The Development of Student Leadership: A Study on Primary Students of Aalok Shikkhaloy School

By

Md. Zahirul Islam

Student ID: 18357049

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

April 2023

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing my 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 that has been accepted or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

_____

Md. Zahirul Islam
Student ID: 18357049

Approval

The thesis titled "The Development of Student Leadership: A Study on Primary Students of Aalok Shikkhaloy School" submitted by Md. Zahirul Islam, Id: 18357049

of Spring Semester, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 30.04.2023.

Examining Committee:

Supervisor:
(Member)

_____
Hridita Islam
Lecturer, BRAC Institute of Educational Development

Program Coordinator:

(Member)

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

External Expert Examiner:

(Member)

_____
Dr. Tabassum Amina
Assistant Professor
BRAC Institute of Educational Development

Head of the Institute:

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

Ethics Statement

In my study, I interacted with a variety of individuals including teachers and students of different ages. Before conducting any interviews, I obtained their permission to participate. To do this, I emailed a consent form to the teachers and they returned it with their signature. Since the students were not accustomed to email, I obtained their consent verbally. The consent form contained a promise that I would keep their information confidential and only use it for research purposes. I made sure to maintain the anonymity of all participants by not mentioning their names when I used their quotes in the study.

Since I previously worked as a teacher in this school, I acknowledge that my views may be influenced by my personal experiences. Therefore, I made a conscious effort to avoid inserting my own opinions or biases into the research process. As I was already familiar with the school, students, and overall context, I took extra care when asking follow-up questions and explaining statements to ensure that I remained impartial.

Abstract

This thesis paper will explore how primary students of Aalok Shikkhaloy School (Dhaka, Bangladesh) are getting the opportunity to develop their leadership qualities and how teachers are helping them towards achieving this great quality. The process of nurturing leadership skills involves enhancing students' comprehension of other people and their own self-awareness of the various roles and obligations they have as leaders in diverse settings. In my study, I have also shown this connection with the development of student leadership at Aalok Shikkhaloy School.

Qualitative case study method has been followed to complete this paper. I have conducted five one-to-one interviews and one FGD to collect data for this study. It was COVID-19 while I was collecting data from participants. So, considering this situation, I conducted each interview and FGD over the online.

My study has found that six elements are responsible for the leadership development of primary students of Aalok Shikkhaloy School. Giving every student the chance to be a leader is possible through student leadership culture. Teachers and students are working consciously towards creating this culture throughout the whole school.

Key Words: Student Leadership, Self-awareness, Communication, Problem-solving, Ownership, Empathy, Collective Activities

Dedication

This Thesis is dedicated to my respected father, elder brother, and beloved wife

whose inspiration, and countless support motivated me to complete this thesis.

Acknowledgement

It is my immense pleasure to thank my previous supervisor Dr. Tariqul Islam and current supervisor Hridita Islam for their tremendous support and insightful guidance throughout this journey of thesis writing.

Table of Contents

List of Tables

List of Figures

Glossary

Student Leadership: Leadership that is involved with students. In this study, student leadership has been explained from the perspective of Aalok Shikkhaloy School. How primary students have been practicing student leadership has been analyzed in this study.

Aalok Shikkhaloy School: An NGO-run school located in Agargaon, Dhaka.

Leadership Qualities: Qualities that are required for leadership.

Community: A place where some group of people live together connecting some common interest areas.

Teachers: A group of people who teach students in an educational institution.

Primary Students In this study, primary students indicate from grade one to grade five students whose age range is between 6 – 12.

Chapter 1: Introduction and Background

1.1 Introduction

Students are tomorrow's leaders in the workplace, the family, the community, and in government. Increasingly schools have taken on the significant responsibility of nurturing potential in their students (Salahuddin, 2017). To evolve an education process that is oriented to creativity, practicability, and productivity to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership (sixth no. objective, National Education Policy-2010). Moreover, according to the SDG 20th agenda, it has also been said that girls and boys should have equal opportunity to develop leadership. These are the core rationale to start my research study on this specific topic, the development of student leadership: a study on Aalok Shikkhaloy School.

This study is about the development of student leadership of Aalok Shikkhaloy School. This is an NGO-run institution. . It is such a school which is caring for the leadership development of students. Aalok Shikkhaloy serves education to the students coming from the lower-incoming communities in the Agargaon zone. This school was established in 2004. In this school, there was no opportunity to develop the leadership qualities of the primary students but since 2018, there has been a significant development of student leadership among primary students.

That is why I was inspired to find out the real driving factors behind this leadership development of students. Interviews and focus group discussions were conducted with

teachers and students to collect my research data. Previously no study has been conducted on the student leadership of Aalok Shikkhaloy School. I am the first researcher who has taken the initiative to conduct this study.

In the age of globalization and information, the core competitiveness among countries comes from the rising need for leadership talents, especially for young leaders (Wenfan Yan, 2019). This statement clearly indicates how much it is important to focus on the leadership talents of young leaders. Considering this, I felt the importance to conduct my study on student leadership for Aalok Shikkhaloy School so that its teachers' community can know the key actions and strategies from my study and develop those for further stages.

When I will place this study with concrete findings before school teachers and other relevant stakeholders then there might be a chance that others will get motivated to apply the strategies of leadership which actually worked well. Moreover, I will continue the advocacy to the relevant stakeholder to implement the positive and strong findings from this study.

Five chapters have been considered here to complete this study. The first chapter explains the overall picture and basic understanding of the study. The second chapter of this study exerts what has been said from the related studies of student leadership. The third chapter focuses on the elaboration of the tools and techniques used for data collection and conducting this study. The fourth chapter explains the overall findings from the data analysis. The fifth chapter of this study showcases how this study result is the same or different compared to the other studies in the same field.

1.2 Research Topic

Research Topic: <u>The development of student leadership: A study on primary students of Aalok Shikkhaloy School</u>

Leadership is an integral part when we talk about education and empowerment. In our country's context, students get fewer opportunities to explore their leadership potential. Researchers suggest that leadership should be nurtured at the early stage of students from their educational institutions. Nonetheless, research further suggests that with more engagement of students in school-related and without school-related activities, leadership qualities become more robust and more visible among students.

1.3 Statement of the Problem

The problem statement is "Identifying the underlying actions and strategies behind the development of student leadership at Aalok Shikkhaloy School."

Bangladesh has more than 30 million students and nearly 1 million teachers in over 120,000 primary and secondary schools (Hasan, 2020). I do not know how many primary schools are involved in developing student leadership referred by the Education Policy-2010 and SDG also. Moreover, researchers indicates that most of the students in our country have the lacking of leadership skills. At Aalok Shikkhaloy School, there were no noticeable actions in developing the leadership of students from 2018 but surprisingly the student leadership-related activities and involvement have been visible and active. So, what factors and strategies made this development of student leadership and how this development became possible has been considered as

a research gap of this study. This study will try to find out the actions and strategies which helped to develop the leadership of students at Aalok Shikkhaloy School.

1.4 Research Questions

Three key questions have been considered for this study. Throughout the whole study, I have explored the answers and relevance based on these three key research questions.

Key Question 1:

How does Alok Shikkhaloy conceptualize student leadership?

Sub-question:

a) How do students think about student leadership?

b) How do teachers think about student leadership from their own experience?

Key Question 2:

How do the students at Alok Shikkhaloy achieve leadership qualities?

Sub-question:

a) What activities are done by Aalok Shikkhaloy students regularly at school?

b) How do teachers help students to achieve students' leadership?

Key Question 3:

How do the teachers play their role in developing students' leadership?

1.5 Purpose of the Study

This study firstly intends to understand how Aalok Shikkhaloy conceptualizes student leadership. Secondly, it identifies the ways of developing student leadership at Aalok Shikkhaloy. Finally, this study understands the role of teachers in developing student leadership.

1.6 Significance of the Study

This study focuses on the ways of developing student leadership. It will create awareness among the teachers and students about how student leadership can be achieved through educational institutions. Moreover, the result of this study will help educators in developing a student's leadership in their own institutions. On the other hand, different national and international educational agencies will incorporate their way of improving leadership skills among primary students. Hopefully, this study will minimize the knowledge gap about the student-centric leadership model. To conclude, the ultimate findings of this study will help the educational situations about how to practice and develop student leadership among primary students.

Chapter 2: Literature Review and Conceptual Framework

2.1 Literature Review

This chapter's goal is to provide an overview of the literature on students' leadership development in schools, how it is developed, and why it is important to focus on student leadership development. This thesis primarily examines how Aalok Shikkhaloy School views student leadership and develops it within the school. The concept of student leadership, the components of student leadership, the effects of student leadership in schools, and the scope of implementing student leadership, are all topics covered in this overview of the research.

This chapter has been anchored in two areas which will describe the overall scenario of how this paper is going to work with student leadership development at Aalok Shikkhaloy School, Dhaka. Firstly, the perspectives of leadership and student have been explained. Secondly, the challenges and practices of developing student leadership have been explained.

