

LEADERSHIP ROLE OF HEAD TEACHERS IN GOVERNMENT  
PRIMARY SCHOOLS OF BANGLADESH TO ACHIEVE  
QUALITY EDUCATION

By  
**Lamia Tasnim**  
19357058

A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development  
BRAC University  
October, 2021

© 2021. Lamia Tasnim  
All rights reserved.

## **Declaration**

It is hereby declared that

1. The thesis submitted is my 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.

**Student's Full Name & Signature:**

A handwritten signature in black ink that reads "Lamia". The signature is written in a cursive style with a prominent loop for the letter 'L'.

---

**Lamia Tasnim**

19357058

## Approval

The thesis/project titled “LEADERSHIP ROLE OF HEAD TEACHERS IN GOVERNMENT PRIMARY SCHOOLS OF BANGLADESH TO ACHIEVE QUALITY EDUCATION” submitted by

1. Lamia Tasnim (19357058)

of Spring Semester, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 19 October 2021

### Examining Committee:

Supervisor:  
(Member)

---

Mamunur Rashid  
Lecturer, BRAC Institute of Educational Development

Program Coordinator:  
(Member)

---

Dr. Manjuma Akhtar Mousumi  
Assistant Professor, BRAC Institute of Educational Development

External Expert Examiner:  
(Member)

---

Dilruba Sultana  
Lecturer, Med Program

Head of the Institute:

---

Dr. Erum Mariam  
Executive Director, BRAC Institute of Educational Development

## **Ethics Statement**

While conducting the research I have made sure that no harm be done to the participants and I have taken their consent in every step of the way. Moreover, I have kept their identity anonymous and tried to avoid unnecessary exposure.

Secondly, when it comes to my research, this is my own work and copied from no one. This is an original work and I have not published it before anywhere.

Last but not the least, I have used necessary citations and references where needed. To the extent of my knowledge, I have not plagiarized from anywhere or anyone. ‘I believe that we are more likely to secure responsible leadership in the future if we can demystify its constituent processes. In that sense, enhanced knowledge about leadership may go hand-in-hand with more morally desirable forms of leadership’ (Gardner, H., & Laskin, E., 1995, p-3).

## **Abstract**

The study investigated the Leadership roles of the Head teachers in primary schools in Bangladesh and its effect in achieving quality education. In addition, the exploration of the ways head teachers view quality education has also been brought to consideration. Head teachers are considered as school leaders and three leaders interviewed to determine the quality education perception and leader's roles. Interviews with head teachers, survey with assistant teachers and class observation were the data collection tools. Moreover, a mixture of qualitative and quantitative method has been used.

The findings have a few layers to them smoothly unraveling with every component of data. The analysis of three different segments have been done which are the leadership roles played by the GPS head teachers, the way head teachers perceive quality education and the practiced leadership roles of head teachers influence in achieving quality education. This research displays the extent of effect the leadership roles of the head teachers in ensuring quality education in public government and NGO schools.

**Keywords:** Quality Education; Leadership, Role of Head Teachers; effective leadership

## **Dedication**

This Thesis is dedicated to my beloved father and mother for their love and support, to my husband Md. Morshed Chowdhury for his motivation and backing and to my colleagues Raisul Abedin and Salma Akond for helping me with my research selflessly.

## **Acknowledgement**

I would like to show my gratitude to my thesis supervisor Mamunur Rashid, Lecturer, BRAC Institute of Educational Development, BRAC University for his kind support and guidance during my research. I am forever indebted to him.

## Contents

<b>Declaration.....</b>	<b>i</b>
<b>Approval .....</b>	<b>ii</b>
<b>Ethics Statement.....</b>	<b>iii</b>
<b>Abstract.....</b>	<b>iv</b>
<b>Dedication .....</b>	<b>v</b>
<b>Acknowledgement.....</b>	<b>vi</b>
<b>List of Tables and figures .....</b>	<b>ix</b>
<b>List of Acronyms .....</b>	<b>x</b>
<b>1.1 Introduction.....</b>	<b>1</b>
<b>1.2 Research Topic .....</b>	<b>2</b>
<b>1.3 Statement of the Problem.....</b>	<b>2</b>
<b>1.4 Research Questions.....</b>	<b>4</b>
<b>1.5 Purpose of the Study .....</b>	<b>4</b>
<b>1.6 Significance of the Study .....</b>	<b>5</b>
<b>Chapter 2 Literature Review and Conceptual Framework.....</b>	<b>6</b>
<b>2.3 Conceptual framework.....</b>	<b>9</b>
<b>Chapter 3 Methodology .....</b>	<b>11</b>
<b>3.1 Research Approach.....</b>	<b>11</b>
<b>3.2 Research Site .....</b>	<b>14</b>
<b>3.3 Research Participants.....</b>	<b>14</b>



<b>3.4 Sampling Procedure.....</b>	<b>15</b>
<b>3.5 Data Collection Methods .....</b>	<b>16</b>
<b>3.6 Role of the Researcher.....</b>	<b>17</b>
<b>3.7 Data Analysis.....</b>	<b>18</b>
<b>3.8 Ethical Issues and Concerns .....</b>	<b>19</b>
<b>3.9 Credibility and Rigor.....</b>	<b>19</b>
<b>3.10 Limitations of the study.....</b>	<b>20</b>
<b>Chapter 4 Results.....</b>	<b>21</b>
<b>4.1 Introduction.....</b>	<b>21</b>
<b>Chapter 5 .....</b>	<b>36</b>
<b>Discussion and Conclusion.....</b>	<b>36</b>
<b>5.1 Discussion.....</b>	<b>36</b>
<b>5.2 Conclusion .....</b>	<b>39</b>
<b>5.3 Recommendations .....</b>	<b>41</b>
<b>References.....</b>	<b>42</b>
<b>Appendices.....</b>	<b>44</b>
<b>Appendix B. Consent Letter.....</b>	<b>51</b>

## List of Tables and figures

Table 1: Data Sources .....	25
Figure 1: Response to the survey questions by participants of X Govt. Primary School .....	40
Figure 2: Response to the survey questions by participants of Y Govt. Primary School .....	40
Figure 3: Response to the survey questions by participants of Z Foundation School	40
Figure 4: Attendance data of students during 2020-2021 from X Govt. Primary School ....	41
Figure 5: Attendance data of students during 2020-2021 from Y Govt. Primary School....	41
Figure 6: Attendance data of students during 2020-2021 from Z Foundation School.....	41
Figure 3.1: Triangulation designs.....	23

## **List of Acronyms**

BRAC IED	BRAC Institute of Educational Development.
CAMPE	Campaign for Popular Education
GPS	Government Primary School
HT	Head Teacher
IPA	International Phonetic Association
MoE	Ministry of Education
NGO	Non-Government Organization
SLIP	School Level Improvement Plan
SMC	School Management Committee
SMS	Short Message Service
UNESCO	United Nations Educational, Scientific and Cultural Organization

# **Chapter 1**

## **Introduction and Background**

### **1.1 Introduction**

A large scale six-year study reported by Louis et al (2010) covering 180 schools in 43 school districts in the US discovered that there is zero case of a school improving its education quality and student achievement record in the absence of skilled school leadership. As intriguing as it sounds, there is no doubt the Effective leadership is indispensable when it comes to ensuring quality education in schools. On the other hand, the importance of role of head teachers in developing schools and educational conditions is fairly established worldwide. School leadership and role of head teacher are closely linked as a head teacher is usually the head of the school. Being so, it is really important to know what the HT thinks about quality education and what role he is playing in ensuring quality education in his school. In addition, to what extent the HT's role reflects effective leadership and how it effects the school's overall education is a matter of exploration. Although I have seen many related research in context of other countries but I propose to do the research in the context of Bangladeshi Government Primary Schools.

In my research I aspired to explore the leadership role of head teachers in government primary schools of Bangladesh to achieve quality education. For that, I chose three schools in Dhaka city where they are providing educational services to the students within the pandemic and then talked to the Head teachers regarding what they think about quality education and importance of effective leadership in their institutions. Moving on to their actions and whether they resonate with the idea of effective leadership and ensuring quality education, I asked them a set of questions, did a survey with the teachers on those schools and tried to

explore their point of view about how effective their head teachers are as leaders with respect to ensuring quality education and lastly, observed online educational setups of the schools which included phone conversations and virtual classes. And after this I went for data analysis and uncovered information that was somewhat unexpected and very interesting.

## **1.2 Research Topic**

Research topic: Quality Education and Leadership

With the pandemic at hand, a clear breakdown of the education system was observed in the year 2020. Thus, a lot of questions arose centering the leadership and management of a schools' system particularly the education quality. Being so, the leadership roles of the head of the institution, that is the head teachers seemed appropriate to be analyzed. Thus, I started looking for similar researches and felt that there is room for extensive research in this area and on the work of Leadership role of the head teacher of government primary schools and their contribution in ensuring quality education particularly for the city of Dhaka in Bangladesh. Although a lot of actions are being taken and numerous policies are being implemented in Bangladesh, the development of quality education and leadership is not explored anywhere in depth. In addition, how important this is in the context of Bangladesh is also a very interesting question.

