ROLE OF TEACHER IN PROMOTION OF STUDENT LEADERSHIP: A QUALITATIVE STUDY IN GOVERNMENT PRIMARY SCHOOLS.

By

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fulfillment of the requirements for the degree of
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I/We have acknowledged all main sources of help.

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Approval

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Abstract

The issue in this study is addressed- Student Leadership in Government Primary School. Regarding the issue, a qualitative study conducted to know the role of teacher in promotion of student leadership inside of classroom in government primary schools. For that, in-depth interview, key informant interview and focus group discussion were conducted among ATEO, head teacher, assistant teacher and student leader. The key informant interviews, in-depth interviews and FGD were recorded, transcribed and analyzed except for some exceptions. In this study, five themes were identified- views and understanding of teacher about student leadership, available practices of student leadership inside of the classrooms, roles of the teachers in facilitation of student leadership, challenges faced by teachers and way out to make the practice of student leadership sustainable.

The findings of the study refer that teacher have a lack of comprehensive understanding of student leadership. They do not get formal training on student leadership too. The systematic practice of student leadership is absent while outside of classroom practices get more priority than inside of classroom practices. It was acknowledged that the role of a teacher is most influential factor in promotion of student leadership. However, there is a lack of awareness, consistency, framework and policy to make student leadership practice sustainable in the government primary schools.

Keywords: Student leadership, Teacher's role, Government Primary School,

Dedication

This thesis is dedicated to my beloved father, mother and elder brother who have sacrificed their happiness of life for my study and career with utmost love, support and compassion.

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It is my pleasure to thank Dr. AKM Badrul Alam sir for his continuous support and guidance in writing this thesis. At the same time gratitude and thanks to Dr. Mohammad Mahboob Morshed for his contribution to thesis by providing guidance, motivations and valuable feedbacks.

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<u>Acronyms</u>

ATEO   Assistant Thana Education Officer

FGD   Focus Group Discussion

KII   Key Informant Interview

OECD   Organisation for Economic Co-operation and Development

SMC   School Management Committee

UN   United Nations

UK   United Kingdom

US   United States

Chapter 1

Introduction and Background

1.1 Introduction: There is a famous quote by Vince Lombardi that "Leaders are made, they are not born." The students who are considered followers not leaders, can be converted into a strong leader with proper coaching (HUN School, 2019) and guidance. On the other hand, 21st century requires assertive skills of leadership to compete in a highly diversified and competitive world. Besides, learners are facing various global challenges- over-population, environment and other social issues (Roebuk, 2011). Enhancing their leadership skills come first; where students can develop communication, problem-solving, critical thinking, time management, honesty, goal-setting (Parlar *et al.,* 2017) and other skills from school. Which also prepare them to enter into the future with assertiveness and confidence. Students from Bangladesh are no exception to the reality as it is also an integral part of the global system. Therefore, in this study the practice of student leadership and the role of teacher in promotion of it in the government primary schools was examined. Moreover, in my two-years teaching experience in a government primary school during an educational fellowship, I used to incorporate different student leadership practices inside and outside of my classroom regularly. On the other hand, other government teachers used to conveniently select few students to carry out orders for random chores, cleanliness and playing role in occasional events. In the school student council election and formation were held, but the leaders were not given proper orientation and no formal meeting was held with them. The scope of playing their roles as elected student leaders was not enough there. Those experiences provoked me to think further to explore the reality of the teachers' roles regarding student leadership in the government primary schools. In the school, mostly low-income background students get admitted, classrooms are overcrowded and has limited spaces to play and do physical

activities. The study invited Assistant Thana Education Officer, head teacher, assistant teacher and student leader for data collection. In a study it is stated that leaders are "mostly made" (Wanders, 2019). In a school arena, ownership of the teachers in promotion of student leadership plays a big role. Furthermore, most of the studies found about leadership in primary schools of Bangladesh are on teacher and school management committee's leadership practices. Herein, this study would minimize the gap focusing particularly on student leadership practice. Eventually, few recommendations were made based on collected data and information from the field to overcome challenges and sustain the practice of student leadership.

1.2 Research Topic

Research Topic: Student Leadership in Government Primary School.

Student leadership is considered as an approach of civic engagement of students where students evaluate their efforts as worthy thinking that they are working for the betterment of others (Coffey & Lavery, 2017). There are different ways of enhancing leadership of students. Students studying in primary schools should have opportunity of leadership development inside and outside of their classrooms within existing school environment. In this 21st century it is very important to cope with highly globalized and competitive world. Various researches suggest teachers to play various roles throughout the learning of a student to enhance leadership skills. As a researcher, I investigated the roles of teachers to promote leadership skills of the students inside of the classroom from Bangladesh perspective.

1.3 Statement of the Problem

Awareness of teacher play an important in promotion of student leadership in a school setting. Some 21st century skills- communication, collaboration, listening and positivity are

required to compete in this highly diversified and globalized world (Hun School, 2019). In addition, problem-solving, ownership, honesty and goal setting are important too (Parlar *et al*., 2017).

Different theories explained the role of teachers in enhancement of student leadership in schools as the teacher is most important actor (Parlar *et al*., 2017). To explain student leadership development, the Hexagon Theory in a graphic illustration presented and discussed 6 components of leadership development - person, family, school, friend, university and society. Most importantly, self, school, friends/peers and curriculum were mentioned as the means of leadership development of the students (Amirianzadeh, 2012). Besides, school ambassadorship program created a positive leadership environment according to the research and finding of Pedersen, Yager & Yager (2012). The student leadership was promoted there and teachers supported through mentoring the ambassadors. Student leadership practice inside and outside of the classroom depends on teacher's role and ownership. They prepare a landscape to prepare the young leaders where research has shown that leaders are "mostly made." (Wanders, 2019). It is understood from different literatures that student leadership has various features. Students participate in the activities of student leadership as it found in the study of student ambassadorship programme (Pedersen, Yager & Yager, 2012). This practice builds partnership between teachers and students. It leads towards a collaborative environment in school community for a greater cause. There students participate in different camps and training where they can get chance of developing their social, emotional and leadership skills (Coffey & Lavery, 2017).

In Bangladesh, an assistant teacher and student are not involved in decision making where an excessive stressful environment hampers teachers to focus on student development (Salahuddin, 2011). Some practices like- student council, class captainship, scouting,

cleanliness campaign, different competition or exhibition-based activities are available in the primary schools. However, the primary schools of Bangladesh have the scope of promoting student leadership practices by teachers to impact students learning outcomes positively. Teachers can mentor, create space, exchange ideas, train students and so on for this. On the other hand, reimagining education by promoting student leadership getting priority in the schools and the information was presented at a global learning loop arranged by the Teach for All in Aug 2020, partnering with an organization from India named the Kids Education Revolution.

1.4 Research Questions

The research questions that guided this study are followings-

1. How do the teachers perceive student leadership?

2. What specific activities the teachers carry out to promote student leadership inside of classroom?

3. What are the roles teachers play to promote student leadership?

4. What are the challenges teachers face to promote student leadership?

5. What are the ways forward to make student leadership practice sustainable?

1.5 Purpose of the Study

The purpose of the study is to explore the understanding of the teachers regarding promoting student leadership in classroom, the activities they carry out and roles they play for it. Furthermore, this study inquired to know the adversities and challenges the teachers face in promoting student leadership. Besides, in this study opinion from the teachers was taken on overcoming the challenges regarding the practice of student leadership.