2.1.1 Leadership Defined

In many organizations, the concept of "leadership" is utilized in discussions as a crucial subsequent indicator. Numerous scholars have characterized this word as primarily a socially interactive process or a process of influencing a group of people to achieve a specific goal (Northouse, 2016). Similar to this, it is a comprehensive method to get leaders and followers to communicate from various social perspectives (Cammock, 2001 cited in Salahuddin, 2011). According to Northouse (2007), leadership is the process through which one person persuades a group of people to

achieve a common objective. Leadership is a holistic process in which leaders interact socially with followers. Ultimately, leadership is a social process in which a leader inspires, directs, and guides followers to attain predetermined goals in a social setting.

In order to achieve group or organizational goals, Pearce and Conger (2003) defined leadership as a shared duty between individuals that maintains a dynamic and participatory process.

"Leadership is not just some empty formulas but establishing a deep connection at soul levels through service, integrity, passion, perseverance, and equanimity." (Amit Ray, 2009, p.63)

The above statement purports on service, passion, integrity, perseverance, and equanimity to sensitize leadership as a whole.

> I look at the selected definitions from four angles, which I call the four dimensions of leadership: the behavioral (what the leader does, or ought to do, that makes it leadership), the asymmetrical (in what sense a leader is different from the others in the group), the social (what it is that the leader is leading), and the teleological (what the direction is). (Karnes & Bean, 2021, p.32)

It is clear from the above statements that the researcher emphasized four dimensions of leadership. The behavioral dimension, the asymmetrical dimension, the social dimension, and the teleological dimension.

2.1.1.1 Leadership: Self-awareness

The purpose of this sub-section is to showcase what researchers have said and how they have connected leadership with self-awareness. According to Kouzes and Posner

(2002: 118), interactions between individuals who want to lead and those who opt to follow are related to self-awareness and leadership effectiveness. St. Cloud State University (2018) considers self-awareness which aids students in better understanding their unique skills, interests, and values as they relate to their ability to exercise effective leadership. Church (1997) has also conceptualized self-awareness as a cognitive schema with different self-awareness results depending on relationships and context. Other researchers have also conceptualized self-awareness as leadership development in different contexts (Tsui & Ashford, 1994).

Ashley and Retier (2017) and Goleman (2004) have argued that successful leadership in general has been found to be positively connected with knowing oneself and having self-awareness. Most importantly Goleman (1998) explains that the fundamental elements of having high emotional intelligence are self-awareness and the capacity to evaluate oneself.

2.1.1.2 Leadership: Communication

The purpose of this sub-section is to showcase what researchers have said and how they have connected leadership with communication. Feldhusen & Pleiss (1994) emphasized that the lack of a precise definition of a leader is one of the issues with modern leadership education. Some believe that an effective leader is someone who has a strong sense of group dynamics, can motivate others, and can connect with a wide range of people. Others define a leader as someone who can effectively communicate, facilitate group problem-solving, set collective goals and objectives, and assess the group's progress toward reaching those goals. (Feldhusen & Pleiss,

1994) A third group views a leader as someone who motivates a group to work toward a common objective. (Karnes & Bean, 1996).

Karnes & Bean (1990) summarizes that children who are gifted in leadership often have traits in common, such as a desire to be challenged, the capacity for creative problem-solving, the capacity for critical thought, the capacity to recognize novel relationships, the capacity for flexibility in thought and action, the capacity for understanding ambiguous concepts, and the capacity for inspiring others. Researchers argue that in their daily interactions with their families, friends, and community groups, all children gain leadership skills. They also added, roles that students play in each of these situations are continually being reevaluated (Roach et al., 1999). Children with leadership aptitude may view both their accomplishments and disappointments as chances for improvement (Ramey, 1991).

Karnes & Bean (1990) indicates that through tasks like scientific or social studies projects, they can also be given the chance to think critically, plan, and solve problems. . According to one theory put forth by Biddle (2010), there are three factors that influence leadership and have a role in organizational performance. Relationships, reciprocal learning, and reflection are known as the "Three R's." A strong network of relationships is created by the group members sharing roles and responsibilities. Relationships: Leadership must be a group effort in which people influence and are influenced by one another. Mutual Learning. Leadership is about creating knowledge and understanding collectively and collaboratively. Introspection. Individuals reflect on their work collaboratively in the leadership process to gain understanding and produce effective action.

2.1.1.3 Leadership: Problem-Solving

The purpose of this sub-section is to showcase what researchers have said and how they have connected leadership with problem-solving. The core of problem-solving leadership is facilitating the matching of people to challenges and managing the gaps between them. To put it another way, being a leader in problem-solving is being able to effectively oversee a variety of problem-solvers who are working on a variety of problems using a variety of methodologies (K. W. Jablokow, 2005).

According to Covey (2008), it's important to dedicate time to nurture each child's individuality and support their potential. As students engage in activities like problem-solving, critical thinking, and public speaking, they develop strong leadership skills.

2.1.2 Importance of Student Leadership

As the value of education for both individual success and social advancement is being increasingly recognized by the general public, schools, and school systems around the world are looking for strategies to increase student leadership and achievement. Covey (2008) emphasizes that by giving all pupils the chance to take the initiative, everyone would have the same chance for higher achievement. .Here Covey indicated the leadership opportunity of students in the classroom.

John Dewey (1930) emphasized the importance of experiential learning and believed that students should have opportunities to engage in meaningful leadership experiences. He argued that leadership skills could be developed through hands-on practice and reflection. Another great educator Paulo Freire's work focused on empowering oppressed groups through education. He believed that student leadership

could be a powerful tool for social change and encouraged students to question the status quo and challenge injustice. Howard Gardner's theory of multiple intelligence suggests that individuals have different strengths and abilities. He believed that effective student leaders can be formed if they can achieve a variety of skills, including interpersonal skills, strategic thinking, and the ability to communicate effectively. So, it is clear that Howard Gardner emphasized on student leadership, and how this great quality can be achieved was also explained.

"Student leadership is not only important for individual growth and development, but it is also critical for creating a positive and inclusive school culture that prepares students to be global citizens." - (Dr. Peter DeWitt, 2016)

Dr. DeWitt is an educational consultant and speaker who has written books extensively on the topic of student leadership and has delivered keynote speeches on the subject at conferences around the world.

The volume of research on the effects of student leadership is expanding, and this investigation makes use of a number of significant and recent studies. Knowing that the benefits include an improvement in pupils' academic performance in literacy and numeracy, the urge to foster leadership and confidence in school-age children is expanding. Pozner (2012) suggests that exposing students to leadership opportunities early on increases their chances of becoming leaders later in life.

Karnes & Stephens (1999) emphasizes that finding new leaders has become more important as society develops into a more cooperative society. These future leaders should not only be discovered, but also given the chance to advance their skills. As a

result, gifted education is still concerned about leadership education. Nonetheless, it is still a vague idea that is frequently disregarded in school curricula.

From the above explanation, it is clear that student leadership is a crucial need for our emerging social context. Moreover, it was also mentioned that the school system needs to be structured in a way where students will get enough opportunities to utilize their latent talent and develop leadership qualities.

> Student leadership is an essential component of a thriving and successful school culture, providing opportunities for young people to develop their leadership skills, build self-confidence, and make meaningful contributions to their communities. (Laura M. Harrison and Julie A. Luft, 2014)

Laura M. Harrison and Julie A. Luft are researchers and professors at the University of Georgia who have published numerous articles and books on education and leadership. Their quote on student leadership was published in their article "Examining Student Leadership: A National Survey of Leadership Programs in Higher Education" in the Journal of Leadership Education in 2014.

"Student leadership is not an event, it's a process that takes time, dedication, and commitment." - (Dr. John Dugan, 2006.) Dr. John Dugan is a well-known scholar in the field of student leadership, and his research focuses on the development of leadership skills in college students. In his work, he emphasizes the importance of building leadership skills over time, rather than relying on one-time events or programs.

2.1.3 Student Leadership in SDG 4 and Global Citizenship

Student leadership is closely connected with SDG 4 (Quality Education) and Global Citizenship as it plays a crucial role in achieving the targets of this goal and promoting the principles of global citizenship.

The fourth of the 17 Sustainable Development Goals, or SDG 4, calls for "ensuring inclusive and equitable quality education and promoting opportunities for lifelong learning for everyone." It strives to give everyone, regardless of gender, color, ethnicity, or socioeconomic background, access to high-quality education and opportunities for lifelong learning. This is critical to building a more equitable and sustainable future. To meet this goal, countries must invest in education infrastructure and systems, provide quality education and training, and facilitate access to educational opportunities for all. Additionally, the goal emphasizes the importance of providing quality education that is relevant to people's current and future needs (United Nations - 2015).

Global citizenship education is a critical component of SDG 4, and student leadership is an essential element of global citizenship education. By empowering students to become leaders who are aware of global issues, understand cultural differences, and take action to create positive change, student leadership fosters the development of responsible and engaged global citizens.

Global citizenship and student leadership are closely connected as both concepts aim to develop responsible and engaged members of society who are capable of creating positive change in the world. The Sustainable Development Goals include global citizenship as a target in SDG 4, which aims to provide inclusive and high-quality

education for everyone and promote lifelong learning. By 2030, the goal is to ensure that all students acquire the necessary knowledge and skills to promote sustainable development, which encompasses global citizenship.