## **1.3 Statement of the Problem**

Effective instruction is one of the most critical factors in increasing student achievement (Schmoker, 2006, p. 2). In fact, the effectiveness of their teachers has 6 to 10 times more impact on students' academic outcomes than all other factors combined (Mortimore & Sammons, 1987, p. 11). In the current times, Leadership Role of Head Teachers have become

a make-or-break point for a school. Research shows that while some 90% to 95% of all students have the academic potential to read on grade level, currently in many school districts approximately 40% of students are failing to do so (Allington, 2019, p. 31). This shortfall cannot be attributed primarily to lack of academic potential or socioeconomic factors, but to the fact that these students have not received the high-quality reading instruction they need. (Wilson, D, 2019, p. 2) As such, defining and discussing the role of the head teachers for this purpose is indispensable. While all the sectors are progressing, the education system in Bangladesh is lagged behind. “Lack of administrative leadership quality is one of the major reasons behind the stagnation in the Bangladeshi education system” (Parvin, 2013). The leadership role of head teachers and lack of leadership in some cases are having great impact on the education system as a whole. “A distinct strong and effective leadership is today considered a pre-requisite for an organization’s success. In the education milieu such as leadership by head teachers is particularly important.” (Rapp.S,2010, p. 10). As an educational institution, primary schools face different challenges to ensure quality education. The CAMPE report shows that “the country needs to adopt credible roadmaps to deliver quality, inclusive, free and public education and lifelong learning” (CAMPE, 2016, p. 16). Moreover, once we dive in deeper, the role of leadership in the head teacher holds the key to many other aspects of education such as, teaching skills and training, infrastructural support and contingency plans. Many scholars have agreed and responded to it like- “Due to lack of teaching skills, training, infrastructural support, technical support and materials, the educational technology faces a lot of challenges in the schools of developing countries” (Mndzebele, 2013, p. 2).

## **1.4 Research Questions**

As discussed, the educational problem at hand is identifying leadership role in the Head Teachers and how it can help in ensuring quality education. For that, first of all, the existing leadership roles or activities of the head teachers in a government primary school need to be discussed and analyzed followed by the query of what the head teachers understand by Quality education. Lastly, the link between question one and two are to be studied. So, the below questions are formulated in the luminescence of the research topic and the educational problem at hand.

Question 1. What are the leadership roles played by the GPS head teachers?

Question 2. How do the head teachers perceive quality education?

Question 3. How do the practiced leadership roles of head teachers influence in achieving quality education?

## **1.5 Purpose of the Study**

The purpose of my study is to understand the importance of leadership roles of head teachers and quality education in the primary schools of Bangladesh, the current state of effective leadership of the Head Teachers and their contribution to ensure quality education, the barriers between improving quality education and effective leadership and ways to overcome them. Moreover, I want to explore the whole idea of quality education and the idea of the head teachers about quality education and leadership in the primary schools of Bangladesh through inclusion of a few sample schools from different parts of the country. Moreover, I will try and answer the research questions so that I can get a closer view about leadership and quality education.

## **1.6 Significance of the Study**

This new knowledge about effective leadership of the Head Teachers and quality education in the primary schools of Bangladesh might help us understand the issue deeply and aid in finding answers to existing gaps that are currently hampering the educational development and knowledge acquisition of the students. Moreover, we can get ideas as to how we can help improve the situation of the educational problems and 21st century challenges. Particularly, with the COVID-19 crisis at hand, definition of the Leadership role of Head Teachers need exploring. This research may be the key to conduct extensive experiments and add a new dimension to the education system in the whole.



## Chapter 2

### Literature Review and Conceptual Framework

In this literature review, I am presenting information from different books, articles and documents that I reviewed to understand my research topic of adult literacy and non-formal education. I reviewed different programs, both government and non-government, that promote adult literacy, using the non-formal approach of education. I have organized my literature review under the following categories: 1) Leadership 2) Quality Education 3) Relation of Education and Leadership

#### 2.1: Leadership

To begin with, the most important keywords in the research are Leadership, role of Head teachers and Quality Education. In the luminescence of that, the first **theme explored is Leadership and the role of the Head teacher**. An interesting angle can be found in the paper “Effective School Leadership: Can it Lead to Quality Education?” (Khaki,2007, p. 2) where a description of the activities of the head teachers and how their similar visions about providing quality education was impacting the lives of the young minds. The study of Jan-e-Alam Khaki explored the whole theme of **leadership** role of the Head Teacher, their visions and the impact of their actions on the quality of education. While describing the efforts of the head teachers as leaders, the author Jan-e-Alam Khaki said “Their efforts to raise the quality of education through their preferred roles and practices are a lesson to learn for many head teachers and teachers who are striving to do the same.” Referring to the role of the head teachers, a paper states “For head teachers to perceive ensuring quality education as a permanent and important professional task is a prerequisite to successful quality assessment

and assurance.” (Podgornik et al, 2017, p. 9). This expresses the importance of perception of head teachers, their role and quality education.

## **2.2: Quality Education**

Moving on to the concept of **Quality Education**. “The term “quality” is derived from the Latin word “qualitas,” which means the degree of excellence of a thing” (Hoque et al, 2019, p. 118). In the paper Quality of Education: The Elusive Triad written by Manzoor Ahmed (2007) there was elaborate discussion on quality education and he proposed to talk about the quality in education, its different dimensions and how they are relevant in the fast-changing societies of South Asia. Then, the topic moved to situation of primary education in South Asia and way it held focus on the scope of work on quality and overall education system. Finally, the writer made an attempt to develop and somewhat sense of priority and focus in carrying out the efforts to enhance the quality in education. This paper gave a really good idea about the condition of the primary schools in Bangladesh and where it stands compared to other countries on South Asia. On the topic of **quality education**, there was a lot of controversies and According to Sallis (2002), the quality of school work is a dynamic concept that cannot be specified, because quality has many meanings. Moreover, Sallis suggested 3 ways to look at maintaining quality education namely quality control, quality assurance and total quality management. In case of quality education, the importance of other factors is clearly discussed in luminescence of a project conducted in Pakistan in the article of Sukaina Bhojani. She described that, while researching on why the students were not so capable or fluent in English and why they were struggling with it, the author discovered that, there was lack of efficiency of teachers and other stake holders who were unable to give the proper input to the students and gave instructions mainly in Urdu. And she said, “I found that the input provided to the students for the development of speaking and listening skills was weak

because the teachers mostly used Urdu as a medium of instruction in the class.” (Bhojani, 2007, p. 64).

### **2.2.2: Relation of Education and Leadership:**

Now the above two themes are related and intertwined with each other. Explicitly speaking, one helps define the other. I wanted to explore the idea of leadership and quality education definitions and well put, “Another dimension of quality is the transformative role of education, both in terms of individual learner’s creative and emotional development and in promoting society’s objectives regarding change and development.” (UNESCO, 2005, Ch. 1). and found myself wondering about whether only education was dependent on a good leader or was it vice versa. And Sukaina Bhojani beautifully stated the **relation of education and leadership** by saying “Education is one of the most effective and systematic means for leadership creation and developing the potentials for innovations, experimentation, risk taking and standing up with dignity and honesty to challenges of living and livelihood, effectively playing a defined role in building a just and peaceful civil society.”

In order to get closer to the topic and compare different concepts, I traversed through different scenarios compared to the sample selected. In the paper written by Hoque, Nazamul & Mowla, Md & Chowdhury, Abdul & Uddin, Mohammad. (2019) a survey was conducted in order to understand the customers’ (students’) evaluation of private higher education sector in Bangladesh with special reference to the quality of business education. The study suggests that the policymakers and administrators should address the identified factors for ensuring quality in their schools. And there was also an observation that “Despite the relentless and continuous effort of private educational institutions, quality has not yet achieved at the desired level.” (Ashraf et al. 2009). This particular line is taken from a research conducted in