1.6 Significance of the Study

The study of exploring the role of the teachers in promotion of student leadership in government primary school to know the real picture of student leadership practice and take further steps in primary education of Bangladesh. Herein the study would contribute to minimizing the gap of study in the arena of student leadership, knowledge and scholastic contribution towards understanding the situation of teachers' role to foster student leadership in government primary schools from Bangladesh perspective. Furthermore, findings of this study would help educators, researchers and development workers to use the study as a reference while working on student leadership issues.

Chapter 2

Literature Review

2.1 Literature Review: I studied and reviewed different journals, articles, books, reports, newspapers, policy documents and websites relevant to the research topic. Then categorized the theme of these literatures into various sections as followings- Concept of student leadership, international perspectives and frameworks, features of student leadership, promotion of student leadership in a school setting, role of teachers in promoting student leadership and status of student leadership in primary education from Bangladesh perspective.

2.1.1 Concept of Student Leadership: The notion of student leadership has been discussed and explained from different perspectives. According to Coffey & Lavery (2017), "Student leadership is considered as an approach of civic engagement of students where students evaluate their efforts as worthy thinking that they are working for the betterment of others."

According to Campbellsville University (2019), "Student leadership means students take active roles in their education and develop positive skills in the process."

With a reference of Shier Coffey & Lavery (2017) referred five stages of students' engagements where they are listened, share their views, views are taken into consideration, they are involved in the decision-making process and share power and responsibility whereas it goes through three stages of commitment- "openings", "opportunities" and "obligations".

In another way Amirianzadeh (2012) has developed the Hexagon Theory by empirical research over two decades (Adam, 2019) to explain student leadership development. In a graphic illustration, the theory presented and discussed 6 components of leadership development - person, family, school, friend, university and society. Alongside this, 14 factors related to student leadership elaborated throughout the discussion. Most importantly discussed about self, school, friends/peers and curriculum.

In the study of Omollo & Kambuga (2017), it is stated that student leadership is the combination of principles and practices allow young learners to get their voices heard, participate in decision-making and understand their rights and responsibilities as active citizens.

In essence, it could be said that student leadership is the active involvement of students in various activities where they play roles through knowledge & skill enhancement, participation, raising voice and taking ownership to resolve wide range of issues and problems based on their interest and abilities.

2.1.2 International Frameworks and Practices: Mager and Nowak found 52 instances of student participation in school decision making in the international literature (Black *et al* 2010). There are evidences from OECD member states while profuse student leadership practices in inside and outside school globally, though some proofs on incorporation with education policy except Europe and the UK with student leadership

endeavors related to democratic practices infused in curriculum policy (Black *et al.,* 2010). In the study, it is also articulated that the United Nations (UN) provides context in the Convention on the Rights of the Child in Article 12 stated, "Shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child (UN General Assembly, 1989)." Additionally, The US, Australia and Canada follow more decentralized model.

In Education and Training Policy of Tanzania stated that student leaders are meant to help teachers in maintaining discipline among them. There are difference practices available. According to data, 18 positions are available in the secondary schools of Tanzania (Omollo & Kambuga, 2017). Their research finding also revealed that student leaders perform the following jobs of maintaining student discipline, controlling students not to skip classes, controlling classroom noises, maintaining school rules and regulations, keeping attendance records for students, defending fellow student matters, reminding teachers to attend their lessons, maintaining peace and security of the school, linking students with teachers , maintaining cleanness in and out of classes, representing of teachers and students and time management.

Quantitative research has been conducted by Leithwood (1998) among 2677 elementary and high school teachers and 9025 students in 110 schools from Ontario province of Canada. The importance of student participation in school activities found and it is found as a behavioral component to strengthen student's belongingness to school and bring behavioral outcomes among students in a long run. It becomes helpful to practice the behavioral aspects of their personal and professional lives. Here this study elaborates on the effectiveness of student leadership over the lives of the students.

In the research and finding of Pedersen *et al.*, 2012, the student ambassadorship program was a successful program to create positive influence over other peers in school where teachers were coaches to the student ambassadors. The whole program was designed for one year to observe the outcome. Then the majority of the research respondents informed that the school ambassadorship program has created a positive environment in school too and 86% of respondents showed their interest to see the continuation of the student ambassador program. This study shows the positive outcome of mentoring by teachers and increased interest among the students in leadership practice.

2.1.3 Features of Student Leadership:

Student leadership advantageous from different aspects where prepare students as good citizens, respectful, to have empathy, to be people who have a positive outlook on life (Coffey & Lavery, 2017). According to Cansoy *et al.,* 2017 in their research findings, the most important leadership qualities that should be brought to students through leadership practice are- communication skills, problem-solving skills, having a responsibility, honesty and being able to set goals, critical thinking skills, empathy, being determined, self-knowledge, recognizing and managing feelings, motivation and being brave, respectively. Student leadership develops knowledge, competence, skills and capabilities (Admas, 2018). It is also reflected in the study of Coffey & Lavery (2017) that student leadership in inclusive where Interviews entailed asserted about the participation who "without the badge" and everyone's voice should be heard. In his analysis he also used the "continuum of opportunities" term to make student leadership as a sustainable practice by refereeing the authors they studied. A feature of student leadership is guided by mentors or facilitators. Students get support, guidance and mentoring from school leaders, faculties and mentors while participating student leadership practices in school (Kelly & Azaola, 2015). Student leadership focuses on different extracurricular and hands-on learning activities through different active role playing (Hay & Dempster, 2004).

2.1.4 Promotion of Student Leadership in a School Setting: Different formal and informal practices take places in school setting. Coffey & Lavery (2017) found from literature and research interviews are- school camp or leadership in-service day, student council, senior school captain, head boy and head girls and house captain where some responsibilities rotate through a semester basis among students. Dialogue in the contemporary classroom is also a good way to promote student leadership (Bowman, 2013 as cited in the study. By citing Hay, I., & Dempster (2004), Cansoy *et al.,* 2017 mentioned- the activities of solving a current problem, planning an activity, setting up a team, completing homework, doing a time planning, publishing a newspaper at school and making free speech to express their own opinions that can be performed during a course in line with the context of the course ensure the development of leadership qualities. They also added out of class activities including club works, leadership training opportunities, social service applications, school-wide cultural competition, debate competition, workplace visits and different sports activities there. Black *et al.,* 2010 suggested, the followings to promote student leadership within school- engaging students in administration, beyond the school engagement, peer support, team working and mentoring. Students take different project by identifying different issues of classroom and school to involve students (Parlar *et al.*, 2017).