"Global citizenship and student leadership are inseparable concepts. Developing global citizens requires empowering students to become leaders who can create positive change in their local and global communities." - (Dr. Peter DeWitt, 2016)

Dr. Peter DeWitt is a renowned educational consultant and speaker who has written extensively on the topics of leadership and global citizenship. This quote highlights the close relationship between global citizenship and student leadership by emphasizing the need for students to develop leadership skills in order to become effective global citizens who can contribute to positive change in the world.

Global citizenship education emphasizes the importance of understanding and appreciating diverse cultures, promoting human rights, and taking action to address global challenges such as poverty, inequality, and environmental degradation. Student leadership, on the other hand, focuses on developing the skills, knowledge, and attitudes needed to lead and inspire others, solve problems, and make a positive impact in the community.

By fostering student leadership skills such as critical thinking, communication, and collaboration, global citizenship education can help students develop a sense of responsibility and agency in creating a more just and sustainable world. In turn, student leadership can empower young people to take action on global issues, build cross-cultural understanding and empathy, and promote social justice and human rights.

Together, global citizenship and student leadership can create a powerful synergy that equips young people with the knowledge, skills, and motivation to become active and engaged citizens who are committed to creating a better world for all.

To provide inclusive and equitable quality education and promote lifelong learning opportunities for all," as stated in SDG-4, requires strong leadership. Leaders must be dedicated to ensuring that all children, teenagers, and adults, regardless of gender, race, ethnicity, or socioeconomic background, have equitable access to high-quality education. Leadership is also necessary for creating and implementing policies and strategies to ensure that every learner has the resources, support, and guidance needed to reach their fullest potential. Further, leaders must be strong advocates for educational equity, ensuring that all learners have an equal opportunity to succeed. Finally, leadership is needed in order to mobilize resources and coordinate efforts among governments, non-governmental organizations, and civil society to ensure that all people have access to quality education (Ferguson et al 2020).

"Empowering young people as change-makers means investing in their leadership, not just today, but for a sustainable future for all." - (António Guterres-UN Secretary-General, 2017)

From the above statement of the UN Secretary-General, it is clear how much it is important to invest in the leadership development of students in order to build a sustainable future for all.

2.1.4 Student Leadership in Education Policy and Curriculum

According to education policy 2010, student leaders are expected to participate in student clubs and organizations, take on leadership roles in school events, and be

active in the community. Student leaders are also encouraged to develop the skills and attitudes needed to be successful in their chosen careers. Educators need to make an effort to establish a comfortable and conducive learning environment that fosters creativity and critical thinking, in accordance with the guidelines outlined in the National Curriculum 2012 and the National Education Policy 2010. This can potentially cultivate a leadership culture among the students.

> To evolve an education process that is oriented to creativity, practicability, and productivity to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership. (National Education Policy, 2010, 6th No Objective)

Overall, the National Education Policy 2010 recognizes the importance of student leadership development and provides various scopes for students to develop the skills and qualities needed to become effective leaders.

Curriculum experts say that leadership is not a specific subject in the Bangladesh National Curriculum, but it is integrated into various subjects such as social science, ethics, and moral education. Student leadership is promoted in various ways throughout the curriculum, from elementary school to university. The curriculum focuses on developing students' character and values, such as honesty, integrity, responsibility, and respect for others, which are important traits of effective leaders. Additionally, students are encouraged to participate in extracurricular activities, such as clubs and sports, where they can develop teamwork, communication, and problem-solving skills, which are also key elements of leadership.

According to the National Curriculum 2012, at the elementary level, student leaders are required to take on various roles, including helping teachers in the classroom, leading classroom activities, and organizing special events. Student leaders are also encouraged to develop and demonstrate strong communication skills, problem-solving abilities, and interpersonal skills. These skills are essential for successful leadership.

The Bangladeshi curriculum emphasizes the importance of student leadership development as an essential component of education. The Education Ministry has introduced various initiatives and programs to promote leadership skills among students. A summary has been explained from the previous practices and curriculum.

- The NCTB develops and publishes textbooks that include activities, exercises, and projects designed to promote leadership skills among students.
- Student Parliament: The government of Bangladesh has introduced the Student Parliament program to encourage students to develop leadership skills, critical thinking, and decision-making abilities. The program provides opportunities for students to participate in parliamentary debates, elections, and other leadership activities.
- Co-curricular Activities: The Bangladeshi curriculum emphasizes co-curricular activities such as sports, music, art, and drama, which provide opportunities for students to develop leadership skills, teamwork, and communication.
- Social and Community Service: The curriculum emphasizes social and community service activities, which encourage students to become responsible citizens and leaders who can contribute positively to their communities.

- Leadership Development Programs: Several non-governmental organizations in Bangladesh have developed leadership development programs for students. These programs aim to enhance leadership skills, confidence, and communication abilities among young people.

Overall, student leadership has been considered as an important component of the Bangladeshi national curriculum.

2.1.5 Student Leadership: Current Practices and Scopes

Winston and Patterson (2006) searched Expanded Academic Database in 2003 and found 26000 articles in their quest to grasp the notion of leadership. It seemed to them to be a lot like the tale of the elephant and the blind men. The blind men continued by describing several elephant organs, all of which were accurate but not sufficient to comprehend the entire. Therefore, it actually seems like quite a daunting endeavor to try and define leadership. They have attempted to describe leadership as a blend of several talents and abilities, nevertheless. They contend that a leader with strong leadership qualities persuades followers to accomplish the goals and missions of the organization.

Justin Patrick (2020) says that student leadership programs vary from country to country, but some common elements include developing leadership skills, promoting personal and social responsibility, and encouraging active participation in school and community activities. In some countries, student leadership may be incorporated into the formal curriculum through courses or extracurricular activities, while in others it may be more informal, with students taking on leadership roles in student government, clubs, or service organizations.

Students will do better in school if programs are supported or if each and every kid is encouraged to develop their leadership skills. Covey (2008) argues that establishing a clear purpose statement for the school and for each individual class is the first step in the process of developing a leader. The daily objectives that the students want their class to work toward are included in the mission statement that they wrote themselves for the classroom. Here is an example: In our classroom, we are a caring and kind group of people who uphold the seven habits; we are strong and proud; we set objectives and achieve them; we encourage one another; and we are a classroom family. Then, they are assigned leadership responsibilities for both their own classes and the entire school. The breadth of leadership responsibilities in the classroom starts with the table leader, who makes sure that all the tables are cleaned up before and after lunch. To the school's spiritual leader, who serves as master of ceremonies for the regular assemblies and organizes all of the school's spirit days.

In Japan, student leadership is organized within the school system, with positions such as student council president. The curriculum for social studies in junior high school includes a focus on "leadership and participation in the community," with goals to develop students' ability to "take initiative and work with others." Shimizu, K. (2019) compared the approaches to teaching social studies in Japan and the United States in her study. He showed that Japan's educational system places more emphasis on conformity and social harmony, which can limit opportunities for critical thinking and debate.

In India, student leadership is often found in student councils and clubs, such as the National Students' Union of India. These organizations are often led by a President, Vice President, and other officers who are elected by the student body. Student

councils and clubs often organize events and activities for the student body, such as cultural festivals, sports tournaments, and educational seminars.

In the United Kingdom, student leadership is often organized through the National Union of Students. This is a national organization that works to represent the interests of students in the UK. The NUS works to ensure that students have a voice in their education and that their rights are respected. The NUS also organizes campaigns and events, such as the National Student Leadership Summit.

In China, student leadership is often organized through student unions and student associations. These organizations are typically led by student representatives, who are elected.

In the United States, for example, student leadership programs often focus on student government and community service, with students serving as representatives on school boards, organizing charity events, and volunteering in their communities. In Australia, student leadership programs may include leadership training workshops and opportunities for students to participate in decision-making processes at the school and community levels.

In Canada, student leadership programs are involved with opportunities for students to engage in service learning projects, where they can apply their leadership skills to real-world issues, such as environmental conservation or community development. In some countries, such as the United Kingdom, student leadership may also involve opportunities to participate in national and international leadership conferences, where students can network and learn from other young leaders from around the world.

Overall, the focus of student leadership programs varies depending on the country, but the goal remains the same: to develop the next generation of leaders and to equip students with the skills and values necessary to make a positive impact in their communities.

2.1.6 Student Leadership: Challenges to Practice in Schools

The educational system in Bangladesh consists of three main levels: primary, secondary, and higher education. The primary education stage lasts for a duration of 5 years, whereas secondary education spans over 7 years, with three sub-stages, namely junior secondary (3 years), secondary (2 years), and higher secondary (2 years), as per the Bangladesh Bureau of Educational Information and Statistics in 2010. So, there are multi-faceted problems in implementing student leadership in institutions.

The large educational system of the country is highly centralized with decision-making and management concentrated (Manzoor and Rahman, 2016). They argued the curriculum is a burden in weak continuity and articulation through grades. According to the Department of Primary Education (DPE, 2017), primary schools suffer from outdated teaching methods, a lack of academic support and oversight, and an inflexible curriculum. Additionally, the DPE system shows indicators of unclear roles and responsibilities, insufficient knowledge and skills in primary education, inadequate training, and middle-level management that lacks the capacity to meet the requirements of the PEDP3.

A combination of the mentioned statements clearly says that systematic structure is one of the core problems in implementing the curriculum and its embedded leadership traits among students.