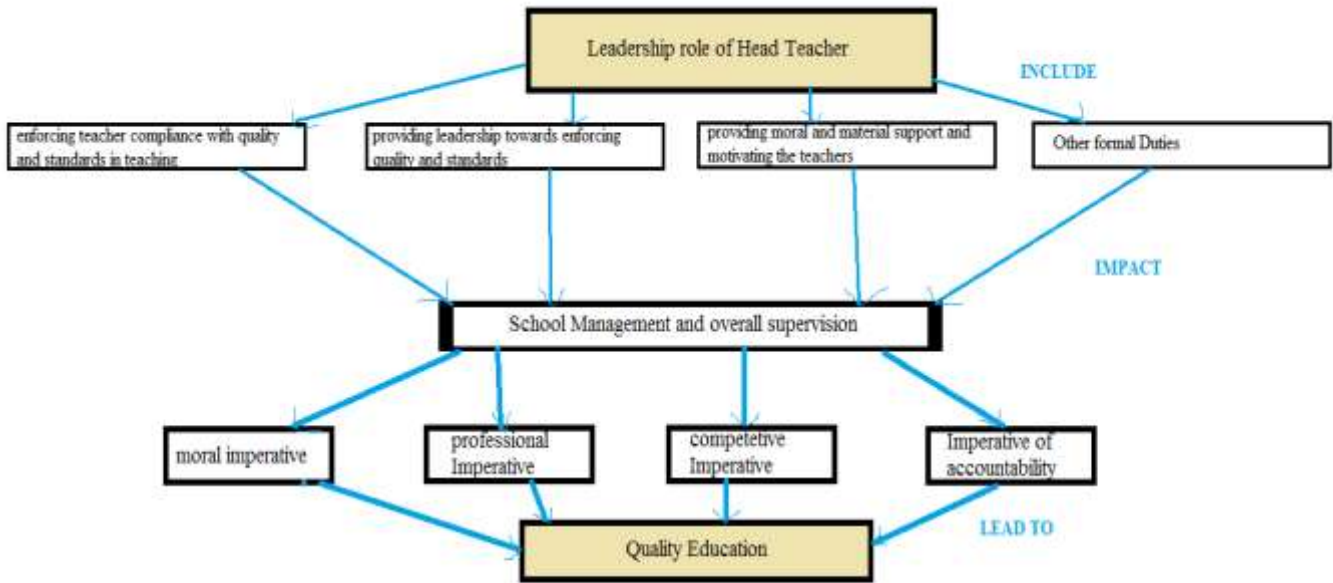
Pakistan. I looked for similar research in the context of Bangladeshi Government Primary Schools but failed to find the discussion topics that I was looking for. As such, this research in Bangladeshi context might be beneficial for the teachers and Head teachers who strive to be good leaders and wish to ensure quality education among the children.

### **2.3 Conceptual framework**

The study is conceptualized in the that a Head teacher's leadership roles and institutional supervision strategies aid the process of effective teaching learning and thus leading to ensuring quality of education. The current study seeks to evaluate head teachers' role in ensuring a good quality education, more specifically the role of the Head teachers in primary schools of Dhaka.

In primary schools of Bangladesh and also examine how the role of head teachers in ensuring quality education will influence school's overall conditions. Considering the lens of Sallis (2002) Quality Education can be ensured through check listing four imperatives of quality that were moral imperative stating that all clients or users of the school deserve highest quality education, professional imperative referring to institutions being obliged to providing educational process of highest professional standards, competitive imperative points out the ability of the organization to cope with competition and the imperative of accountability exhibiting the expectation of acting responsibly towards the funders.

The role of head teachers is crucial in this case as the role of a head teacher defined in a paper composed on a similar research induced certain qualities that need to present in a Head Teacher as Supervisor; for instance "The role of the head teacher in supervision include: enforcing teacher compliance with quality and standards in teaching, providing leadership towards enforcing quality and standards, providing moral and material support and motivating the teachers during the process of supervision." (G. Ongori, 2015).



**Reference:** G. Ongori, J., 2015. The Role of Head Teachers in Ensuring Quality and Standards in Secondary Schools: Evidence from Schools in Eldoret West District in Kenya.  
 Rapp, S. (2010) HEADTEACHER AS A PEDAGOGICAL LEADER: A COMPARATIVE STUDY OF HEADTEACHERS IN SWEDEN AND ENGLAND. *British Journal of Educational Studies*, 58(3), 331-349. Retrieved January 31, 2021, from [http://www.elsevier.com/locate/S0007-0295\(10\)00030-8](http://www.elsevier.com/locate/S0007-0295(10)00030-8)

Thus comparing the two different criteria and it can be inferred that the activities that help or result to ensuring of quality education also resonate with the ideal duties that the Head Teacher of a primary school should play. As such, we expect to ratify how a Head Teacher in his or her leadership role conducts School management help ensure quality education.

## **Chapter 3**

### **Methodology**

#### **3.1 Research Approach**

When it comes to research, there are three main methods which are Qualitative, Quantitative and Mixed in Nature. I have like to apply mixed method since I feel that, as the chosen topic and relevant questions require extensive data collection through both quantitative and qualitative methods. Implicitly speaking I chose the triangulation Design from the different type of mixed methods. The purpose of this design is “to obtain different but complementary data on the same topic” (Morse, 1991, p. 122). And as we all know, ‘the most common and well-known approach to mixing methods is the Triangulation Design (Creswell, Plano Clark, et al., 2003).’

Mixed method approach will help me analyze the statistics, facts, and get an in-depth overview of what is the real condition through exploration of feelings and opinions. The major characteristic of mixed-methods research is that it combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single research study (Gay, Mills, & Airasian, 2009).

Here is a diagram explaining the Triangulation Design:

### (a) Triangulation Design

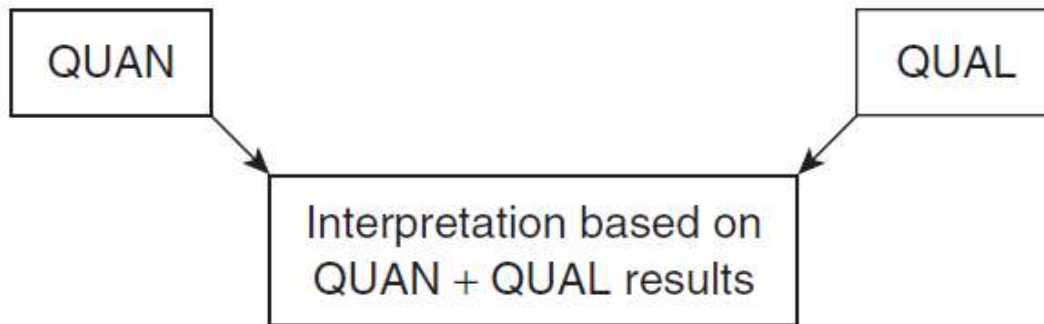


Figure 3.1: Triangulation Design

For the **first part**, under the shadow of existing literature, I was able to conduct 3 interviews of the three head teachers and they were all phone interviews. Due to the prevalent pandemic situation, phone interview was the preferred option of the head teachers. As such, I followed the previously prepared questionnaire and kept the questions mostly open ended so that the head teachers can incorporate their ideas as well. The interview answers differed from head teacher to head teacher. However, the main idea seemed to be common in case of all of them.

Up next, I arranged a **quantitative** survey and with the active participation of the teachers, I managed to get an idea of the issue in a teacher's perspective. This helped me curve a wholesome idea about the themes and main ideas of my research that includes ensuring quality education and impact of the leadership role of a head teacher in the matter.

Thirdly, I managed to do some virtual class observation from the schools. Some were one to one phone classes and a few virtual classes which were taken via zoom and a mobile App called WhatsApp

I will be organizing the research findings on the basis of my themes and under the themes I will categorize the Qualitative and Quantitative Findings. To conduct my research, I ensured that all the participants have access to an electronic smart device and all participants are an active part of their respective schools.

Before moving forward, here is the table of Data sources:

Table 1: Data Sources

Interview Transcripts	Newspaper Articles	Government Reports
Observation notes	Published Thesis/journals	Peer Reviewed Articles
Manuals	Government Policies	Surveys

Thus, the questions that I formulated for my research requires both qualitative and quantitative methods. For instance, for question one I want to explore the leadership roles played by the head teachers and I feel it can yield optimal result if posed with a qualitative open-ended question. Up next, the next question of how do the head teachers understand quality education, this question is important because if they don't understand quality education then how can they ensure it in school. And last but not the least, the third question requires extensive research which requires quantitative and qualitative methods of research for which I have chosen quantitative survey and qualitative observation.



### **3.2 Research Site**

As research site I chose 3 primary schools of Dhaka city that are located in Lalbag, Meradia and Banani areas respectively. The schools have similar population with student number in a range of 300 or below and the student-teacher ratio is 1 is to 24 or 25. Moreover, the students studying in these schools are from lower middle class and underprivileged backgrounds. Furthermore, considering the socio-economic aspects, the areas surrounding the schools contain underprivileged communities that are slowly becoming aware and conscious about their community. Most importantly, these schools have been taking virtual classes or supporting students in this pandemic while playing a vital role in community development and social changes in their respective areas. Having a good number of students, within the locus of Dhaka city and having diverse school structure and supervision ways, these schools seemed appropriate for my research. This will help me get a wider perspective and more credible research. The background context involves me working in two of them previously and the other school has similar grounds and suitable administrative traits that will aid my research.

Dhaka Primary Schools that I selected can be called X government primary school, Y Govt. Primary School and NGO School- Z Foundation School, Banani.

### **3.3 Research Participants**

The chosen participants are primarily Head Teachers and the other major stakeholder in the school who are the teachers. The participants are chosen based on how much they are relevant with the research topic and what their contribution can be. For instance, I chose schools that are playing a vital role in community development and social changes in their respective areas. Moreover, the while selecting I also kept in mind that the schools must be free of cost for the students and have a student ratio of 1 is to 25 or less. Since I wanted to explore the management roles of the Head teachers in ensuring quality education, I felt the

inclusion of not only the Head Teachers but also others who can contribute to testifying about the leadership role is important. All the sample are selected through purposive sampling. The sample were selected according to the availability of the respondents from different locations of Dhaka. Out of the 35, 27 are female and 8 are male. Although there is a difference in gender of the teachers, but since this is done by the government in case of government schools and chosen by the central authority of the NGO in case of NGO schools I am not elaborating on the topic as it poses a chance to get carried away from our main research topic. And I also conducted observation of 6-12 classes.