2.1.5 Role of Teachers in Promoting Student Leadership: Teacher, headmaster and classmates can play as important role models on leadership development (Amirianzadeh, 2012). Coffey & Lavery (2017) in their study found modeling good practice of school leadership impacts students' practices. Research interviewees also commented about identifying and nurturing students to unleash their true potentials. It is also found that teachers play crucial role in motivating and bolstering student leadership. In a sentence the whole essence about adults' role is threefold: adults are role models, mentors and facilitators. According to Lavery & Hine (2012) as cited in Coffey & Lavery's (2017) - through actively

working with student leaders or by sponsoring a leadership-friendly environment student leadership would be promoted. Teaching classroom courses creatively, making students for group presentation, designing projects within scope, introduction of alive leader figure and presenting biographies of leading figures are the roles teacher can play (Cansoy *et al.,* 2017). Often teacher focuses on co-curricular and learning through role playing (Hay & Dempster, 2004). In other words, the creation of environments in which students can freely express themselves by teachers, performing social project studies, placing importance on club activities at schools and making students active in decision-making processes at school or in the classroom are considered important (Admas, 2019). Student leadership development is the responsibility of all members of the learning community (Dugan & Komives, 2007).

In an article, Brasof (2018) discussed the involvement of the students in school governance to hear their voices and to increase their belongingness for a safe and productive learning environment. The importance of safe space and student voice in school that serves less included and heard learners. Teachers also can incorporate practice of student leadership by initiating different alternative assessments instead of traditional assessments by embedding leadership practice within the curriculum (Hay & Dempster, 2004). Arranging leadership camp, training and different courses by teachers can help out the students to develop their leadership capacities (Parla *et all.*, 2017). Leithwood (1998) discussed distributed leadership practice by principals and involving students in community-based endeavors to create a friendly environment and allow the students to be prepared for future leadership in their profession.

2.1.6 Student Leadership Practice in Primary School from Bangladesh Perspective: Limited research has been conducted in Bangladesh on student leadership (Roy, 2020). Student cabinet election has been introduced since 2015. In the higher

educational institutions, student leadership is mostly dominated by political wings of different national political parties. Except this, club bases activities are there in the higher educational institutions. Secondary Schools had no formal platform of practicing student leadership before 2015. A body of a total 7 members forms by election which launched first in 2010 in Bangladesh (The Daily Star, 2020). In the study of Roy (2020) it is found the by the motivation of the teachers most meritorious students participate in student cabinet and play roles inside and outside of classroom- modeling performance, proactive in responding to teacher, assisting teacher in classroom management, leading classroom, collect and distribute books, support peers in learning and join cabinet meetings. In the study of Salahuddin & Greenwood (2017) found that a teacher was practicing Student Cluster Committee for better class room engagement and outcome where peer learning and leading were focus. Cluster leaders also encourage their group members to participate in co-curricular activities.

2.2 Conceptual Framework

In the literature review of this study various authors presented various aspects of a teacher's role inside and outside of classroom. Some of them focused on outside of classroom activities and others focused on both inside and outside activities teachers perform in promotion of student leadership. By analyzing all of them the following diagram has been developed to explore teacher's role in student leadership.

To explain the collected data from ATEO, head teacher, assistant teacher and student leader on teachers' roles, this diagram was followed.
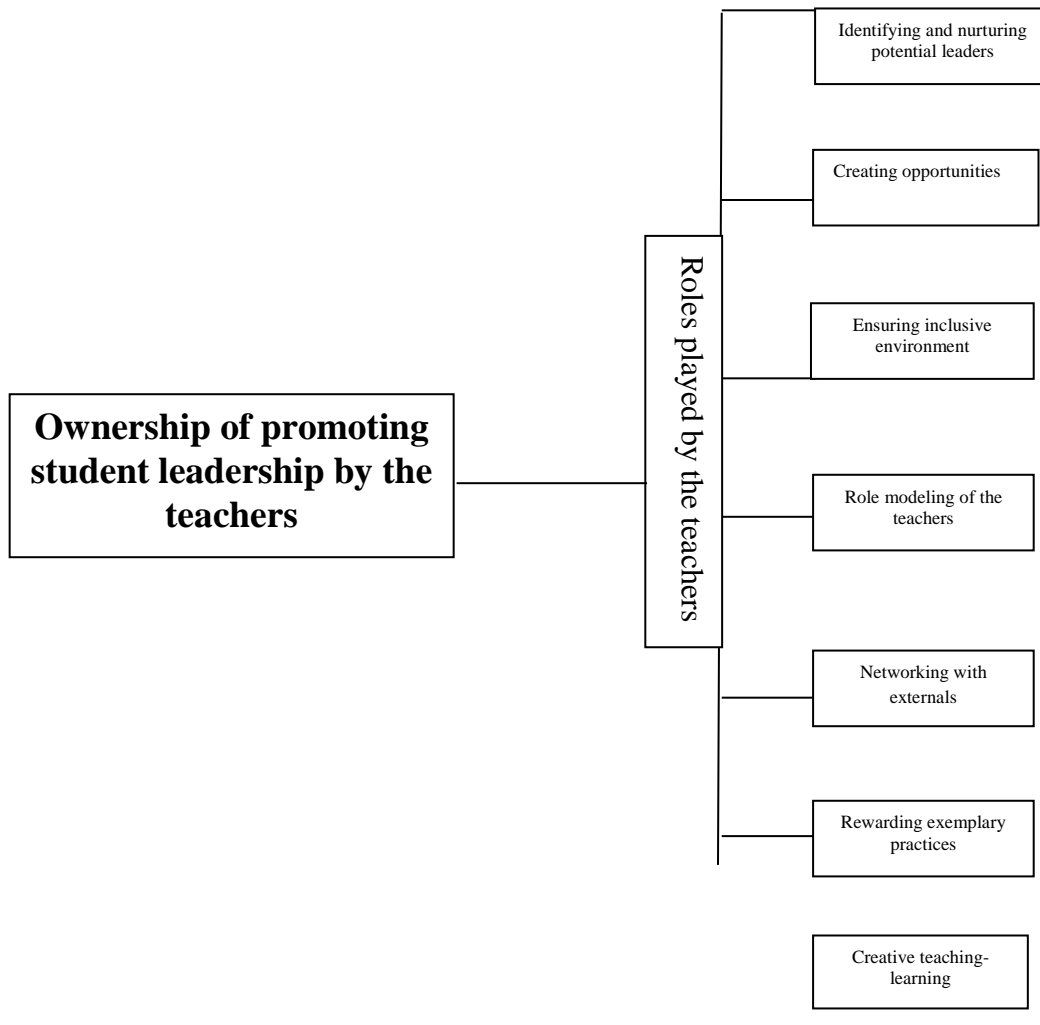
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┌─────────────────────┐
│ Ownership of         │          ┌─────────────┐
│ promoting student    │          │ Roles       │
│ leadership by the    │──────────│ played by   │
│ teachers             │          │ the teachers│
└─────────────────────┘          └─────────────┘
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	Identifying and nurturing potential leaders
	Creating opportunities
	Ensuring inclusive environment
	Role modeling of the teachers
	Networking with externals
	Rewarding exemplary practices
	Creative teaching-learning

Figure-1: Role of teachers in promotion of student leadership and ownership

The roles of creating opportunities for student leadership practice, ensuring an inclusive

environment, role modelling by the teachers, networking with external leaders, rewarding

exemplary performance, creative teaching-learning and identifying and nurturing the

potential leaders are being played by the teachers in the promotion of student leadership

inside of their classrooms. Those roles are discussed elaborately in the literature review

section. Analysis of the roles implies that the role-playing reflects ownership level of a

teacher in the promotion of student leadership. I intended to find out the views, activities regarding student leadership and involvement through playing various roles inside of their classroom. Therefore, I would follow the framework to explore teachers' roles in their classrooms.