Salahuddin (2012) explains some crucial challenges in implementing leadership activities in our educational institutions and these have been exerted below:

1. Lack of resources: Many primary schools in Bangladesh lack the necessary resources to implement leadership activities. These resources include adequate funding, qualified staff, and proper training materials.

2. Language barriers: Many primary school students in Bangladesh are from rural areas and may not speak English, making it difficult for them to participate in leadership activities conducted in English.

3. Societal and cultural norms: Traditional gender roles and expectations of behavior can be an obstacle to implementing leadership activities in Bangladesh.

4. Limited access to technology: Many primary schools in Bangladesh lack access to computers, the internet, and other technology necessary for implementing leadership activities.

5. Unfamiliarity with the concept of leadership: Many primary school students in Bangladesh are unfamiliar with the concept of leadership and need to be educated on its benefits.

2.2 Conceptual Framework

The conceptual framework for this study is inspired by Wanfan Yan's Four-stage Value-Based Student Leadership Model. For a better understanding, this leadership model has been explained below:
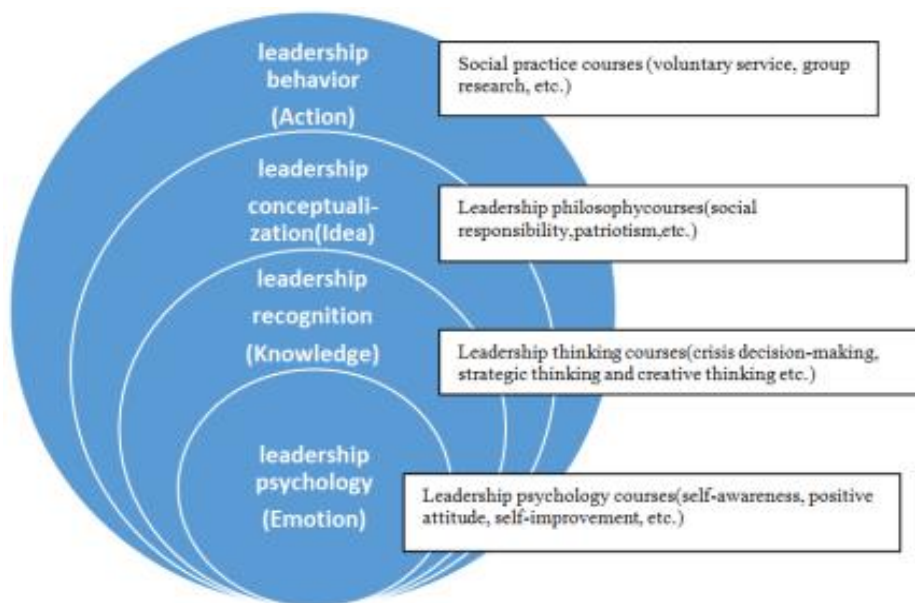
Figure #1; The four-stage value-based leadership development model.
(Source:Wanfan Yan)

Wanfan Yan addressed four layers in his leadership mode as the emotional layer, the knowledge layer, the idea layer, and the action layer. The nature of this study is also aligned with the theme of each layer of this value-based leadership development model. The literature review that I connected in the second chapter also connects with most of the part of this leadership development model. Basically, my overall literature review indicates to the ownership, problem-solving, communication, presentations and other required skills which are also somehow connected with this model.

Since the context of this study are different, the conceptual framework has also been designed based on the context of Aalok Shikkhaloy School. The conceptual framework for this study has been contextualized. So, I have developed this contextualized conceptual framework which will be followed throughout the whole study. It is demonstrated that student leadership was defined and designed in other structures with different elements.
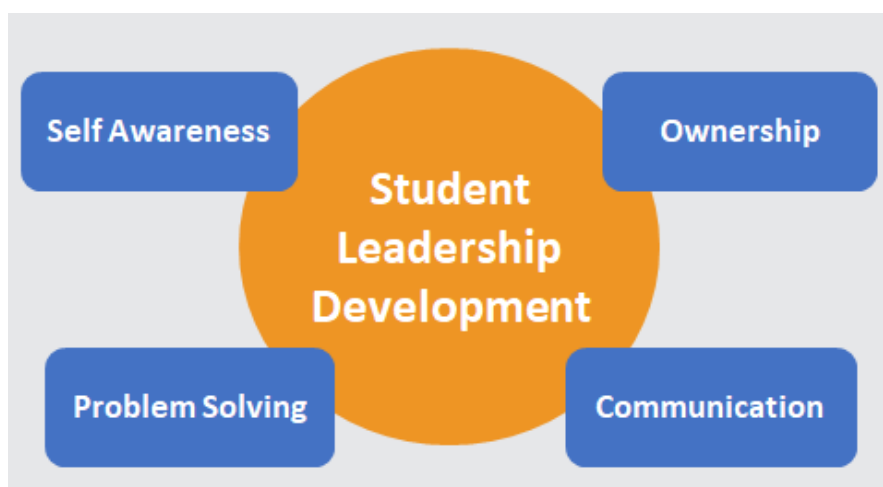
Figure #2, Conceptual Framework for this study.

This study shows the development of student leadership at Aalok Shikkhaloy School comprising four elements like self-awareness, ownership, problem-solving, and communication.

Throughout this study, I will explain how the leadership development of primary students at Aalok Shaikkhaloy is inextricably linked with each other. This context has basically created the rationale for conducting this study.

Chapter 3: Methodology

In this chapter, I have explained the research design and methodology selected for the study, which aims to investigate the viewpoints of school practices regarding student leadership development within their respective school contexts. To achieve this objective, the study utilized a combination of research methods to explore the development of student leadership of Aalok Shikkhaloy School.

3.1 Research Approach

This study follows a deductive approach. It has been completed through the qualitative case study method. The topic of this research expresses the development of student leadership where it is vital to find out the ways or practices of developing student leadership. It would be appropriate to gather data for this study using a qualitative approach to enable the exploration of in-depth findings instead of focusing on a large-scale analysis. Data has been collected through interviews and FGD.

3.2 Research Site

The site which has been selected for this study is Aalok Shikkhaloy School. The Alok Shikkhaloy School was established by Afjalunnessa Foundation in 2009. It is situated at South Agargaon where mostly lower-incoming people live. Moreover, guardians and community people live close to the school area.

Here my study is centered on Aalok Shikkhaloy School. Eleven teachers and one hundred ninety five students are available at the school community. For that why, Alok Shikkhaloy School has been considered as the research site.

3.3 Research Participants

There are eleven teachers and one hundred ninety five students in total at Aalok Shikkhaloy School. Six teachers and two students have been selected as the participants in this research. Among the teachers, two were male and seven were female. Moreover, two out of nine teachers taught both primary and secondary-grade students and seven of them taught only primary-grade students. Teachers' age was between 26 – 38 years. Among the selected students, one was girl and one was boy. All of their age range was between 9 – 11 years. Moreover, the girl was in grade four and the boy was in grade five.

3.4 Sampling Procedure

A purposeful sampling strategy was used for this study. Six teachers who have been selected for the interview and FGD were directly related to the activities of student leadership development. 2020 was the COVID-19 time and there was no chance to communicate with interview participants physically. For that why I had to ensure whether participants had smartphone and internet connectivity or not. Because without smartphone and internet connectivity, it was quite impossible to conduct interviews with participants. Considering this, the same participants were selected for in-depth interviews and FGD because smartphone and internet connectivity criteria did not permit different participants to be considered.

In order to select teachers, I had to share my criteria with the Director of the managing committee of Aalok Shikkhaloy School. Three criteria were considered to select teachers for the interview:

1. Active engagement with student-leadership-related activities.

2. More than two years of experience.

3. Smartphone and internet connectivity.

I considered these three criteria so that concrete, realistic, and more relevant data can be collected from these experienced teachers. Following these three criteria, the Director of this school referred me to six teachers among eleven teachers. When Director permitted me the next procedure over the phone, then I called them over the phone to provide the message that their name have been considered for the interview.

Two students were selected for this study following three criteria:

1. Active engagement with leadership activities.

2. Regular attendance.

3. Smartphone and internet connectivity.

Head-teacher helped me to select these two students following the criteria. I got more students who are directly engaged with the leadership activities but only two had the smartphone and internet connectivity. So, considering this context, I had to conduct interview with only two students. These students were selected from grades four and five. The girls' and boys' ratio was 1:1.

3.5 Data Collection Methods

To gather data for this qualitative research, one-to-one interviews and focus group discussions were employed as they were suitable for the school setting and facilitated a comprehensive analysis of the collected data. These methods were chosen to provide an in-depth understanding and analysis of the data. A consent letter was sent to the teachers over Gmail and they sent it with their own signatures. For students, I

sent the consent letter to their parents' smartphones in picture format since they were not capable enough to open the document format. Students read it aloud before their parents and took their signatures on a blank paper. Finally, they sent that signature to me via the IMO application. So, I added those signatures in the word format of the students' consent letter form.

3.5.1 Interview method

When I was conducting my interviews, COVID-19 was highly present at that time. So, I considered online one-to-one meetings with the interviewee. According to Smith (2020), online interviews were conducted to explore the impact of technology on remote working.