### **3.4 Sampling Procedure**

Elaborately speaking, the sampling of this study can be considered a blend of qualitative and quantitative sampling. Maximum variation (qualitative) sampling and snowball (quantitative) sampling are combined to identify suitable participants for this study (Creswell, 2011).

The characteristics of qualitative inquiry is not to generalize to the population, but rather to develop an in-depth inquiry to best understand the central phenomenon, which is school leaders' roles in integrating technology to promote quality education for this study (Creswell, 2011). Thus, I envisioned conducting interviews to get in-depth idea of the issue from individuals who are directly leading an educational institution.

Initially for sampling process I adopted Purposive Sampling (Creswell, 2013) and interviewed three head teachers from three government and NGO run schools in order to obtain multiple perspectives. Moreover, with the zeal to make sure a legitimate, sensible and valid conclusion on Leadership roles of head teachers' in ensuring quality education, I searched for participants that are appropriate, important and suitable when it comes to the matter of understanding and answering the questions properly.

Moving on to quantitative part of my research, I chose a set of teachers from the selected research site who were appropriate in terms of filling out the survey questions prepared. So to say, the teachers who were able and willing to take the time and fill up the survey forms virtually and share their thoughts and they were worthy representatives of the larger population.

The number of participants for interview in 3 as I have chosen 3 schools with one head teacher or education coordinator in each school. All the head teachers are female. And for the survey a number of 35 teachers is being considered.

This is my method of sampling and my participant selection.

### **3.5 Data Collection Methods**

I will interview the head teachers and observe the students and their reactions through the below qualitative data collection method and I will Conduct survey on teachers in the selected regions and the schools in particular areas of Dhaka.

Qualitative Data Collection Methods: (Interview)

Quantitative Data Collection Methods- Online Surveys, Observation

#### **3.5.1 Interview method**

The interview method is a face-to-face meeting among interviewer and interviewee. The purpose of taking interview is to collect data from field. So, interview was one of my main data collection tools. I interviewed three adult women head teachers who talked about their leadership roles. I recorded the conversation of the interviews by phone recorder which I

transcribed as soon as possible. These interviews engaged me in a one-to-one discussion through interview guide for detailed information.

### **3.5.2 Surveys and questionnaire**

A Quantitative Survey helps understand information at a mass scale and thus I designed a virtual survey sent through **email and sms** specifically for the selected participant teachers of the selected schools and shared them with the teachers online by sending link to a survey form via message and kept the surveyor anonymous. Then I collected the responses and stored them to analyze further.

### **3.5.3 Observation:**

Through the observation tool I was able to observe some virtual classes conducted virtually by the schools and tried to see the quality of education delivered in the classes. Moreover, I took notes to record the experience.

## **3.6 Role of the Researcher**

From 2018 November I have been conducting various reflection and research on education system in government primary schools. Although I was a private school teacher at one point in my life, I have been working government and NGO schools for the last 2 years. During my observation and in-depth interviewing process, I tried to be mindful that I am a researcher in this particular context. I should not be playing the role of a teacher. As a novice researcher, I might have struggled to maintain the focus as a researcher and not to regress back to the teacher role. Moreover, I explained my research to the participants and took their consent before proceeding further.

### 3.7 Data Analysis

I have processed my data through Immersion, Analysis and Interpretation. The data after being collected from interviews and questionnaires will be grouped together and compared with each other towards finding the predefined research questions under different broad themes and sub-themes. So, I preferred and have used frequency analysis method for analyzing quantitative data and for qualitative data, Interpretive Phenomenological Analysis (IPA) was used.

- Interpretive Phenomenological Analysis (IPA) for Qualitative data analysis:

As a qualitative research approach, phenomenology was first conceptualized and theorized by Husserl (1931) as a way to understand the context of the 'lived experiences' of people (research participants) and the meaning of their experiences (Alayse et al. 2017, pg10). I wanted to do the research on the basis of live experience of the participants, specially the head teachers of these institution and as such I felt the Interpretive Phenomenological Analysis is the most effective means.

Thus, I felt this is what is best suited for analysis of my interviews with the head teachers.

- Frequency Analysis for Quantitative data:

Regional Frequency Analysis (RFA) jointly uses data from several sites to perform the preset inference, which may improve the precision of estimates. Moreover, FA allows estimating quantiles and related uncertainties at an ungauged site (Banjamin et al. 2013, pg3). Frequency analysis will help me arrange and analyze the quantitative survey data easily and more efficiently.

Although the interview responses were recorded in a mix of both Bangla and English languages, they have been translated into English and transcribed.

### **3.8 Ethical Issues and Concerns**

According to my knowledge, no harm was caused to any individual or informant, I strictly refrained from breaching confidentiality and there was no using information improperly or introducing bias. However, initially I faced some issues with securing the collected data as I have limitation in terms of storage devices and store data in shared folders. But later the issue was solved. Secondly, management of confidential data was pretty challenging.

### **3.9 Credibility and Rigor**

I am a novice researcher trained by Teach for Bangladesh and currently conducting M.Ed. in Education and development studies with BRAC IED. I have eight years of experience in education sector particularly in teaching and I have worked with the Head teachers of Government Primary Schools closely. As such, I have prior knowledge and somewhat experience relevant to the research topic. All the data collected are authentic and relevant to my research. For research to be trustworthy, it needs to have credibility, transferability, dependability and confirmability. I tried to maintain these in my research. Starting from literature review from authentic resources to inclusion of each data bit, I tried my best to make this research as credible as possible. Moreover, I incorporated all the data received precisely without modifying and also specified my research method streams, analysis and data collection methods properly.

In order to develop the study, I have initially selected the research topic followed by a title and probing questions, developed a research outline and research proposal as well. All went smoothly. However, I feel that me being directly involved in government primary schools

and being a teacher, myself might have effect on my data collection, analysis and interpretation.

### **3.10 Limitations of the study**

While conducting the research different kinds of obstacles came up. For instance, the limitations of time and money brought about substantial challenges. A big challenge was determining whether the chosen purposive sampling is representative or not. Moreover, researching on a limited geographic location may have limited my research ideas. Furthermore, there were incidents of the respondents not returning the survey form on time which was a challenge in itself. I met the challenges by communicating with the head teacher and the survey participants again and again. In the end I was able to manage the data of some participants whereas, some data remained irretrievable due to time constraints and other issues. Then again, due to deficit of internet connection of many students, teachers, collecting wholesome and accurate data was very difficult.

## Chapter 4

### Results

#### 4.1 Introduction

Combining all the findings and discussion in this chapter, I arranged the themes in different parts. The first part has been addresses the opinion and direct impacts leadership roles of a head teacher in ensuring quality education. While the second part is based on the head teacher's leadership roles and the ideas of the other school teachers. Lastly, an overview of the schools' class conduction and the leadership role of head teachers in ensuring quality education in the classes. I referred all the findings and discussions to the pseudonyms and demographic characteristics of the respondents. By this, I organized the discussion based on the findings of the main concept of my research question.

I have analyzed, discussed and evaluated the findings in the luminescence of theoretical framework and relevant literature review in this chapter.

##### **4.1.1: The leadership roles played by the head teachers**

The findings of this theme relied heavily on literature review and interview of the Head teachers themselves. For exploring this I would like to highlight a saying, "To ensure success, communities need well-educated and committed school administrators... who can effectively lead their schools, advocate for youth, and connect with parents and the community at large." (Wilson, 2019). This spark has provided light for my research and guided the findings under this theme. As a Qualitative approach, I chose to prepare **interview questionnaire** for the Head teachers of the three schools and took the interviews myself through phone call. Out of the questionnaire for interview, interview questions regarding the roles that the head teacher plays in school and leadership roles played in School management and supervision addressed this research question directly and the answers did too. Technically speaking, the first



question of the interview was about the general roles that the head teacher played in her school and the third question was designed to help the interviewer understand what Leadership roles the head teacher played for school management and supervision. Moreover, the first interviewee was Mrs. Halima (Pseudonym), Headmistress from X primary School from Lalbag, the second interviewee was Mrs. Lima, Head Mistress from Y Government School of Meradia and third interviewee was Mrs. Sanam, Education Coordinator from Z Foundation School of Banani.

### **Responses to Interview Question regarding the roles that the head teacher plays in school and leadership roles played in School management and supervision**

Interview 1# 20-03-21

The participant paused for a bit when asked about her role in school and asked the interviewer to repeat. Upon repetition, she thought for some time, took a deep breath and said *"I don't know where to start"*. Upon her such comment the probing questions were asked one by one. And upon asking, the interviewee mentioned that she tries to be a good leader as she is responsible for the whole school and she has been very proactive when it comes to ensuring quality education. Moreover, when it comes to following rules and maintaining quality, she has to answer to not only the TEO but also to a certain armed wing of the government as the school is a part of that armed forces community. She added that *"without a proper guidance the teachers sometimes loose motivation and the regular work is hampered. Thus I have to keep an open ear and an active supervision."* Mrs. Halima tries to ensure that the teachers are well equipped with materials and for that she takes SLIP (School Level Improvement Plan) very seriously. Even in this pandemic, she called the teachers in school premises to get any teaching material they need to teach from home. Furthermore, she said that she also talks to the teachers and students over phone in order to see how they are

doing physical and mental health wise. Saying this she shared an incident where one of the teachers lost a love one because of COVID 19 and Mrs. Halima went over to the teacher's home to share her grief.