Chapter 3

Methodology

3.1 Research Approach

This study is qualitative in approach and in-depth by its nature. Since the purpose of the study is to see the real picture of student leadership and role of teachers in details of three primary schools; therefore, the qualitative approach is followed to meet the purpose of research. Qualitative research offers deeper understanding of interviewee's view and experience. (Palmer & Bolderston, 2006). In this study the real situation of teachers' understanding and promotion of student leadership were described. Herein, qualitative approach is reasonable for this study. In-depth Interview, Key Informant Interview, Focus Group Discussion are qualitative method of data collection used in this study to keep the whole data collection process free from biasness and ensure triangulation of data. Since it is a social circumstance, data collection through close interaction with the participants from relevant filed is ensured to conduct the study. In this approach researcher involves himself in data collection process and formulates the collected data and information with detailed explanation in a descriptive way (Rossman & Rallis, 2003). Considering all of the aforementioned rationales, qualitative approach has been followed in this study.

3.2 Research Site

Selected three Government Primary Schools of this study are out of 43 government primary schools under an Education Thana of Dhaka city. Each of the schools having students who are mostly from low-income background families. Among the three head teachers- two are female and one is male playing role of the administrative head of the schools and teacher simultaneously. The schools are having congested big-size classrooms with very limited open space for playgrounds. Around the schools, there are different problems associated including limited or no space for gardening, no school library or has school library with limited access for students, sound pollution, air pollution and child-gang culture in the community. Furthermore, a significant number of the students are first-generation learners of their families and lack of literacy and awareness among the parents are pervasive too. Besides, the school arranges some events throughout the year where some students get involved and have the opportunity to practice leadership.

3.3 Research Interviews

There have taken total 16 interviews in this study- 1 ATEO, 3 head teachers, 6 assistant teachers and 6 student leaders. An Assistant Thana Education Officer (ATEO) was invited to participate an interview who usually visits the schools for performance monitoring of the teachers. 3 head teachers were invited to participate in this study who are the administrative head of the schools and look after overall administrative issues of the schools. Sometimes they also teach in the classrooms because of inadequate number of the teachers compared to an excessive number of the students. 6 assistant teachers were selected conveniently based on having at least two years of classroom teaching experience. They are responsible for designated classes as the teachers of different grades. For this research, 6 student leaders were be selected purposively based on teacher's reference.

Type of participants	Number	Type of Office	Forms of data collection
ATEO	1	Thana Education office	KII
Head Teacher	3	Govt. Primary School	KII
Assistant Teacher	6	Govt. Primary School	In-depth Interview
Student Leaders	6	Govt. Primary School	FGD
Total Interviews	16		

3.4 Sampling Procedure

There are four types of target people in this study-ATEO, head teachers, assistant teachers and student leaders.

Way of selecting target people: As a higher authority of primary education of an education Thana an ATEO who supervises the schools regularly, were interviewed. As the key informants and administrative heads of three conveniently selected government primary schools, head teachers were selected conveniently from the same primary schools so that they can provide a big picture of the school status regarding student leadership. Based on the experience of classroom teaching from three schools, 6 teachers, 2 from each school were

selected from the same schools, from which head teachers participated in this study. Lastly student leaders were selected according to teacher's reference.

3.5 Data Collection Methods

Key Informant Interview: With one ATEO and three head teachers KII held face to face to know overall student leadership practice in details in their schools. They were communicated over the phone and taken consent from them. ATEO was interviewed in video call via Zoom and the call was recorded and transcribed. Three head teachers from three government primary schools were selected conveniently. Among them two of them gave consent to participate the interview and one of them refused because of her personal businesses. Then another head teacher was communicated and selected from another school. Among them there was a male head teacher. Two of them asked to take the interview from them physically and refused to record their speech. So, the interviews were taken accordingly. Another interviewee from the head teachers agreed to participate online interview via Zoom. That interview was recorded and transcribed. After transcription, the record of ATEO was deleted because of her constant request out of her insecurity. Though consent was taken for recording before interview. For ATEO and head teachers, there were two semi-structured interview guides which enclosed as annexes.

In-depth interview: In-depth Interview was conducted with 6 assistant teachers from three government primary schools. To conduct the interview, a semi-structured interview guide was developed and followed accordingly. Among the 6 interviewees, there were two male assistant teachers and four female assistant teachers. Two of the interviews were held physically and they were not comfortable with recording their interviews. So those were not recorded. But details note was taken carefully. Other four interviews were taken online. Two of them held online via Zoom video call and two held online via Google Meet. All of the

online interviews were recorded with the consent of the interviewees and transcribed later. A semi-formal interview guide was with semi-structured questions was followed. The questions were asked by rephrasing and translating into Bengali mostly for better understanding of the research participants.

Focus Group Discussion: One FGD with a group of 6 student leaders was held to collect detailed data and to triangulate. It was held online via Google Meet. The FGD was recorded and transcribed later. The participants were selected based on teachers' reference and availability online during the time of strict lockdown. A friendly environment was created and the interviewer played the role of facilitator.

3.6 Role of the Researcher

In August 2020, I have studied the teacher-student partnership in a one-month long course arranged by Teach for All. Before that, I also joined a learning loop arranged by Teach for All in a partnership with Kids Education Revolution (KER), India. Though I played the role of a teacher and facilitator of student leadership in school both inside and outside of my classroom when I was a fellow teacher in a government primary school. I had experience of interviewing 300+ research interviewees including children, parents, students, teachers from different areas and institutions of Bangladesh. Therefore, I was always aware of my role as a researcher.

3.7 Data Analysis

As the interviews and FGDs were semi-formal, so data was organized accordingly, themes were identified and categorized under the themes. Records of the interviews were preserved carefully online on Google Drive and offline in a personal computer. Four interviews were not recorded because of their discomfort and lack of interest. However, details notes were

taken. Then were transcribed thematically. Every interview was transcribed within an earliest time. Collected data was interpreted descriptively based on the theoretical framework and research questions in the analysis section of the research.

3.8 Ethical Issues and Concerns

Before the interview date, interviewees were communicated two to 10 times. During the conversation they were explained the topic of the research. Some interviewees were also concerned about the confidentiality of their information and data provided on the issue. That was explained clearly to convince them. Four of them did not allow and their interviews were not recorded. Before starting interviewing, a consent was taken by providing and explaining before the interview. In the consent letter with the privacy, confidentiality, further usages of data and contact details of the researchers were provided. For the interview and moderation of the FGD, a guide was followed strictly to maintain impartiality and bias-free data collection. Every voice was heard with equal attention and emphasis so that anyone does not feel deprived or unheard. Among three schools from where I collected data, there was one school where I worked earlier as a fellow teacher. During FDGs and interviews, the interviewees were explained and requested to stay neutral during the interviews and FGDs.