To obtain tangible data from the field, I conducted interviews as one of my primary data collection methods. I interviewed two female teachers and one adult male with the intention of collecting concrete information. From the students' side, I interviewed one girl from grade four, and one boy from grade five.

The interview time was structured for forty-five minutes. During the interview, the actual interview time was different. I am sharing the detailed picture below:

Teacher Participant	Actual Interview Time	Student Participant	Actual Interview Time
Participant-1	53 minutes	Participant-1	35 minutes
Participant-2	45 minutes	Participant-2	41 minutes

Participant-3	60 minutes		

Table # 1, Interview time of participants.

I attached one of the indicators in the consent letter related to permitting the conversation recording and recorded the interview conversations accordingly by google meet recorder which I transcribed at the earliest possible time. These interviews engaged me in a one-to-one discussion through an interview guide for detailed information.

3.5.2 Focus group discussion

The researchers employed the FGD method to explore the participants' perceptions of job satisfaction (Gupta & Singh, 2020). The focus group discussion (FGD) played a vital role as an important tool in this qualitative research. This method helped me to understand the changes in the participants' understanding level of schools, teachers, and students. I arranged one FGD with the two adult male and four adult female teachers to know their perceptions about student leadership and to know their efforts and practices for developing student leadership at Aalok Shikkhaloy School.

The FGD was conducted over the google meet software. At the outset, I shared the instructions on how to talk and participate throughout the interview so that a sound interview can be conducted. Three instructions were included and those have been mentioned below:

1. Unmute yourself while you will be talking.
2. Raise your hand before your talk so that everyone can listen to everyone's thoughts.

3. Mute yourself while you will not be talking.

Then I introduced myself to the group and tried to create a friendly environment so that participants can share their opinion in a group without hesitation. Moreover, I ensured them that their personal information will not be revealed to any other places. I used to do two follow-up questions out of the structured questions in order to get the relevant answers related to the questions.

I played the role of a facilitator and recorded the whole conversation with Google Meet Recorder. The actual FGD time was one hour 20 minutes which was five minutes more than the pre-set time.

3.6 Role of the Researcher

According to Small (2010), qualitative researchers complete the complex duties of qualitative research by working in cycles, identifying new distinctions, becoming familiar with the data, and generating deeper meaning. He also added that the researcher needs to be aware of positionality, reflexivity, and their function as an instrument in the study working with at-risk students helped me understand my positionality. Ungvarsky (2021) defined positionality as how a person views the environment based on beliefs, values, and experiences.

I have been working with teachers for the last six years in managerial roles at different organizations. But during my in-depth interviewing process, I tried to be mindful that I am a researcher not a manager or supervisor to anyone in this particular type of context. I believe that I played my role fully as a researcher throughout the whole data-collecting and analyzing process.

3.7 Data Analysis

A challenging part of qualitative research is data analysis. As part of data analysis, researchers organize interview transcripts, separate them into units, synthesize them, theorize about them for their own knowledge, and choose how to convey the findings to readers (Bogdan & Biklen, 1992).

I have followed the thematic analysis method for analyzing the collected data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). Thematic analysis is the process of identifying patterns or themes within qualitative data.

By first, listening to the recordings and transcribing the interactions, I actively engaged with the data in this initial step. I immediately began writing transcripts in the language they spoke after the interview. The English translation of the Bengali transcripts was done later, and the accuracy of the translation was checked by sending it to a Bengali and English specialist. I revised the transcripts after getting their feedback. The transcription was supplied to the participants so they could make any necessary edits to ensure that it accurately captured what they had intended to say.

Transcripts were analyzed to establish conceptual or categorical connections between the settings and the findings. The information gathered during the interviews was consecutively numbered to make finding the information easier. As soon as I became familiar with the data, I started to recognize preliminary codes or the aspects of the data that seem intriguing and significant. Though more numerous and detailed than themes, these codes give insight into the conversation's setting. A preliminary list of

coding categories was created while I was reading the data, and it also included

identifying the connections between them (Miles & Huberman cited in Bogdan &

Biklen, 1992). I copied and pasted the different codes into a new file under categories

after highlighting them in various colors. Unfamiliar and unusual words and phrases

were detected and put together under a general code while creating the codes

(Spradley cited in Bogdan & Biklen, 1992). I went through them again after putting

them into the basic coding categories, and I repeatedly changed and developed the

coding categories. The processes' third stage is when the interpretive examination of

the collected codes begins. I organized pertinent codes into broad themes.

I meaningfully covered all the data inside the themes. I tried to keep an identifiable

distinction between themes. It was done over two phases, where the themes were

checked in relation to the extracted codes and then for the overall data set. Finally,

four categories and eighteen subcategories were eventually identified.To analyze the

information gathered from the interviews, I followed the six steps prescribed by

Braun and Clarke (2006).

```
┌─────────────────────────────────────────────────┐
│   Phase 1: Familiarization with collected data   │
└─────────────────────────────────────────────────┘
                         │
                         ▼
┌─────────────────────────────────────────────────┐
│        Phase 2: Generating initial codes         │
└─────────────────────────────────────────────────┘
                         ▲
                         │
┌─────────────────────────────────────────────────┐
│         Phase 3: Searching for themes            │
└─────────────────────────────────────────────────┘
            │                        ▲
            ▼                        │
┌─────────────────────────────────────────────────┐
│          Phase 4: Reviewing themes               │
└─────────────────────────────────────────────────┘
            │                        ▲
            ▼                        │
┌─────────────────────────────────────────────────┐
│       Phase 5: Defining and naming themes        │
└─────────────────────────────────────────────────┘
                         │
                         ▼
┌─────────────────────────────────────────────────┐
│      Phase 6: Presenting and discussing results  │
└─────────────────────────────────────────────────┘
```
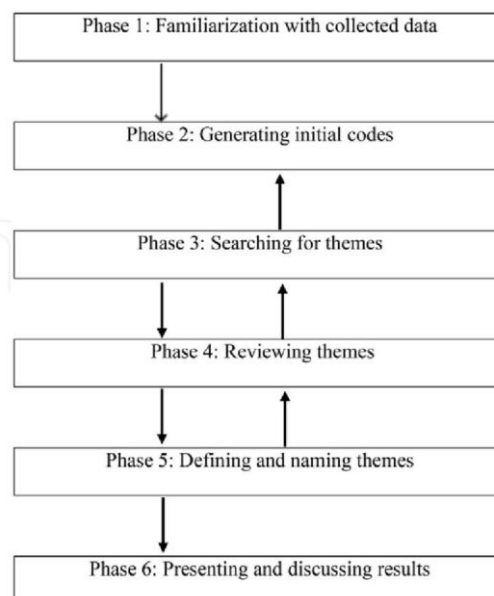
Figure #2, The six step data analysis model. (Source: Braun and Clp-;arke -2006.

3.8 Ethical Issues and Concerns

In educational research, the researcher is confronted with ethical concerns at every stage (Cohen et al., 2017). As a researcher, it is quite difficult for me to consider all ethical issues and concerns together but I tried my level best to address most.

In this research, I dealt with diverse people like teachers of different ages and students of different ages. Each person who participated in my interview was asked in seeking their consent for the interview participation. I used a document of consent to the teachers via email and teachers sent it back to me by putting their signatures on it. For students, I took their verbal consent since they were not familiar enough with email communication. Moreover, in the consent form, I provided my promise that I would not disclose any of their shared information except this research usage. Throughout this study, I did not mention any of my research participants' names when I used their statements.

It is my personal biased area that I worked before to this school as a teacher. So, I was always tried to be conscious enough about placing my own opinions or thoughts since I knew everything about my school, students, and context. Considering this, I was aware enough while I was asking follow-up questions to the research participants and explaining a statement.

3.9 Credibility and Rigor

I have been working for the last seven years in the education development sector. My work focuses on curriculum, classroom management, the teaching-learning process,

community development, and student leadership. However, as a researcher, I believe that I have some sorts of personal and professional characteristics that might affect my data collection, analysis, and interpretation. Analysis ability, own thoughts priority on leadership topics, and previous familiarity and understanding with research participants are some traits that might impact the data collection, analysis, and interpretation of the study.

Working on this study was a rigorous process for me. Firstly, I had to do an exercise to justify my research topic which actually belongs to my interest area. Secondly, I developed the research proposal after when I got approval on my research topic. Thirdly, I had to develop different tools like interview guidelines, consent forms for research participants, data coding framework, and theme analysis framework in order to complete my study following the proper institutional guidance. Finally, I analyzed the data and completed writing this study following the research outline.

In order to get the reliability of the developed tool, I had to do a piloting of my developed interview tool. I conducted interviews with two sample participants from Aalok Shikkhaloy School. Then my analysis from the pilot explained that the developed interview tool was reliable enough to continue my main interview process.

I also checked the validity of my collected data by sending it back to the interview participants. It was said to them that they would check whether the collected data represents their delivered statements or not. Each of the participants made sure that my collected data represents their opinions and statements.