Lastly, the head mistress acknowledged that with her leadership and help of the armed authorities, she has been able to do better than most other Government primary schools in the area when it comes to providing high quality education services to the community and she believes that *“Educational organizations are a part of the environment and community they are situated and they are expected to act responsibly towards the funders. “*

Interview 2# 23-03-21

During the second interview, the participant Mrs. Lima didn't particularly open up immediately but I tried my best to extract information from whatever response she gave. I hadn't started directly with the probing questions and helped her feel more at ease by warming up with household conversations. Then we went over to the question answers, I could hear her laugh a bit over phone and she said that with the pandemic going on, she can hardly administer the student's education now. And most certainly not as much as she used to. Starting off with this statement the headmistress said to her, executing rules, ensuring quality education and providing mental and material support are all relative and vary from school to school. Specially, in the pandemic, the school has lost over half of the students owing to financial problems, migration and guardians opting to send their children to work. Although she is trying her best to prevent dropouts, but owing to the demographic location, community influence and miscellaneous problems, her places are not being properly executed. However, she hasn't lost hope and struggling to keep the school running by communicating with students over phone and asking teachers to do home visits once a month if possible.

Overall, she said, her leadership skills are not enough at this point and she is desperately looking for solutions to retain her students and restore the quality of education.

Interview 3# 23-3-21

The third interview was long and the interviewee was extremely helpful. She was more than happy to share her thoughts and her accomplishments regarding her role as the Head of the School. Mrs. Sanam said “Z foundation school is a place of never-ending possibilities and I am the dreamer who want to ensure highest quality of education in my school.” Claiming to have the best system in all over Bangladesh, Mrs. Sanam elaborated on how she thought of an online schooling system at the onset of Pandemic when no one ever thought of. Addressing her school as her child, she said that as a leader she ensures the highest quality in education possible, she holds meeting every alternate day with her teachers and calls the students and guardians for follow-up on their conditions. Moreover, considering the mental health of both her students and the teachers, she arranges for virtual fun sessions and seminars as well.

Interestingly, she discussed how she acted during the pandemic by saying, *“After just two weeks of lockdown I decided that I will not let the education of my students be hampered any longer. As such, I talked to the founding authorities and completely made the learning space virtual.”* She then equipped the teachers with necessary knowledge like using Google Drive, excel and such other skills that were required to start the classes and asked them to take phone classes. Moreover, she talked to parents and told them that the teachers will teach the students over phone and smart devices. In addition, she used the allotted school money which was there for meal of the students to buy balance for the teachers and needy students and she shared the whole process with me in the interview. Moreover, for any issue the students and teachers faced, Mrs. Sanam said that she is always there 24/7.

She strongly agreed upon the statement that ‘Educational organizations are part of their environment and are expected to act responsibly toward the funders, which includes ensuring a public demonstration of the high standards of the processes and services of the organization’ and in response of the importance of leadership role in School, she says that an effective leader can make or break the School’s total system.

When it comes to the quantitative approach to the first research question, I reckon the survey questions can shed a lot of perspective to this. There were certain questions in the survey which were designed to address this particular theme.

In the table below, the results are shown for all three schools together and the opinions are expressed in percentage. Total number of participants was 35.

**Overall Question Response from the survey:**

Statement	1/Strongly Agree	2/Agree	3/Neutral	4/Disagree	5/Strongly Disagree
1. The Head teacher enforces teacher compliance with quality and standards in teaching	50%	10%	20%	20%	
2. The Head Teacher acts a good leader while executing or enforcing quality and standards in education	30%	30%	20%	20%	
3. The Head Teacher is impartial and helpful to every member of the school	50%	10%	20%	20%	
4. The Head Teacher always provides moral support to the subordinates and students as well	30%	20%	20%	10%	20%
5. The Head Teacher always provides material support to the subordinates and students as well.	60%	20%	20%		
6. School has proper sanitization and infrastructure.	10%	10%	20%	20%	40%
7. The head teacher holds himself accountable and encourages teachers to do so too.	30%	20%	20%	10%	20%
8. The HT listens to complains of parents, teachers or students carefully and take actions	40%	10%	10%	20%	20%
9. HT values your opinion	50%	10%	20%	20%	
10. At times of hardship and challenges the HT comes forward to combat.	50%	10%	20%	20%	

Figure: Table of answers to the survey questions

In the table above it can be observed that there is a common pattern in response of the teachers of all three schools. As such, I have presented the cumulative data of all three

schools. We can comprehend that, when it comes to exhibiting leadership, questions about **enforcing teacher compliance with quality and standards in teaching, Head teacher holding himself accountable and encouraging teachers to do so too and always valuing subordinates' opinion**- address the topic and we can see that the response is similar. So to say, in all three of the questions, around 60 percent of the participants responded affirmatively and only 20 percent or less disagreed.

Moreover, in terms of listening to complains of parents, teachers or students carefully and take actions, Head teacher always providing material support to the subordinates and students, 60 percent and more participants responded positively. The result for Head teacher being helpful and providing moral support to the subordinates show a whopping 50percent and 80 percent positive reply.

However, in case of whether the school has proper sanitization and infrastructure, the majority of participants gave a negative or neutral response. We can see a similarity and a pattern throughout the survey.

#### **4.1.2: The head teachers perceive quality education**

While discussing the findings of this theme we have to traverse back to the conceptual framework where the four imperatives essential for the assurance of quality education have been stated by Salis (2002) moral imperative, professional imperative, competitive imperative and the imperative of accountability. Focusing on this, the conceptual framework has been formulated to some extent. Also, a few interview segments along with survey questions have been designed to identify the perception of the head teachers regarding quality education. For further analysis, I took help of another tool that is class observation as it was emphasized - To better understand and improve learning, examination of what happens in the classroom is needed (O'Sullivan, 2006, p-2).

Moreover, while excavating the data, I also found the answers to two of my research questions which are “How do the head teachers understand quality education?”, “How do the practiced leadership roles of head teachers influence in achieving quality education?”

### **Qualitative Components:**

Along with discussing the interview with the head teachers, the observations conducted have also been discussed under this theme. Due to the COVID situation currently prevalent, all the schools are physically closed but online or phone call classes are there as an alternative. Making the best with what I got, I obtained permission to be present during the class conduction of the teachers from the schools. Out of them, I was able to observe 3 virtual classes from X govt. primary school, 3 classes from Y primary school and 6 classes from Z Foundation School. I am summarizing the observation findings by categorizing on the basis of the schools.

#### **Observation 1# Class Observation in X Govt. Primary School 01-03-21**

I observed 3 classes of this school held on that particular day. One was a class help with the help of IMO App and around 10 students participated in this. The other two were phone conversation classes where the teacher took one on one class of the student. The head teacher was also present in the virtual class to supervise. In the virtual class over IMO App, I noticed that the students were very alert and kept their videos on. The class went on for 30 minutes and I observed that students were taught with the help of marker and whiteboard, there were a few other materials that were there. Moreover, the head teacher asked questions to the student in the middle of the lessons to make sure they are understanding.

**Observation 2#** Class Observation in Y Govt. Primary School 04-03-21

I observed three phone call conversations that were conducted with individual students. I was a silent observer. I heard the whole lesson and observed that the student seemed depressed and said that he missed his friends. The teacher taught him a topic and asked him to answer questions from the previous lesson. Unfortunately, in case 5 out of 11 questions, the students commonly said they didn't do the work and sometimes said they are unable to answer because they didn't understand the topic. In turn, the teacher didn't seem to feel the need to hold them accountable.

**Observation 3#** Class Observation in Z Foundation School 07-03-21

Lastly, I observed 6 classes from this school held on the particular day. Out of them, 3 were held in google classroom, 1 over phone call and the other 2 over Video call with a few students. Interesting enough, the google classroom classes were fully equipped with slides and video materials and the students were very enthusiastic. The students not only responded to the teacher but also asked curious question to the teacher. The head teacher also joined and I observed that the head teacher was greeted with great enthusiasm by the students. One of the students said to her, "we really missed you last class. If you don't come, then I feel sad" and that too in English.

Moving on, the phone call conversation was a one-on-one session with a student. The teacher asked him whether he received the worksheets prepared for him from the school and he affirmed. I observed that in spite of conversing only through audio, the student was responding to the questions correctly and listening with sincerity.

Lastly, there were two video call classes where the students of grade 2 had been divided into two groups and they were shown plants and live materials to teach. Moreover, the students seemed satisfied with the teacher's teaching method and were responding enthusiastically.



Up next is the findings from the interview session. The question 2 from the interview questionnaire of the head teachers is the one that I would be discussing now.

To add credibility to the observations, here is a list of the current attendance of the schools in general.

Moving on, here is the attendance data provided from the schools. Here two type of data are there which show the number of students who used to do classes before lockdown and the number of students who are now regularly joining virtual learning sessions.