3.9 Credibility and Rigor

As a researcher of this study, I have five years of experience in the education sector where I worked as a teacher, training facilitator, visitor and humanitarian aid worker in 2 government primary schools and with more than 350 students, 10 assistant teachers and 10 head teachers. There I had hands-on experience in practicing student leadership inside and outside of the classroom when I was a fellow at Teach For Bangladesh from 2019 to 2020. In 2020, I also attended two courses online on practicing student leadership. One is under the fund of the US

State Department and another is from the Teach for All. Before this research, I had also experience of conducting 10 field researches and interviewed more than 200 people to collect data for 5 qualitative, quantitative and mixed method researches. This study has developed based on my experience, literature review, supervision and consultation of my faculties.

3.10 Limitations of the Study

Convincing teachers for interview was a challenge as they were involved in different family and professional businesses during the time of school closure and prolonged lockdown because of Covid-19. Ensuring an ideal environment was a concern during taking interview and FGDs because of internet issue and limitation of devices of the participants. One of the two student leaders accompanied with other two neighboring student leaders to join the FGD via online as they had no device by that time.

Taking consent to record the interview was also an issue during the data collection period where four of them refused out of 16 Interview participants. Furthermore, spending time during working days was difficult from my end because of my full-time professional involvement. From the end of the participants, they had time constraints in this regard of long term interviews because of their different personal, family and professional businesses during the time of Covid-19. Moreover, avoiding biasness in interviews with familiar interviewees was a challenge to collect quality data. Moreover, I was affected by some chronic illnesses which delayed data collection and data interpretation process.

Chapter 4

Results

4.1 Introduction

It is identified that teachers understand student leadership in different ways. In this study, I aimed at finding out how teachers understand student leadership, what are the activities they do inside of their classrooms, what are the roles they play, what are the challenges they face to promote student leadership and way out to resolve the challenges. In this section of the thesis, I presented the data and findings found based on KII, in-depth interview and FGD. The entire study was guided by five questions. Collected data was categorized thematically under themes and sub-themes based on research questions and purpose of the study.

5.1.1 Views and Perceptions of the Teachers about Student Leadership:

Different teachers perceive student leaderships in different ways. It is discussed in literature review that understanding student leadership impacts teacher's ownership of promoting student leadership in teaching-learning. When I was trying to know an operational definition from them about student leadership, most of them were saying about the feature and importance of student leadership. One of them was saying, "Student leadership is a practice through which introvert students become expressive, cooperative, interactive and communicative with teacher (Partcipant#5, 21/08/21)." While I was trying to understand the meaning of student leadership from primary education context, Interview#7, 20/08/21 answered, "It is a responsibility of teacher to take ownership with awareness of mentoring students." There was a definition, "Student leadership is growing the students personally where they become habituated to take the responsibility as they are future leader (Interview#9, 16/07/21)."

In response to the query of attending any training on student leadership as training and participation there can develop understanding of teachers about student leadership. Among 6 assistant teachers 1 said that he got training on student leadership but he could not mention specifically. 1 said that she got an invitation to join a training once, but could not join because of other businesses. (Interview#9, 17/07/21). Apart from them, 4 mentioned that they did not get any training on student leadership and it was also reflected in the speech of three head teachers and ATEO's interview that no training was held particularly on student leadership.

It is found that teachers are aware of benefits of student leadership rather than articulation of the definition. All of the Interviewees informed that student leadership has different benefits. Followings came out during the conversations- development of communication, social, team working, empathy and mutual respect skills. In addition, learning opportunity makes students confident, grows interest of taking responsibility, overcomes fear and develops presentation skills. It is is beneficial for teachers too because the leaders help teachers in administrative and teaching (Interview#1, 17/07/21 & Interview#3 18/07/21).

In terms of the contribution of teacher to development of student leadership, 14 Interviews emphasized more on teacher's role than other actors and 2 of them emphasized on parents and friends than that of the teachers. The ATEO was explaining that the students who are active in leadership practice, they do better in academic performance because they have good connection to teachers and they can resolve any problem with the help of the teacher (Interview#1, 18/07/21). It was reflected in a part of an assistant teacher's interview that the students who appears as a leader become more democratic in decision making with respecting opinion of others (Partcipant#6, 21/08/2021).

5.1.2 Practices by Teachers in Promotion of Student Leadership:

Teachers do some practices of student leadership inside and outside of their classrooms. This has been discussed in the literature review how the student leadership is promoted in a school setting. In this research, regarding the activities they do in a classroom setting, there were different answers form the participants of the study. One Interview was saying class captainship where a student leader takes over the responsibilities from the interested students where sometimes voting takes place if there are multiple interested candidates. Because of large number of students, it is hard to check everyone's homework individually on behalf of a teacher. There is a homework-checker help teacher to save time by collecting homework from students, checking them and giving back the note books to the students (Interview#2, 16/08/2021). In the interviews of two participants reflected that good student helps weak students to overcome their learning gap by teaching them or making a topic understandable to the weak students (Interview#4 & 5, 21/08/21). Students are assigned with the responsibility of keeping their classroom neat and clean. They do that job enthusiastically (Interview#2, 16/08/21). Because of time limit teachers gave attention to urgent activities of teaching-learning. There a student leader helps teaching in taking attendance too. (Interview#4, 21/08/21). One assistant teacher was sharing an experience very enthusiastically.

> I am a cheerful person. Sometimes we arrange different class parties and birthday celebrations. During the events, student leaders take full responsibility of arrangement inside of their classrooms. It equips them with leadership skills and they enjoy it (Interview#8, 19/08/2021).

This indicates a different aspect of promoting student leadership inside the classroom. Student leaders also involve inside of their classroom on discipline maintaining activities. It was reflected in the discussion with student leaders. They sometimes are given responsibility

of to maintain peaceful and disciplined environment inside of their classroom. If anyone talks and makes noise, they take note and report to teachers (FGD Note#1, 17/07/2021). It happens sometimes when teacher is not in the classroom or go out for any urgent task. There the student leaders maintain discipline (Interview#4, 17/07/21).

5.1.3 Role of Teacher in Promotion of Student Leadership:

A teacher plays different roles inside and outside of their classrooms to promote student leadership. The roles teachers play impact practice of student leadership in a number of ways. In the literature review and conceptual framework there described the roles teachers play. In this study I asked teachers about their roles inside of their classrooms to promote student leadership. Since identification of potential leaders is an initial task, one assistant teacher shared his experience of identifying student leaders.

> When I see that any student is not with breakfast, tiffin or has no pen, then I ask students to help the student in need. I see that one student is sharing his/her tiffin notebook and pen with another student. By these activities, potential student leaders come out and we select them for different roles to play inside and outside of their classrooms (Interview#5, 21/08/21).

Another also added that they identify students based on their balanced performance of academic, social, cooperative and communicative skills. In the interview of two assistant teachers came out various ways of identifying potential student leaders. One of them gave them some analytical tasks where they should use their intellect and creativity to solve that. If they can do that, they become eligible for leadership positions inside of their classrooms. (Interview#8, 19/08/21). Sometimes, teachers select a wicked, smart or hyperactive student for leadership so that he can influence and convince others easily.

In terms of creating opportunity of practicing student leadership teachers do existing practices. One of the assistant teachers was saying, "No need to incorporate new practices, if they ensure existing practices properly, it is enough for the leadership development of the students (Interview#9, 16/07/21)." I was seeking to know the role of the teachers for motivating students towards student leadership. They were talking about the appreciation before whole classroom rather than systematic presentation of gifts or selecting best performing students based on the track record of their performance. One interviewee was saying, "When a student does extraordinary something, I invite other teachers to my classroom to come and appreciate him/her (Interview#8, 19/08/21)."