3.10 Limitations of the study

The methods used in this study are subject to the general limitations of qualitative research such as more complex data collection as well as interpretation, lower data robustness, and limited output generalizability. This research, however, is subject to several limitations. When I was conducting interviews with research participants during the pandemic situation, teachers of Alok Shikkhaloy were not in school. They were at different places with concern, threats, and anxiety. So, I was unable to remove or minimize that type of anxiety or concern from participants' headspace. Moreover, I wanted to do document analysis as a part of data collection from Aalok Shikkhaloy School but unfortunately, I did not get any access to the documents from the Aalok Shikkhaloy authority. Finally, consistency in continuing my research writing progress was a great limitation for me since I have been doing my professional responsibility and academic responsibility as well.

Chapter 4: Results

4.1 Introduction

In chapter three, I have explained the methodology of my study. Now in this chapter, I am going to illustrate the results of my study. In chapter two, I have illustrated four elements of student leadership i.e., ownership, awareness, communication and problem solving through the conceptual framework. In this chapter, through the analysis of data collected from the participants I have found six elements that are contributing for the development of leadership among the primary level students of Aalok Shikkhaloy School. These six elements are ownership, collective activities, awareness, communication, empathy, and problem-solving. Figure 4.1 shows the elements that are constituting student leadership among the students of Aalok Shikkhaloy School.
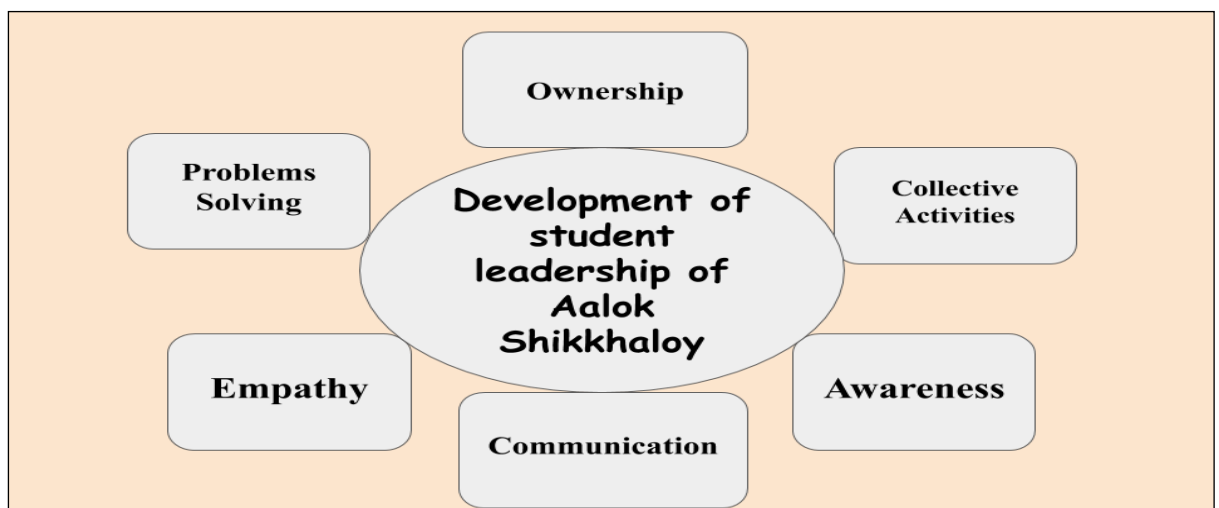
Figure # 3, Core elements of student leadership development at Aalok Shikkhaloy School

The elements that I have identified from the literature review and data analysis are mostly similar. However, from the analysis of data, I have found some new elements as well. From the literature review, I figured out ownership, awareness, communication, and problem-solving as the elements of leadership development of primary students. Likewise, ownership, awareness, communication, and problem-solving also exist as the elements of leadership development of students from the data analysis of interviews and focus group discussion. So, the elements of the result part that is similar to the conceptual framework are awareness, ownership, communication, and problem-solving. On the other hand, the newly found additional elements with the existing four elements are collective activities and empathy.

However, throughout the rest of this chapter, I will try to explain the relationship between the identified six elements and the research questions of this study. In order to explain the relationship, I have developed three subsections focusing on the research questions. The first subsection is the conceptualization of student leadership which has explained how the Aalok Shikkhaloy conceptualizes student leadership as an institution. The second subsection is students' ways of developing leadership qualities which explain different activities that students perform and maintain in school time as ways of developing leadership qualities. The third subsection is teachers' role in developing students' leadership which has explained how teachers are playing their role in supporting and motivating students with a view to developing the leadership qualities among the primary students of Aalok Shikkhaloy School.

4.2 Conceptualization of student leadership

From the first research question of my study, I want to know how Aalok Shikkhaloy conceptualizes student leadership as an institution. After completing the data analysis, I came to know that Aalok Shikkhaloy as an institution conceptualizes student leadership from different perspectives such as taking responsibility, communication, patriotism, and consciousness. These are some of the elements that came out from the data analysis of three interviews and one focus group discussion.

One of the elements regarding student leadership that Aalok Shikkhaloy conceptualizes is 'taking responsibility. Teachers of Aalok Shikkhaloy who were interviewed shared on a clear scale regarding this concept of taking responsibility. According to their opinion, taking responsibility is the major element that is considered by the school to be a leader. Further teachers were asked as a follow up question why they think taking ownership as a major element of student leadership. Then one of them said that taking ownership creates an inner power within students to be a leader for the school, community, and the nation as well. One participant said,

> [O]ur institution believes that taking responsibility from one's end is really an important matter for our student leadership. Because this creates an inner power within students to take actions needed for the classroom and school. Moreover, students are becoming more mature and sensible through this process. There is a student named Hamidur. When he got admitted into this, he was just like a fool student. He could not connect to anything easily. He was severely a shy student. Things started to change when he got the opportunity to work as a leader of the Arts and Crafts Club of our school. He started to

communicate with his peers, his teachers, and other students also. Surprisingly, he used to offer teachers help in completing different activities of the school like distributing tiffin, cleaning the kitchen room of the school, and preening the benches of classrooms. It was an immense change within Hamidur. (Interview #1, 06-05-20)

The data from this interview clearly shows that Aalok Shikkhaloy conceptualizes taking responsibility as an important element of developing student leadership. In addition to this first element, there is another element of the development of student leadership is 'communication skills'. The opinions from the participants clearly show two prospects to maintain proper communication for developing oneself as a student leader. The first prospect is to have proper language for maintaining communication with others. The other prospect is to have a good way of being for maintaining communication. On this aspect, one participant said, "To make a communication, proper language is really needed. Without having a proper communication process, a student cannot be a leader." (Interview #3, 30-08-20) During the focus group discussion, another participant said,

[H]ow a student is showing up himself or herself during the communication is really important as a good human being and also as a leader. Our school always emphasizes students' communication skills. Our Boro Apa (director of the governing body of the school) deeply cares about how the students do communicate with their peers and teachers. Once Abdullah (a student from grade 5) was talking aggressively in a Student Conference. Then Boro Apa (director of the governing body of the school) rebuffed that student, instructed and role-played before him how to tell that same saying in a humble way.

Lastly, she listened to that student in return. (Focus Group Discussion, 03.09.2020)

The data from these two participants explain that Aalok Shikkhaloy School highly encourages students to build communication skills in order to be a leader. Now I will discuss the identified third element i.e., 'patriotism' that contributed to the development of student leadership that emerged from participants' data. During the focus group, discussion one participant strongly emphasized this element. He said, "patriotism is considered an important part of our institution for transforming our students as a leader" (Focus Group Discussion, 03.09.2020). After hearing this, I asked a follow-up question to that participant to know why he thinks patriotism is needed to be a leader at the very beginning of their schooling. Then an interesting answer came from the participant that patriotism helps to build a connection of their self-responsibility and self-accountability from this early age. Otherwise, it will be really difficult for them to be a strong leader in creating a strong nation. Regarding this, one participant said during the focus group discussion.

> [P]atriotism is such a tool that builds a connection with students' self-responsibility and self-accountability from this early age. If they can feel this connection, it will drive them gradually to be good leaders for their classroom, for their school, for their community, and for their country as well… One day I saw Sumon (a fourth-grade student) picking up garbage from the middle of the road and threw to the dustbin. Then I asked Sumon why he did this. Sumon replied that he keeps his classroom. So, he also needs to keep his community clean as well. (Focus Group Discussion, 03.09.2020)

The data from this focus group discussion, clearly explains that being patriotic is necessary for being a student leader and it is a vital element that is considered carefully, for the development of student leadership at Aalok Shikkhaloy School. Now I am going to explain the last element of conceptualizing leadership at Aalok Shikkhaloy School i.e., 'supportive mentality'. Three of the interviewed teachers have shared the same thing that Aalok Shikkhaloy believes to have a supportive mentality for being a student leader from this primary stage. According to them, a supportive mentality creates love and spread it among other students. Moreover, teachers also believe that this element makes the leadership quality of a student more powerful and connected with each other. In this regard one of the participants said,

> [O]ur institution also cares whether a student supports other students or not. Supporting mentality creates and spreads love among students. So, this is important for the development of our student leadership… I can still remember one day when three of my students did not come with a pen. So, they were not able to write. Then I announced to the whole class that supporting a person in anything is a symbol of a good human being and if someone does that he is also a good leader as well. Surprisingly most of the students approached to help those three students (Interview #3, 30-08-20).