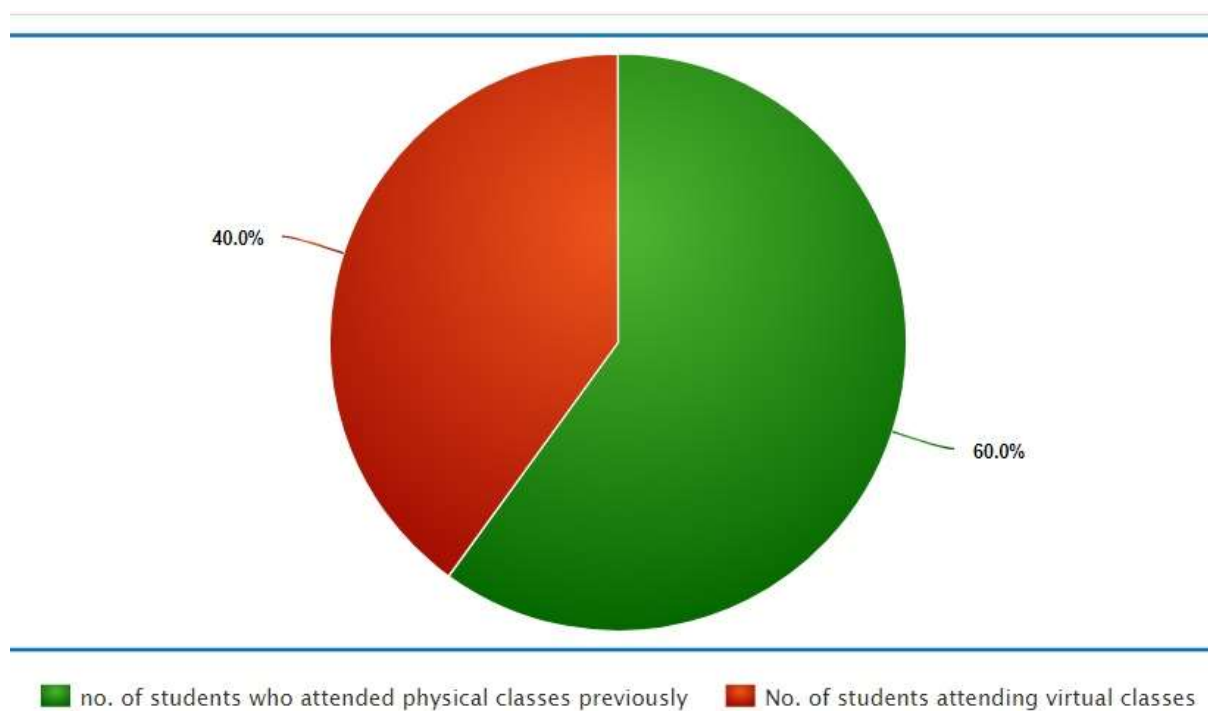


Figure 4: Attendance data of students during 2020-2021 from X Govt. Primary School

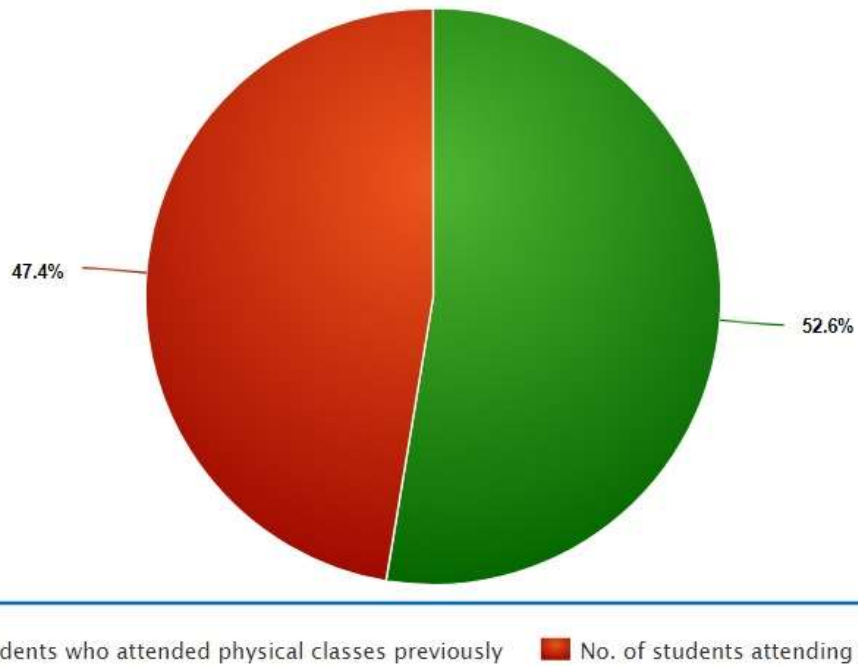


Figure 5: Attendance comparison of students during 2020-2021 from Z Foundation School

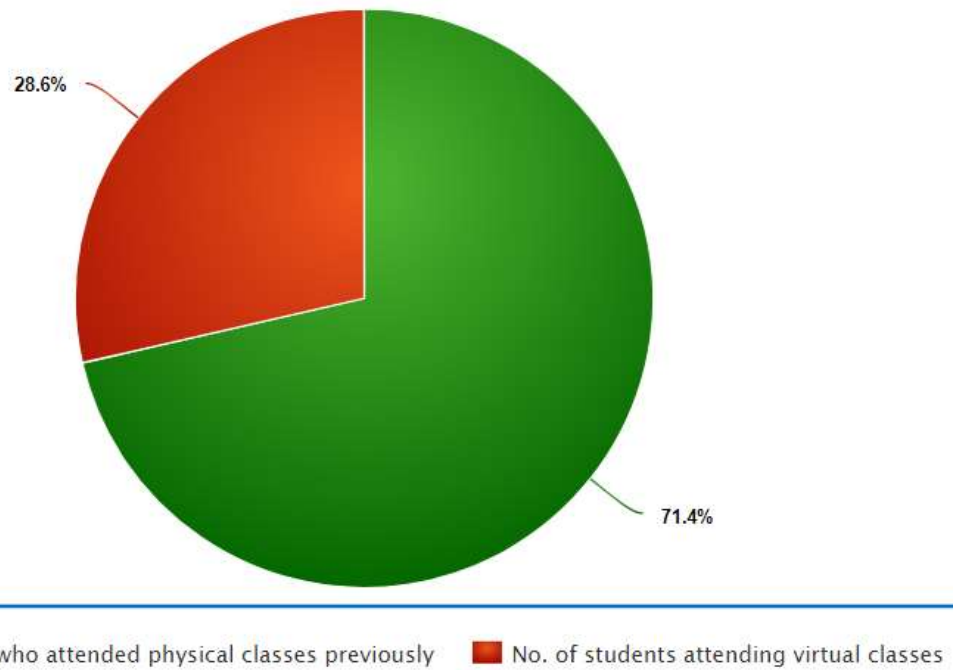


Figure 6: Attendance comparison of students during 2020-2021 from Y Govt. Primary School

**Responses to the interview Question about the things that the Head teacher keeps in mind to make school condition better:**

Among the main research questions, the second one helped me to explore this theme and find possible answers or an insightful perspective. The question enquired about the things that you (The Head Teacher) keep in mind to make your school condition better. I asked probing questions in order to clarify the question further.

Interview 1#

Upon asking, Mrs. Halima (pseudonym), the headmistress of X government primary school said that all the students and parents the best quality education and she is trying her best to keep up the reputation of her school. She used to arrange parents meeting every month pre pandemic but unfortunately, due to COVID Situation in the area, she is unable to arrange such meetings. As such, she calls parents to ask about the child's progress every month and tries to make sure they get good services from the school. In order to maintain the quality of the lessons she herself made a few video contents. Moreover, she believes that as a head mistress of a reputed school it is her duty to maintain the quality of education.

Interview 2#

The head mistress of Y government primary school sounded a bit puzzled about what to say. Then she said that although meetings were held regularly when the school was open but now, she is clueless as to how she will manage to give the best service possible. She said, " *I am doing what most other government schools are doing.....waiting for government instructions and executing them properly.*" She said she feels that at this point she has nothing on her hands.

### Interview 3#

Mrs. Sanam was very confident and she said “If there is one school in Bangladesh that is successful in providing quality education, it is my school”. With clear self-confidence she said that she continuously thinks about improving the quality of education and service of the school. And she tries to transfer the energy and the can-do attitude to the teachers and students as well. She said, every child regardless of their background deserves quality education and she tries her best to create such space as a leader. Despite of the pandemic, she is making sure that 100% of the classes are taken regularly and all the students are attending. Moreover, to maintain the quality of education and related services, she provides training to the teachers and also to the parents so that they can connect their children with the teachers virtually. Although I couldn’t see her as it was a phone call interview, but I could clearly feel the sense of accomplishment in her voice. Furthermore, she also talked about school management and the importance of being alert and resilient in the face of adversities.

#### **4.1.3: The practiced leadership roles of head teachers influence in achieving quality education**

For the third and last theme of my research actually I would like to state findings from my interview and survey on the whole. This is debatable issue and I will represent only the findings and literal meanings of the data that I felt was most likely.

