding the importance of government intervention shows the need for sustained public investment in education. Strengthening educational infrastructure, ensuring equitable resource allocation, supporting teacher development, and enhancing policy implementation are essential for achieving inclusive and equitable quality education. Integrating these strategies within broader rural development programmes can enhance human capital, reduce educational inequalities, and accelerate progress toward the national and global targets of SDG-4.

5.1 LIMITATIONS OF THE STUDY

This study has several limitations. **First**, the analysis is based on cross-sectional survey data collected from Mymensingh Division. This may limit the generalizability of the findings to other regions of Bangladesh. **Second**, the study relies on stakeholders' perceptions rather than objective measures of educational performance. **Third**, although the study identifies significant associations between locality and educational perceptions, the cross-sectional design does not permit causal inference. Future studies could employ nationally representative samples, longitudinal data, or mixed-method approaches to provide a more comprehensive understanding of the determinants of quality education and rural development.

6.0 CONCLUSION

This study examined stakeholders' perceptions of community support, teacher development and government intervention in advancing rural development through quality education in Bangladesh within the framework of Sustainable Development Goal 4 (SDG-4). Using survey data collected from 500 respondents representing five stakeholder groups across urban and rural areas of Mymensingh Division, the study explored key factors influencing educational quality and identified significant differences in stakeholder perceptions across geographical settings.

The findings reveal that perceptions of community support, availability of trained teachers, teacher professional development and priorities for improving educational quality differed significantly between urban and rural respondents. Urban participants generally reported stronger

community support and better access to trained teachers, whereas rural respondents emphasized the need for greater financial assistance and enhanced educational support. In contrast, stakeholders from both urban and rural areas shared a common perception regarding the importance of government intervention. That indicates broad agreement that public investment and effective educational policies are essential for improving educational quality.

These findings highlighted that achieving SDG-4 requires more than expanding educational access. Sustainable progress depends on strengthening community support, investing in teacher development and ensuring equitable government support that responds to the distinct needs of urban and rural communities. By integrating these dimensions within a rural development perspective, this study contributes to the growing body of literature on quality education and provides evidence that can support more inclusive and context-sensitive educational policies in Bangladesh.

Despite these contributions, the study has several limitations. The analysis was confined to respondents from Mymensingh Division and therefore may not fully represent perceptions in other regions of Bangladesh. In addition, the study relied on cross-sectional survey data, which capture stakeholders' perceptions at a single point in time and do not permit the examination of changes over time or causal relationships. Future research could employ nationally representative samples, longitudinal designs, or mixed-method approaches to gain a deeper understanding of how educational policies and stakeholder engagement influence the achievement of SDG-4 and sustainable rural development.

Overall, the study demonstrates that improving quality education requires coordinated efforts among communities, educational institutions, and government agencies. Strengthening these partnerships will not only contribute to the achievement of SDG-4 but also promote human capital development, reduce educational inequalities, and support sustainable rural development in Bangladesh.

Ethical Approval

Participation in the survey was voluntary. Respondents were informed of the academic purpose of the data collection, and the survey information was treated confidentially. The dataset uses respondent identification numbers rather than names, and the available survey record contains demographic and questionnaire responses but no personal names.

Declaration of AI Use

This manuscript was prepared through the intellectual contributions of the author(s) to the study design, data analysis, interpretation of results, and scholarly content. Grammarly and ChatGPT

were used solely to assist with grammatical refinement and reference formatting during manuscript revision. The author(s) accept full responsibility for the accuracy, integrity, and final content of the manuscript.

Competing Interests

Authors have declared that no competing interests exist.

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