This data clearly explains that Aalok Shikkhaloy School also conceptualizes supporting mentality as an important element to conceptualize student leadership.

4.3 Students' ways of developing leadership qualities

Through the second research question of my study, I want to know the ways by applying which students of Aalok Shikkhaloy School develop leadership qualities. In

this section, I will illustrate the ways of achieving leadership qualities of the primary students of Aalok Shikkhaloy School. The data analysis clearly explains that the primary students of Aalok Shikkhaloy achieve leadership qualities by practicing empathy, doing collective activities in the classroom and the school, and problem-solving in the school and the community. Throughout this section, I will analyze the above three elements and draw a connection between those elements with the development of leadership qualities by the students.

Now I will explain another element of practice from the students' end to develop their leadership qualities. Practicing empathy has come from the opinions of the interviewees. This element expresses that empathy helps to build a strong bonding within themselves   One participant says,

> [T]o my understanding, students now live with empathy. They know mostly how to show empathy and when to show empathy. By practicing this in regular activities, students are helping to spread positivity and build a strong bonding within themselves… Once Sadia (a fourth-grade student) broke a dish that was used to carry tiffin off their classroom. Sadia started to cry because it was not possible for her family to buy a dish in return. After that, a surprising matter happened. The rest of the students from Sadia's class started donating 2-5 taka each and finally, they bought a dish for Sadia so that she does not feel bad. (Focus Group Discussion; 03.09.20).

Another participant says, "students stand for each other and help each other and this is growing day by day" (Interview #1, 30.08.20).

The data coming from those two participants' opinions indicates how students of Aalok Shikkhaloy are trying their best to practice empathy in their daily life. According to the participant, there are lots of stories like Sadia and her friends who are always try to practice empathy. This also indicates that practicing empathy keeps a contribution in developing the leadership of primary students of Aalok Shikkhaloy School. Moreover, this also shows the alignment with the research questions and the research purposes in terms of identifying the ways of developing leadership from students

End of Aalok Shikkhaloy School. The third element of practice from the student's end is to maintain collective activities in the classroom and the school that have come from the discussion of the participants and it is also responsible for the development of student leadership at Aalok Shikkhakoy School. The message that is coming from the participants through focusing on this element, collective activities, is that students are really active in different club-based activities and students are also collective in doing any activities from their classroom to central school. One teacher from the participants said, "students mostly like to do group work and they enjoy this fully with their friends. This also helps them to develop their leadership skill through leading a group' (Interview #2, 30.08.2020). Another participant said,

> [W]orking in the clubs (Language & Debate Club, Arts & Crafts Club, Music Club, Math & Science Club) makes them so happy and they are learning according to their own wish…I can share one memory from my classroom. One day, after having emergency work of all teachers we declared that there would not be any club activities. Then most of them (students) did not agree with us. They (students) took permission from us just to continue the group

activities according to their own wishes. (Focus Group Discussion #1, 09.03.20).

This data strongly explains how much eagerness the students have just to do the collective and club activities. According to the participants, students feel more comfortable, connected, and confident when they do collective and club activities. On the other hand, this element clearly explains a straight connection with the second research question of this study. Because collective activities have expressed how students are achieving the leadership qualities at Aalok Shikkhaloy School. In addition to this second practice element, there is another element from the regular practice of the students of Aalok Shikkhaloy and that is problem-solving. This is an identified practice element for the leadership development of primary students that came up from the opinions of the interviewees. The data says that problem-solving skill makes students more creative and this helps to develop their metacognition layer. It also came from the discussion that when peers or teachers face something critical then this ability also drives students to implement their talent deeply which helps them to transform as a leader. Meanwhile, I asked a follow-up question to the participants regarding why this is important to practice problem-solving skills in order to develop leadership qualities. Then one important piece of data came from the participants that leaders need to have problem-solving skill that helps to meet their analytical skill to most of the extent. One participant said,

> [S]tudents' eagerness in solving any problems is really appreciable. This
> practice is ensured and motivated from the teacher's end. In addition to that
> teachers help them to identify the problems and also guide them to figure out
> the solutions for the problems from their end. On the national occasion of 21st

February, we, the teachers, could not manage enough time to prepare the memorial for the morning program. But students from grade four and grade five offered to build the memorial. Firstly, we did not believe that they would be able to do that. To our surprise, they completed building a memorial within 2 hours. That was really an unbelievable incident that we witnessed. (Interview #2, 30.08.20).

The data from the shared story shows how students of Aalok Shikkhaloy try to develop their capacity in solving problems with their own effort. Here, I can see a clear connection between the second research question and the practice element of students like problem-solving to ensure their own development of leadership qualities.

4.4 Teachers' role in developing student leadership

In this stage, I am going to explain what kind of role the teachers of Aalok Shikkhaloy School have played to ensure the development of leadership of primary students. The third research question of my study is connected with this section because it wants to know how teachers are playing their role in developing student leadership. So, I will try to draw the connection between the third research question and the data that I figured out from the discussion with teachers. In a nutshell, I have figured out collective activities and raised awareness as the practice element of teachers to ensure the development of student leadership at Aalok Shikkhaloy School. So, throughout the rest of this part, I will explain how the above two practice element from the teachers' end helped to ensure the leadership development of primary students.

'Collective activities' is one of the practices from the teachers' end to ensure the leadership development of primary students of Aalok Shikkhaloy School. I have

figured out from the data analysis that teachers mostly care to ensure collective activities among the students in the classroom or in any program. These collective activities happen in group work, group performance, and club-based activities. When I asked teachers about how the collective activities are connected with the leadership development of students, teachers replied that leaders need to be sociable human being and that such kinds of collective activities ensure the sociable interaction of primary students to be a leader. One teacher said

> [W]e (teachers) do many things to ensure students' leadership… Ensuring collective activities is very important among them. Collective activities are considered as a strong pillar for making our students more connected among themselves and for transforming as a leader. This also helps to build an interaction with each other. I can share an example. Every year there happens a cultural program in our school. So, we need to prepare a field for the sports competition. Generally, teachers do the work to prepare for the field. But for the last two years, we are counting on our students for the work we do to prepare the field for the sports competition. We have made four teams and they work collectively with us. (Interview #2, 30.08.2020)

The data from the participant explains that the teachers are conscious to ensure the collective activities of students. According to their opinion, collective activities ensure the transformation to be a leader. Also, he added that the collective activities of students help to build a connection among themselves. Connecting to the first element of teachers' practice, there is another element that teachers maintain follow. Teachers of Aalok Shikkhaloy play a vital role in raising awareness among students. When something goes unknown or unseen or wrong or confusing or concerning then

teachers try to raise awareness as early as possible. Teachers help to raise awareness about physical abuse, road accident, and domestic violence. According to teachers' opinion, these awareness-building activities help students to be student leaders since this creates a deep connection with consciousness with students' cognitive layer. One participant said

> [W]e feel that we have a deep responsibility to raise awareness among our kids since they are mostly coming from slums. They have little idea about safety, health issues, well-being, and physical abuse and so do their family. We, the teachers together arrange different need-based sessions or activities to raise awareness so that they can be more careful from being hurt or lost. In 2019, we arranged an awareness-building session on fire safety since our students are not aware of fire safety. We hired an officer from the fire brigade and he demonstrated everything before the students regarding how to prevent the risk of fire. (Interview #3, 30.08.2020)

Another participant said, "[A]wareness of our students is a big thing if we really want them to build as a leader. So, for having proper awareness, we along with our students arrange some small events in our school and community as well." (Focus Group Discussion, 03.09.2020) From the opinions of the above participants, it is visible that teachers of Aalok Shikkhaloy eagerly want to ensure the awareness of students from different perspectives just to make the transformation of students into a leader.

These findings suggest that teachers of Aalok Shikkhaloy School practice two elements giving more importance to their daily activities like ensuring collective activities and raising awareness.

4.5 Conclusions

In this chapter, I have explained every element which is responsible to develop the leadership of primary students at Aalok Shikkhaloy School. Moreover, I have drawn a connection between the identified elements and the designed research questions. Conceptualization of student leadership at Aalok Shikkhaloy, students' ways of developing leadership qualities, and the role of teachers in developing student leaders have expressed a clear visualization for the development of student leadership. To summarize that ownership, communication, problem-solving, awareness, empathy, and collective activities are the six identified elements that are responsible for student leadership of primary students at Aalok Shikkhaloy.

Chapter 5: Discussion and Conclusion

5.1 Discussion

The discussion chapter of this thesis paper will provide a comprehensive overview of the research conducted and the results obtained during the course of the research. It will discuss the implications of the findings and provide insight into the broader implications of the research. Another purpose of writing this chapter is to describe observations and findings that are supported by data and results. The chapter will provide recommendations for further research in the area.

My research is based on student leadership development at Aalok Shikkhaloy School. Basically, the objective of this study is to find the connection between how the leadership of students is developed and how teachers are helping students to develop leadership qualities within the institution.

Robert J. Sternberg (2011), an American psychologist and cognitive scientist, expressed that leadership development was not a one-time event, but an ongoing process in which students learn and practice leadership skills, develop self-awareness and engage in meaningful experiences.