### **Qualitative Components:**

For discussing the qualitative content of research question – “How do the practiced leadership roles of head teachers influence in achieving quality education?” I would like to refer again to the interviews and I would like to talk a little more elaborately on the third question which was directed towards understanding what leadership role does the head teacher play in order to maintain the administration of the school and supervise their educational institution. Another way to put it is the role that the head teacher plays for management and safekeeping of the school and which she thinks is a leadership role. And this is what I focused differently in order to arrange my findings under the interview question 3 which is, oriented with the leadership roles do you play in School management and supervision.

In case of X Government primary school, the head mistress stated that she feels that the way she consistently tries to keep the teachers, students and guardians together is the biggest role in managing the school. Moreover, she said everyone listens to her and she tries to maintain school rules just the way the higher authority wants her to. Stating so, she talked about the school being part of a larger community and as a leader she also initiates projects or ideas to keep the community and children safe as well. The Head Teacher gave an example that she helped the teachers of her school arrange a fire safety drill on her school when there were continuous fire accidents in her area. Moreover, in COVID, she is creating awareness in her school community to stay safe and aware. She said, “I want my students to not only be good students but also a conscious citizen as well.”

Moving on to the Head mistress of Y Govt. Primary school, who said she mostly tries to follow the rules of the government and stays up to date according to the Thana Education Officer. She makes sure her school’s reputation is intact always and She believes that that is the duty of a leader. To keep her disciples safe and help them follow strict instructions.

However, she repeated that due to COVID 19 everything changed. It wasn't supposed to be like this and if things were different, she would have ensured best management and then she recalled old times were she was praised in the entire Thana for her excellent management skills.

Lastly, for Z foundation school, Mrs. Sanam said that leadership skills can be exhibited in every sector of management, quality maintenance and supervision in a school. Starting from the attendance of the students to the evaluation of the teachers, she ensures highest quality management and she said that this is what she thinks the role of a leader is. Moreover, she added that without a visionary leader, maintaining quality education is impossible. She gave example of her own activities that included continuous community visit and regular update of each and every student. Furthermore, at one point of the discussion she shared that her school's guardians praised the effort of this school even in this pandemic and how this boosted her self-belief and gave her motivation to keep of trying. Also, there was a statement about comparing other public schools in her area and how her school is doing much better than the rest of them in most respects. She said, "I think the biggest leadership role in this process is being a constant learner. You are never too old to learn and I will keep learning till the day I die"

## Chapter 5

### Discussion and Conclusion

#### 5.1 Discussion

“School leadership has become a priority in education policy agendas across countries. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the environment and climate within which they work. Effective school leadership is essential to improve the efficiency and equity of schooling.” (NDLOVU, 2017). With this quote in mind, I would like to start the discussion of the findings I obtained in my research.

#### **The way head teachers perceive quality education**

While placing findings related to theme one, it is easily visible that the three head teachers have different concepts about leadership and also act differently. While the **Head Teacher of X Govt. Primary School** talks about the **roles she plays in the school**, she mentions enforcing teacher compliance with quality and standards in teaching, providing leadership towards enforcing quality and standards and providing material support with help of SLIP and her leadership skills. Moreover, she talked about other duties as well.

#### **. The leadership roles played by the GPS head teachers:**

Referring back to my Conceptual framework and research questions, her roles contain all the necessary Leadership roles that a head teacher is expected to act upon in order to attain quality education. Moving on, when it comes to School Management and overall supervision, Mrs. Halima’s conversation exhibit that she maintains the four imperatives I mentioned in my conceptual framework. However, when cross it with the idea with the class observation and survey result of the teachers of her school then it can be seen that only 60% of the teachers agree with the her maintaining all the imperative. As such we can see that a

missing thread of communication can make quite a difference. Resultantly, her school's virtual attendance also tells a different story. Moreover, her leadership role does effect the success of her school. When it comes to quality education, we see that she knows how important quality education is and is keen to maintain it in her school as well.

Moving on to the findings from Y school, from the interview of the head mistress, it is safe to say that she doesn't quite enact all the four criteria I expected and mentioned in the expected outcomes of the survey or the conceptual framework. For instance, she herself admitted that her efficiency in enforcing teacher compliance with quality and standards have decreased due to the circumstances. Which is unlike the response of the previous interviewee. Moreover, although she said that she is trying to provide leadership towards enforcing quality and standards in her school, her teachers' survey state otherwise. Only 40% teachers have agreed to the survey question regarding the leadership role of their Head teacher. Furthermore, same results are visible for providing moral and material support to the teachers and other formal duties. Moving on to the next part of our conceptual framework. On the topic of School Management and overall supervision we see that out of the four imperatives, Mrs. Lima is missing competitive and moral professional imperative to some extent. I say so because we can see her portraying her school's betterment as the headache of the government and she is dependent only on the decision of the government. Ignoring her veracious responsibility towards her school and community. We see the competitive imperative missing from the statement she said, "I am doing what most other government schools are doing.... waiting for government instructions and executing them properly." Lastly, if we connect to the survey question, attendance at present and the class observation we can see that it adds up to prove the point about how the Leadership role of the head teacher is important in maintaining quality education. But there is always a grey area and that is in this case the circumstances and the environment. The Head mistress externalizes her schools' quality and standards and



blames the dropout rate as the culprit of her school's diminishing reputation. Which resonates with the govt. statement- "As a result of the influences of agendas, gender imparity, and poverty reduction, the illiteracy rate and dropout rate became very fundamental quality components in Bangladeshi education "(MoE, 2010). Deducing further, at one point she pointed out that her performance or leadership skills showed better before the strike of COVID 19 and resultant lockdown. Which gave the study another dimension and that can be related to the saying- Depending on the school contexts in which they work, principals face very different sets of challenges. School-level differences or contextual factors have important implications for their leadership practice (Leithwood, 2005).

### **The practiced leadership roles of head teachers influence in achieving quality education**

The contemporary challenge of leadership, in systemic terms, is not only to improve the quality of current leaders but also to develop clear plans for future leadership and effective processes for leadership succession (Robinson, 2007). In case of Z foundation school this seems to fuel her story of success. The Head Teacher Mrs. Sanam not only performed all the leadership roles expected of a head teacher but also trained others and motivated them to enact leadership roles as well. That is evident from her interview and also the survey answers of the teachers where 80% and more have agreed upon the fact that their school has a good quality education and a Head Teacher with leadership skills. Moreover, when it is the matter of School management and supervision, she outdid the other two interviewees and exhibited successful moral imperative, professional imperative, competitive imperative and imperative of accountability. Lastly, her school's attendance and all other data suggest that Mrs. Sanam has been successful in maintaining and Leadership roles of a Head Teacher and consequentially ensuring Quality education.

## **5.2 Conclusion**

This research has been an eye opener. When I planned the research and selected the topic, I had a presumption about the possible outcomes. This research is supposed to be reflecting overall importance of Leadership role of the head teachers in ensuring quality education and I can safely say that my hypothesis and the result state the same thing. However, due to pandemic of COVID 19 and the prevailing lockdown, the research had to be conducted on a one-sided perspective. My research topic was exploring the Leadership role of the head teachers in Government Primary Schools to ensure quality education. As it turns out, I found out different shades and dimensions of what it takes to be a leader amidst adversities and what it means to show leadership in educational institutions. Although, the schools I selected seemed similar, but in the process of research I realized how the conditions and perspectives make a huge difference in the outcome. The education quality and standard resonated with the leadership role of the head teachers. While one school survived with the support of a good leadership from the head teacher, authority, guardians and students is successfully maintaining the quality of service and has dropout next to Nil, other two schools are struggling to survive and meet the bare minimum. Even out of the two other schools, the one which thought out of the box, envisioned the school's future did far better than the other where the Head Teacher seemed dependent on the instruction of others. So to say, leadership role and its nature is somewhat always affected by the circumstances, nature of the authority and environmental factors. However, one thing seemed obvious that with an added proactivity, being a visionary and constantly learning makes a great leader and in turn helps play the Leadership role in assurance of quality education effortlessly.

In the end, the purpose of my research has been served successfully and along with this I came across a different perspective on the matter which involves the effect of external factors and circumstances. Clearly, the Pandemic and the resultant lockdown has handicapped the

educational institutions. And Head teachers who exhibited good leadership skills in the past have failed to keep up the performance owing to different restrictions and circumstances. However, where there is darkness only there can the importance of light be felt. As such, among the upsides is the emergence of great Leaders who were resilient in the face of adversities. Thus, they were able to ensure quality education no matter what the circumstances are.