Among 6 assistant teachers there were only two teachers (Interview#5 & 8) who mentioned about random appreciation of the students not a regular, constant and systematic appreciation system. "Sometimes if any student draw anything wonderful we just keep it hanging on the wall (Interview#8, 19/08/2021)." This is mostly relevant to academic performance of the student rather than promotion of leadership.

Among three schools two schools have occasional wall-magazine publications. But it is only for a specific day celebration (Interview#4, 17/07/21). It is not a regular practice in their school. The wall magazines mostly publish literary performances of the students, not leadership activities.

From the FGD with student leaders, it is found that teachers explain, guide them and teach them when they are assigned with any task to do (FGD note#1, 17/07/21).

5.1.4 Challenges to Promote Student Leadership:

There are some challenges in the existing primary education and teaching-learning process which hamper smooth practice of student leadership. That was reflected that teacher have other priorities rather than focusing on development and promotion of student leadership.

When any education officer visits school or any member of SMC comes to school visit, they want to see academic performance of the students, not the leadership performance of the students (Interview#4, 21/08/21). On the other hand, the ATEO informed that she has to visit more than 15 primary schools. There are more than 50 teachers. It is difficult to observe leadership performance along with other audit activities of the school and classroom visit of the teachers (Interview#1, 18/07/21). So, it is understandable from her speech that education office is not aware of the matter of student leadership. Challenge of understaffing is also mentioned there. I was asking the interviewees about the opportunities and trainings for the development of their understanding and training on promotion and development of student leadership and student leadership related knowledge. It was reflected in the interview of ATEO that they have no provision and training arrangement on development of teachers' capacity on student leadership. Though two teachers were saying that they were invited or attended student leadership development training. There it was not clear from their data whether any training and learning workshops or camps has for the teachers. Furthermore, the schools I have chosen for interview has limited space. Teachers cannot focus on academic performance properly. So, student leadership development becomes optional and less important there (Interview#1, 19/07/21). Because of understaffing, school teachers do not get enough time between periods of classes to take enough preparation.

> It is really hard to manage time to focus on student leadership activities and doing creative works inside the classroom because of limited time allocated for each period of class (Interview#2, 16/07/21).

Another head teacher was saying that, "Because of shortage of the teachers, existing teachers do not get enough break time between classes to get enough preparation to practice student leadership or take enough preparation to deliver their classes creatively (Interview#3, 21/08/21). Getting enough time for conducting class and enough teacher for teaching are

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important factors. Allocation for different excursion is not allocated from government in government primary schools. A head teacher (Interview#2, 16/08/21) described it as a "big challenge" to promote and engage students in leadership development activities. Sometimes teachers face parental pressure while engaging students in different role playing inside and outside of classroom. "If parents see that their kids are doing any work in school, they do not like it (Interview#9, 17/07/21)." A head teacher was sharing the following bitter experience-

> Once students were asked to bring tiffin to school rather than visiting school during break time. At that time, a parent came to school and was shouting not to give tiffin with her child because she feed her child by her own hand every time. Then we convinced her by explaining the positive impact of eating together in school (Interview#3, 21/08/21).

Another assistant teacher was also informing that sometimes when parents find their children in school working for cleanliness or any other work, they take it negatively (Interview#9, 17/07/21). So, convincing them sometimes becomes challenging. In the quest of challenge, a head teacher shared that all of the students are not interested to participate in leadership activities. That is why same student appears everywhere for taking responsibilities (Interview#4, 17/07/21). One assistant teacher was sharing her experience which is in contrary to the previous one where she found that students are very willing and show their interests when she asks for interest to do any job (Interview#8, 16/07/21). To know the challenges deeply, I asked the ATEO and she shared, "There are also some traditional minded teachers who are not aware of the new learning opportunities and leadership development of the students. It creates a challenge to implement any new initiative."

4.1.5. Way out to Make the Practice of Student Leadership Sustainable:

Interviewees of this research gave their opinion regarding making the practice of student leadership sustainable by overcoming the challenges. The ATEO (Interview#1, 18/07/21) focused on sincerity of the teachers rather than avoiding their responsibilities. She said, "If the teachers become attentive to co-curricular activities instead of avoiding their responsibilities, a wonderful student leadership will grow."

She also added that training on student leadership should be offered to the teachers. In addition to that, better outcome of student leadership will come if head teachers play active role there.

A head teacher (Interview#2, 16/08/21) was also there who emphasized on allocation of budget, creating opportunities of meeting with great leaders and training of teachers and the leaders. Another Head Teacher was highlighted on policy making for allowing all students to practice leadership without repetition, raising interest among students to come forward to take leadership and involving parents and SMCs in leadership development practices. (Interview#3, 17/07/21)

A head teacher named Nilufa Yasmin (pseudo name) was recommending time extension, enough number of teachers, standardizing the teacher: student ratio (Interview#4, 21/08/21). I was looking for more responses from the assistant teachers. One of them has no suggestion except focusing on existing practices perfectly (Interview#5, 21/08/21). One assistant teacher just expecting ending of school closure because of Covid-19 immediately. This is his expectation to continue student leadership activities in school. Another assistant teacher gave some suggestions including teaching by playing and recreation and shortening school time for keeping interest of learning among students. Additionally, he made another comment, "Not

only training but also by teaching discipline practicing leadership is more possible."
(Interview#8, 20/08/21).

To suggest a way of making student leadership practice sustainable an assistant teacher said,
"If everyone come forward, become active and upgrade themselves, there has possibility to
perform better in student leadership." (Interview#9, 16/07/21).

Student leaders were suggesting, "If the teacher supports and stays beside us, we will get
courage and confidence (FGD#1, 17/07/21)."

Their suggestions reflected their hopes and aspirations regarding making the student
leadership in action and sustainable.

Chapter 5

Discussion and Conclusion

5.1 Discussion

In this section of thesis, I would discuss my experience, observation and learning aspects on
the basis of information, data and findings narrated in the previous section. I would like to
present a comparative picture of the results of my research with that of other literature and
scholarly discussion given in the literature review section. In this study reflected the
understanding of student leadership by the teachers and their role in promotion of student
leadership in government primary schools.

Results from the study indicates that teachers do not have a common understanding of student
leadership. When they were asked to describe the understanding of student leadership, they
were saying features and someone trying to say about importance of student leadership
practice and someone was bringing out some examples only. The answers from all
participants go to different directions of describing importance, examples and features of

student leadership practices rather than presenting theoretical or concise definition of student leadership. All of the understandings came from their own observation and experience since they do not get any training on student leadership from education office or any other government organization.

According to the information of ATEO, there is no formal training opportunity on student leadership from the government, but one head teacher and two assistant teachers were providing information about having training or had participated in training on student leadership or has been invited, but could not join. There was an information gap among head teachers, assistant teachers and ATEOs about the training. With further questions, information got from majority of the assistant teachers and head teachers implies that there was no formal training facility for student leadership development in primary education system.

In the study of Omollo & Kambuga (2017) it is stated that student leadership is a combination of principles and practices which allows young learners to get their voices heard, to participate in decision-making, to understand their rights, and responsibilities as active citizens. In the interviews of the participants the hearing of student voices and involving in decision making were missed. How students understanding and developing their knowledge it was clear in the interviews where teachers were saying about the skills students would develop from student leadership practices and what would be beneficial for their future life. Whenever head teachers were asked about the activities teachers do for practicing student leadership, they were talking most about the outside of classroom practices. For instance, student council and different sport events. The assistant teachers while sharing their practices inside of their classrooms, they hardly find practices they do except one or two activities like class captainship, cleanliness and peer-learning activities. One thing was really missing that was the systematic practice of promoting the leadership practice with maintaining record

book, performance appraisal of the student leaders. They are not following any framework or module of practicing student leadership. In a diagram developed by *Cansoy et al., 2017* showed that teacher's creative classroom activities and active participation contribute to the development of leadership of the students. In the literature reviews it was shown that in school setting there are plenty of ways to practice student leadership. Few of them are- school camp or leadership in-service day, student council, senior school captain, dialogue in the contemporary classroom, the activities of solving a current problem, planning an activity, setting up a team, completing homework, doing a time planning, publishing a newspaper and making free speech. Black *et al.,* 2010 suggested student engagement in school governance process, beyond school practices, cooperation from friends, mentorship projects and engaging students as leaders.

A detailed information was from ATEO where she mentioned student council, 'Young Doctor', and class captain, weekly co-curricular activities, informing their problems complain box, annual sports, cub scouting, annual ceremony for departing students and weekly cleanliness campaign where a limited practices were mentioned comparing to the activities discussed in the literature review section. Most of the mentioned activities were outside of classroom activities.

Throughout the time of promotion of student leadership teachers play different roles. Teacher, head teacher and classmates can play as important role models on leadership development (Amirianzadeh, 2012). It was acknowledged by all teacher that teachers and friends impact the development of a student.

According to Lavery (2017), adults' role is threefold: adults are role models, mentors and facilitators. From the FGD with student leaders it is found that teachers explain, guide them and teach them when they assign any task to do. This guidance and mentoring are not formal practice by following any model or framework. In terms of role modeling, teachers' thinking

was not to the point. They are not aware of playing the role. In the interviews and conversation of this research that was not reflected. Efforts for inspiring or motivating students from the assistant teachers are not specific and regular where they could not mention any well-designed framework for appreciation of their efforts. It is found in the literature that teachers showcase, reward and appreciate student leadership activities to inspire and promote the practices.

Creative classroom delivery, group assignments, designing projects within scope, introduction of leadership figure and presenting biographies of them teacher can perform. (Cansoy *et al.,* 2017). Whereas in the result of this study found teachers are not habituated in creative classroom delivery, group works are not practiced regularly in the classrooms, designing classroom projects are available at limited level except cleanliness activities and peer-learning. It is lack of knowledge, willingness, awareness and initiative of the teachers to present ideal leaders or inviting different leaders to classrooms for motivating students.

The criteria of identifying the potential leaders from the students and nurturing them are not done according to any standard criteria where it is found that one teacher selects wicked or hyperactive students for leadership by thinking that they would be able to lead better.

Proper understanding of student leadership by the teachers and other actors was a big factor. There are various challenges hampering student leadership. Some of them were- time limit, understaff, inadequate infrastructure, big classroom size, absence of training, lack of any strategic plan or framework regarding student leadership, lack of awareness among parents and students, traditional mindset of head teachers, lack of interest of the teachers, no budgetary allocation and others. All of the problems came from the research participants. Here it is clear that they can understand and address the existing challenges in primary education system.

After all, there came out some suggestions and way out came forth from the participants. The suggestions are not all well-thought. Sometimes it is found that they are not bringing out new idea and saying that they have no suggestion there. The recommendations drawn by the participants were mostly about the things which is related to their own responsibilities. This was from most of the assistant teachers. The ATEO and head teachers' thinking was more rigorous where they provided suggestions on policy level intervention. This is a good aspect that the actors of student leadership development have come forward with their own ideas to make the student leadership sustainable.

5.2 Conclusion

This study conducted in government primary schools in city corporation level. Through this study I tried to explore the understandings about student leadership by primary school teachers and their roles to promote student leadership inside of their classrooms. In addition, the purpose was also to identify the challenges and bringing out some recommendations to make the practice sustainable in primary education system.

This study revealed that there is no specific framework and policy for the teacher in the primary education to promote student leadership practice. Teachers having narrow understanding of student leadership and it is impacting their ownership and role playing to promote student leadership inside of their classrooms. There have some formal practices outside of classroom- Student Council, Young Doctor and Cub Scouting for some selected and elected students. On the other hand, there has a lack of specific model, framework and module of practicing student leadership. Teachers don't get any training to develop their knowledge and capacity to foster student leadership practice. However, still it has the opportunity to emphasize on policy formulation, teachers' training, students' training,

framework and module development and proper management, monitoring and supervision of the activities of the teachers. As a result of not having proper arrangements, teachers are having limited understanding and scope of playing their role as facilitator, mentor and role model of student leadership in government primary schools. They have a positive attitude towards student leadership and realized the importance of it over the life of a student. Accordingly, they think about overcoming the gap and to make the practice sustainable by advancing their knowledge, willingness of the teachers, students, parents and SMCs with governmental measures.

To conclude, it can be said that student leadership is not an established model in government primary schools. Education officials are les aware, the teachers have limited knowledge and play limited role in promotion of student leadership. Though they have some challenges and adverse realities.

5.3 Recommendations

Based on the study finding and discussions, I would like to draw some recommendations as follows-

- The issue related to student leadership development needs to be included in policy frameworks to ensure proper implementation, monitoring, evaluation and promotion.

- Taking measures to increase teacher staff to standardize teacher: student ratio in classroom.

- Capacitate teachers and student leaders by providing training and creating learning opportunities.

- Campaign to raise awareness among school communities to ensure effective community partnership for student leadership practice.

- Emphasize on rewarding and motivational measures with budgetary allocation and material supports from government.

- Student leadership and its supervision should be given priority during classroom visit and school monitoring by education officials.

- Infrastructural facilities need to increase to allow enough space to practice and work on projects for student leadership.

- Dialogues with teacher and with other school community members should be arranged regularly to know challenges, celebrate best practices, exchange learning and develop collective and comprehensive action plans.

- Subcluster training should have particular session on sharing and exchange of experience on student leadership practice.

- A collaborative forum of national student leaders and senior exemplary social leaders should be created to build a wider network to exchange experience with young leaders and inspiring them.