### **5.3 Recommendations**

In the end, I couldn't agree more to the statement "Teaching students has to be the central purpose that educational leadership must reflect." (Neeta et al, 2015, pg-1). In the luminescence of this quote, I would like to begin the reflection of the findings of my research and some recommendations. Through this research instances of great leadership role came out which, through the dropout rate of the students, the response of the students and the perspective of the teachers proved that quality education was being provided. As such, from the findings of my research I observed that resources and environmental circumstances have a big role to play when it comes to the leadership role of the head teachers. As such, these leaders should be acknowledged and their activities should be discussed publicly in order to improve the education system as a whole. According to Weber (1996), visions are the glue for institutions that binds the educational system. This is something to think about as well. If these schools come together and share their thoughts and stories of success in a common platform, then great leaders would be born. When it comes to the education problem at hand, more ways of evaluating virtual administration should be incorporated so that the Head Teachers are encouraged to perform well and emerge as great leaders. Only that will veraciously improve the situation. The basis of this recommendation originates from the mindset and training of the two head teachers who have cooperative higher authorities by their side. Moreover, more emphasis should be given to virtual resources and technological incorporation in the education system. Lastly, Leadership role of the head teacher is extremely important when it comes to ensuring quality education. Thus measures should be taken by the policy makers to incorporate Leadership skill development program specifically for the Head Teacher.

## References

- Alase, Abayomi. (2017). The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach. *International Journal of Education and Literacy Studies*. 5. 9-19. 10.7575/aiac.ijels.v.5n.2 p.9.
- Baporikar, N. (2015). Educational Leadership for Enhancing Quality in Teacher Education. 10.4018/978-1-4666-8162-0.ch018
- Benjamin Renard, K. Kochanek, M. Lang, F. Garavaglia, E. Paquet, et al.(2013). Data-based comparison of frequency analysis methods: A general framework. *Water Resources Research*, American Geophysical Union, 2013, 49, p. 1 - p. 19. ff10.1002/wrcr.20087ff. ffhal-00811184
- Creswell, J. W., Plano Clark, V. L., Gutmann, M., & Hanson, W. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209–240). Thousand Oaks, CA: Sage
- .Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*.
- Leithwood, K. (2001). *School Leadership in the Context of Accountability Policies*. *International Journal of Educational Administration*, 43 (6), 619
- Louis, Karen & Dretzke, Beverly & Wahlstrom, Kyla. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement*. 21. 315-336. 10.1080/09243453.2010.486586.
- Ministry of Education. (2010). National education policy 2010. Dhaka, Bangladesh: Government of the People's Republic of Bangladesh.
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing Research*, 40, 120–123.
- Mortimore, P., & Sammons, P. (1987, September). New evidence on effective elementary schools. *Educational Leadership*, 45: 4–8.
- NDLOVU, F. (2017). The importance of effective school leadership. Unesco.org. Retrieved 20 June 2021, from <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/Abstract-Leadership.pdf>.
- O'Sullivan, Margo. (2006). Lesson observation and quality in primary education as contextual teaching and learning processes. *International Journal of Educational Development - INT J EDUC DEV*. 26. 246-260. 10.1016/j.ijedudev.2005.07.016.
- Parvin, M.S. (2013). Integrations of ICT in education sector for the advancement of the

developing country: Some challenges and recommendations- Bangladesh perspective. International Journal of Computer Science & Information Technology (IJCSIT), 5(4), pp.81-92.

Robinson, V. M. J. (2007). School leadership and student outcomes: Identifying what works and why, Australian Council for Educational Leaders, Winmalee, NSW, Australia.

Schmoker, M. (2006). Results now: How we can achieve unprecedented achievement in teaching and learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilson, D. (2019). The Importance of Educational Leadership and Policy: In Support of Effective Instruction, Center for Innovative Education and Prevention & Brain SMART, (pp.2).

## Appendices

### APPENDIX A. Research Tool

➤ Qualitative Interview:

Duration: 60 minutes

\*\*For Head teacher:

1. What are the roles that you play in your school?

**Expected outcomes include**

- Enforcing teacher compliance with quality and standards in teaching
- Providing leadership towards enforcing quality and standards
- providing moral and material support
- motivating the teachers during the process of supervision

Probing questions:

- Do you execute any rules of teachers to ensure quality and standard in teaching?
- If the teacher fails to ensure quality do you model it for them or take proactive measures to solve the issue?
- Do you provide enough material and moral support to provide quality education services?
- Do you have any motivational policies to be implemented for teachers' motivation or inspiration?

2. What are the things that you keep in mind to make your school condition better?

**Expected outcomes include**

- 4 indicators of ensuring quality as discussed in the conceptual framework:  
moral imperative

professional imperative,  
competitive imperative and  
the imperative of accountability

Probing Questions:

- Do you believe that all the students, parents or guardians deserve the highest quality education services?
  - What do you think about ‘all institutions are obliged to provide students with an educational process that meets the highest professional standards’?
  - Do you think the ability of educational organizations to cope with the challenge of competition is important?
  - Do you take constant care for improving the quality of your services and processes?
  - ‘Educational organizations are part of their environment and are expected to act responsibly toward the funders, which includes ensuring a public demonstration of the high standards of the processes and services of the organization’ Do you agree?
3. What leadership roles do you play in School management and supervision?

**Expected outcomes include**

- Enforcing teacher compliance with quality and standards in teaching
- Providing leadership towards enforcing quality and standards
- providing moral and material support
- motivating the teachers during the process of supervision
- keeping in mind challenges and making decision at times of needs

Probing questions:



- Do you execute any rules of teachers to ensure quality and standard in teaching?
- If the teacher fails to ensure quality do you model it for them or take proactive measures to solve the issue?
- Do you provide enough material and moral support to provide quality education services?
- Do you have any motivational policies to be implemented for teachers' motivation or inspiration?
- In the face of challenges, especially during the current crisis, what leadership steps did you take?

\*\* Qualitative Observation Tool:

- The observation tool is designed keeping in mind the four imperatives of Quality education

School Name	Date of Observation	type of class	Number of students in the class	Sufficiency of Teaching Material	Student and accountability	Teacher's Timeliness and accountability	Comments
X GPS	1.3.21	Phone call	1	✘	✓	✓	Student was able to answer most questions. The teacher engaged with the student
	1.3.21	Phone call	1	✘	✓	✓	Student was able to answer most questions. The teacher engaged with the student
	1.3.21	Video Call	8	✓	✓	✓	Students were able to answer most questions. The teacher engaged with the student
Y GPS	4.3.21	Phone call	1	✘	✘	✘	Student answered 4 questions out of 11
	4.3.21	Phone call	1	✘	✘	✓	Student answered 6 out of 11 questions
	4.3.21	Phone call	1	✘	✘	✘	Student answered 5 out of 11 questions.
Z Foundation School	7.3.21	Phone call	1	✘	✓	✓	Student answered all questions and understood. HT was there
	7.3.21	Video call	8	✓	✓	✓	Student answered all questions and understood. HT was there
	7.3.21	Video call	9	✓	✓	✓	Student answered all questions and understood. HT was there

7.3.21	Google classroom	10	✓	✓	✓	Students answered all questions and understood. HT was there
7.3.21	Google classroom	12	✓	✓	✓	Students answered all questions and understood. HT was there
7.3.21	Google classroom	15	✓	✓	✓	Students answered all questions and understood. HT was there

➤ Quantitative survey:

School Name: \_\_\_\_\_

Role in the school: \_\_\_\_\_

A. Answer the questions below about statements regarding the **school's education quality**.

**This survey is designed for all the teachers of a school**

1. The Head teacher enforces teacher compliance with quality and standards in teaching

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

2. The Head Teacher acts a good leader while executing or enforcing quality and standards in education

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

3. The Head Teacher is impartial and helpful to every member of the school

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

4. The Head Teacher always provides moral support to the subordinates and students as well.

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

5. The Head Teacher always provides material support to the subordinates and students as well.

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

6. School has proper sanitization and infrastructure.

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

7. The head teacher holds himself accountable and encourages teachers to do so too.

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

8. The HT listens to complains of parents, teachers or students carefully and take actions

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

9. HT values your opinion

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

10. At times of hardship and challenges the HT comes forward to combat.

Strongly agree	agree	Neutral	Disagree	Strongly disagree.
-------------------	-------	---------	----------	-----------------------

## **Appendix B. Consent Letter**

### **➤ Appendices: letter of consent**

Dear Mrs. Ayesha

I am a student in BRAC University. One of my courses requires that I conduct a small research project; I am requesting you to participate in the project.

I am interested in learning about GPS school's head teachers' leadership role in Bangladesh to achieve quality education. No individual student, teacher or head teacher will be focus of this research.

Your participation will entail a one-hour interview and a small survey consisting of fifteen questions. The interview will be recorded and the data from the survey will be saved as anonymous. The general topic I would like to explore with you are the meaning of leadership, activities of the Head Teacher for ensuring quality education and the relation between the two.

I will protect the identities of all the participants through the use of anonymity and pseudonyms where necessary. Participants should understand that they may be quoted directly but their names will not be used in any part of the report. All the data will be stored in a safe location and you whenever you feel uncomfortable you may withdraw yourself from the research.

I appreciate your willingness to give your time to this project to help me learn about head teachers' leadership role in your school to achieve quality education. If you have any queries please feel free to ask me (01681866874; [lamanju2011@gmail.com](mailto:lamanju2011@gmail.com)).

Thank you

Lamia Tasnim

I have read the above and discussed it with the researcher, I understand the study and agree to participate.

\_\_\_\_\_ (Signature)

\_\_\_\_\_ (Date)