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Appendices

Appendix A: Consent Letter

Sample Consent Letter

21 June 2021

Dear Interviewee,

I am Muhammad Ubaidul Haque. You are being invited to participate in a research study on student leadership. We are interested in how the teachers understand student leadership and what the practices available in the school are. This study will ask about 2 hours of your time. At this time, you will be interviewed individually and in a group about your perception of student leadership. The interviews will be placed according to preference, either online or offline and will be audio or video recorded. There are no anticipated risks or discomforts related to this research. The student interviewing you, however, can give you your contact information. You will also find the interview very interesting as the things are part of the teaching-learning process. With your participation in this study, you are going to benefit others in understanding student leadership from a teacher's point of view. Following steps will be taken to protect your privacy and safety-

1. Record will be deleted as soon as the interview is transcribed;

2. Your identical basic information will be hidden with anonymity or pseudo name;

3. Only student and research supervisor will have access to see the interviews after transcription;

4. After 4 years all the information of the interview will be deleted permanently.

Your participation in this research is completely voluntary. No TA, DA or other monetary benefits will be provided except a token of appreciation. However, you may withdraw your name from the study for any reason. The results from this study will be presented in writing in journals ready by researchers, educators and policymakers must obtain. A copy of the publication or paper will be sent to you. If you have any query, don"t hesitate to call via- 01521220525 or email muhammad.haque@teachforbangladesh.org.

I have read the above information about the study on student leadership, and consent to participate.

(Printed Name) _____

(Signature)   _____

(Date)   _____

Appendix B: Filed Plan

Field Plan for Data Collection

SL	Activity	Time	Participant Type	Tool	Location	Date	Remarks
1.	Key Informant Interview	1 hour	ATEO	Interview guide	Zoom	18/07/21	
2.	Key Informant Interview	1 hour	Head teacher	Interview guide	GPS, Lalbag, Dhaka	16/08/21	
3.	Key Informant Interview	1 hour	Head teacher	Interview guide	Zoom	17/07/21	
4.	Key Informant	1 hour	Head teacher	Interview	GPS,	21/08/21	

	Interview			guide	Lalbag, Dhaka		
5.	Interview	1 hour	Assistant teacher	Interview guide	GPS, Lalbag, Dhaka	21/08/21	
6.	Interview	1 hour	Assistant teacher	Interview guide	GPS, Lalbag, Dhaka	21/08/21	
7.	Interview	1 hour	Assistant teacher	Interview guide	Google Meet	19/08/21	
8.	Interview	1 hour	Assistant teacher	Interview guide	Google Meet	20/08/21	
9.	Interview	1 hour	Assistant teacher	Interview guide	Zoom	16/07/21	
10.	Interview	1 hour	Assistant teacher	Interview guide	Zoom	17/07/21	
11.	FGD	1 hour	Student leaders	FGD guide	Google Meet	17/07/21	

Appendix C: In-depth Interview Guide for Assistant Teachers

Name of teacher:	Sex: Male/Female
Years of experience:	How long in this school?
Name of school:	Education Thana:

SN	Question	Probes

01	What student leadership does mean to you?	● How did you come to know? ● Share any training experience regarding this.
02	How much importance carry out student leadership to you?	● Reason
03	What are the factors that contribute to student leadership development?	● Teacher ● Family ● Friends ● Others
04	What are the roles you play in classroom for promoting student leadership?	
05	What specific activities do you perform to promote student leadership?	● Regular practices ● Occasional practices ● Practices inside the classroom ● Practices outside of the classroom ● Exemplary practice, if any

06	Any achievement	• Of students • Of yourself
07	What are the supports you get from the school community?	● Head teacher ● ATEO ● Assistant teachers ● Student ● Parents ● SMC
08	What other activities you want to do?	
09	What are challenges do you face to promote & practice student leadership?	● From your own
10	What are the ways to overcome challenges to promote student leadership?	

Name of teacher: Sex: Male/Female
Years of experience: How long in this school?
Name of school: Education Thana:

(within row 09, overlapping:) ool authority / dents / m

Appendix D: Key Informant Interview Guide for Head Teacher

Name of Head Teacher: Sex: Male/Female
Years of experience: How long in this School?
Name of the school: Education Thana:

01	What do you understand by Student Leadership?	
02	How much important it is for students?	
03	What are the roles teachers play in classroom for promoting student leadership.	
04	What are the factors that influence student leadership development in primary school?	
05	How do you evaluate head teacher's role in student leadership?	• Rewarding • Showcasing
06	How school community support you?	• Students • Assistant teacher • TEO, ATEOs • Parents • SMC
08	What are the ways to overcome challenges to promote student leadership?	

09	What steps could be taken to promote student leadership in government primary schools?	• From School • From Government • From teachers • From SMC

Appendix E: Key Informant Interview Guide for ATEO

Name of ATEO:	Sex: Male/Female
Years of experience:	How long in this Thana?
Number of schools supervise:	Education Thana:

SN	Question	Probes
01	How do you understand student leadership in primary education?	• Training/learning experience regarding this.
02	How much importance does student leadership carry out for primary level students?	
03	What are the factors that contribute to student leadership development?	• Teacher • Family • Friends • Others

04	How do you evaluate the teacher's contribution in the schools you supervise?	
05	What specific activities did you observe to promote student leadership during your supervision?	
06	What are the roles teachers play in classroom for promoting student leadership?	
06	How do you evaluate the performance of the school community there?	● Head teacher ● Assistant teacher ● Others
07	What role do you play to promote student leadership in different schools?	
08	Challenges you face regarding student leadership.	
09	What steps could be taken to promote student leadership in government primary schools?	● Government ● Schools ● Teachers ● Curriculum

Appendix F: <u>Focus Group: Demographic Details Questionnaire for Student Leaders</u>

Please answer the following questions in the spaces provided, circle or tick the most appropriate options.

1. Age:……………………………………………………………………

2. Gender: (please tick as necessary)　　　□ Male　　　　　　　　□　Female

3. Grade?

□ Three

□ Four

□ Five

Thank you for taking the time to complete this questionnaire.

Facilitator's welcome, introduction and instructions to participants.

Welcome and thank you for volunteering to take part in this focus group. You have been asked to participate as your point of view is important. I realize you are busy and I appreciate your time.

Introduction: This focus group discussion is designed to assess your current thoughts and experience about student leadership practice in government primary school. The focus group discussion will take no more than two hours. May I tape the discussion to facilitate its recollection? (If yes, switch on the recorder)

Anonymity: Despite being taped, I would like to assure you that the discussion will be anonymous. The tapes will be kept safely in a locked facility until they are transcribed word for word, then they will be destroyed. The transcribed notes of the focus group will contain no information that would allow individual subjects to be linked to specific statements. You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.

Ground rules-

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.

- There are no right or wrong answers.

- You do not have to speak in any particular order.

- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.

- You do not have to agree with the views of other people in the group.

- Does anyone have any questions? (Answers).

- OK, let's begin

Warm-up

- First, I'd like everyone to introduce themselves. Can you tell us your name?

Introductory question

I am just going to give you a couple of minutes to think about your experience of student leadership practice and its importance at the primary level. Is anyone happy to share his or her experience?

Guiding questions-

1. What do you know about student leadership?

2. Share any training or learning experience about student leadership.

3. How does it help to develop your skills?

4. What are the factors contributing to student leadership?

5. What are the things teachers do for developing your student leadership?

6. What specific activities regarding student's leadership did you participate in?

   ● Inside of classroom

7. Do you see any challenge in your school regarding student leadership?

8. What are the ways to overcome the challenges to promote student leadership?

9. What are the practices that should be adopted?

Concluding question

 Of all the things we've discussed today, is anything else any of you want to share regarding this?

Closing

Thank you for participating. This has been a very successful discussion. Your opinions will be a valuable asset to the study.