The outcome of this research is consistent with other studies on the development of leadership skills in students. For instance, various studies have found that increasing the frequency with which students exhibit leadership behaviors, developing students' awareness, ownership, and confidence skills, enhancing their self-directed leadership and empathy perceptions, increasing their satisfaction with their leadership practices,

and enabling their involvement in leadership situations through leadership programs can all enhance their leadership abilities.

The result that came out from this study was not an easy task for the teachers. Teachers' opinion during the interview exactly shows those reflections. In my second interview, a teacher expressed that school context was not easy for the teachers to create a platform of leadership development for the primary students. Another opinion came from my third interview that working for the development of student leadership was not an easy task for them to do. Rather they had to change their habit from a directive perspective to an open and listening perspective.
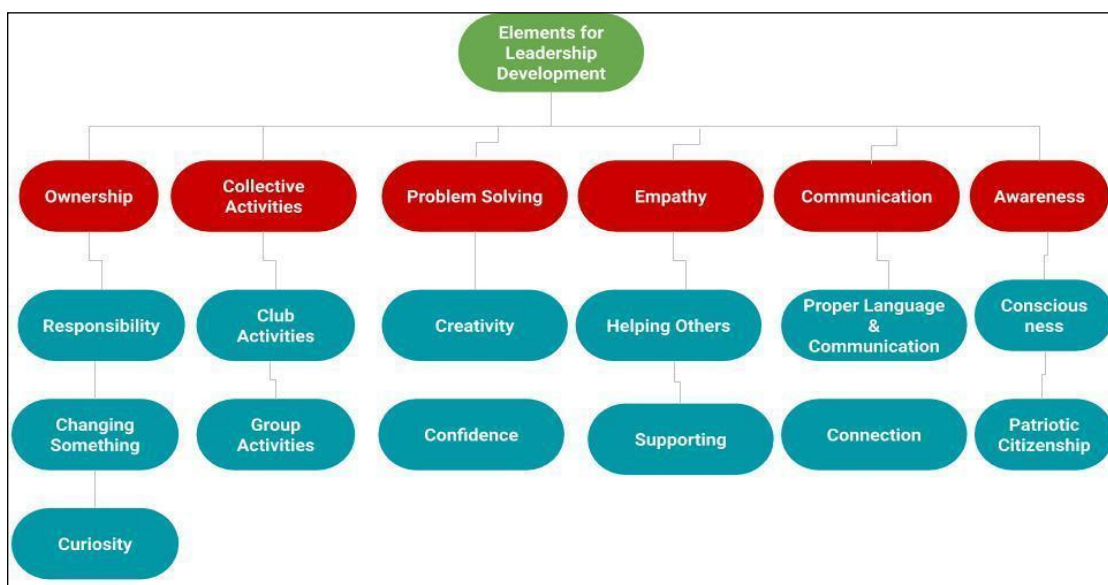

Figure # 4, Detailed elements of leadership development at Aalok Shikkhaloy School.

It is visible from the result of my study that six elements are responsible for the leadership development of the primary students of Aalok Shikkhaloy School. These six elements are ownership, collective activities, problem-solving, empathy, communication, and awareness.

These elements suggest that primary students need to have a mindset of taking ownership, a practice of doing collective activities, the scope of solving problems, acting empathy, maintaining regular and proper communication, and having awareness from all sides in order to develop the leadership qualities among the primary students from the institutional level.

The first research question of this study shows interest to know how Aalok Shikkhaloy conceptualizes student leadership. The summary of the participants' opinions says that to work for themselves and for society willingly, to think and work collectively, and to build awareness for a better future are considered as a form of leadership that they expect from their students.

During my first interview, a teacher mentioned two issues for the development of student leadership. The first one was to ensure the implementation of these six elements in institutions and the second one was to ensure the change of students' mindset and behavior.

Enabling students to take risks and execute projects that are relevant and significant to them in the school setting can foster leadership and enhance the school's culture. Examples of such projects include establishing and maintaining a school garden and promoting awareness of social justice issues. This requires allocating time for leadership groups to strategize and execute their own initiatives. The culture of leadership is fostered when students seek out opportunities to improve their school community by devising and implementing innovative projects (Kouzes & Posner, 2014). Participants of the interview also alluded to some issues that are aligned with the above saying of Kouzes and Posner. One teacher during my first interview

expressed that problem-solving activities have inspired them to explore and do a lot. He also added that students could gradually improve their engagement while they got the opportunity to lead and support.

The second research question of my study wants to know how students of Aalok Shikkhaloy achieved leadership qualities. The summary of the result against this question explains that club-based activities, collective activities, and ownership mindset have shaped their leadership development. Student councils, athletic teams, and extracurricular groups are frequent settings where students can hone their skills. (Smith, Smith, & Barnette, 1991). In a perfect world, leadership education would start in preschool or kindergarten. The basis for future leadership abilities is laid by working to improve young children's capabilities in creative theater, group play, simulation, collaborative work, and modeling (Karnes & Stephens, 1999).

When students of different skills-set work collectively to carry out their responsibilities, schools can advance quickly. According to Phillips (2003), when activities are shared, student achievement increases. In my study, the majority of the teachers said class activities are designed in a way so that each student gets the opportunity to share their learning. From the focus group discussion with teachers, it came out that working in the clubs (Language & Debate Club, Arts & Crafts Club, Music Club, Math & Science Club) made them so happy and they were learning according to their own wishes.

The third research question of my study wants to know how teachers played their role in developing the leadership of students. The summary of the result of this research

question explains that asking questions raises curiosity and demonstrates skills that are needed for the students to grow leadership qualities.

It is important to teach young children about traits like kindness, intelligence, problem-solving, communication, cooperation, honesty, fairness, and self-assurance. To discuss their experiences as leaders, community members should be invited as guest speakers. They might discuss the traits they believe they have that have improved their capacity for leadership. (Amy Bisland, 2004). This understanding is clear from one teacher's opinion during my third interview. She added that asking questions had a great power to raise curiosity in the students. She also added that teachers used to ask more questions than before to make them think, analyze and answer with a view to demonstrating the required skills in communication.

Assigning leadership responsibilities to students for school-wide initiatives aimed at bringing about change enhances the effectiveness of the transformation process (Louis, et al., 2010). My study also finds that teachers of Aalok Shaikkhaloy are highly aware of distributing leadership roles to students from the classroom to the school arena. It also came out from their information that during different events in the school, teachers make a group and divide the role for different activities.

Other studies in this same field have also its own explanation to explain leadership development of students. In order to set a standard for the behaviors they anticipate from others, student leaders should acknowledge the personal values that govern their actions (Kouzes & Posner, 2018). This insight from Kouzes and Posner is not aligned with my study. My study only focused on what students are doing as a form of leadership development and how they are developing leadership qualities.

"Teachers also need to routinely provide critical feedback on the goals that student has set. Goals and feedback need to come together to keep moving in the right direction to fulfill the goals that are set." (Kouzes and Posner, 2012)

The insight from the above statement is absent from the result of my study. Here feedback is given but not in a structured and frequent way. One of the participants said, "Feedback is necessary for developing student leadership but we do not get enough time to share it with students on a regular basis. Rather we share when we feel it instantly (Interviewee-2, 30.12.21).

Providing opportunities for students to assume leadership roles at an early age can prepare them for achievement in their academic or professional careers (Selena, 2017). My study results also connects with the insight of this statement. Leaders are known to exhibit creativity and personal involvement when it comes to demonstrating appreciation, which can be expressed in various ways, ranging from a simple note of thanks to an elaborate public celebration (Kouzes & Posner, 2018). Students of Aalok Shikkhaloy School also follow the same way to show appreciation and empathy to other students.

5.2 Conclusion

My study aimed to investigate three questions that I explained in the previous chapters. It can be said that the purpose of conducting this research is achieved. The result was a little bit different from the conceptual framework. The difference was proved by the opinions of the interview participants. This study identified how six elements can develop the leadership qualities of students for the overall development.

Personally, it was my immense please to learn from the teachers that how they are supporting to their students to grow leadership qualities and the students are also trying in their own way to move forward with a clear understanding.

5.3 Recommendations

My study revealed how students are developing their leadership qualities in the Aalok Shikkhaloy School. Here I am placing some recommendations based on the result of my study. The suggestions have been exerted below:

- Primary educational institutions can focus on the six elements as a part of the leadership development of the students since this is already proved through this study.

- Educational institutions who are facing low engagements of the students can follow this leadership development model of Aalok Shikkhaloy.

- Researchers can do research on the frequency of habit within students in order to figure out the deep understanding of leadership development of students.

- Policymakers can adopt the six elements of leadership development as a part of the leadership development at the institutional level.

References

BANBEIS (Bangladesh Bureau of Educational Information and Statistics). (2010).

Educational structure of Bangladesh. Retrieved from

http://www.banbeis.gov.bd/es_bd.htm

BANBEIS (Bangladesh Bureau of Educational Information and Statistics). (2010).

Educational structure of Bangladesh. Retrieved from

http://www.banbeis.gov.bd/es_bd.htm

Biddle, S. (2010). In Military Power. Princeton University Press.

Biddle, S. (2010). In Military Power. Princeton University Press.

Bisland, A. (2004). Developing Leadership Skills in Young Gifted Students. Gifted

Child Today, 27, 24 - 27.

Bisland, A. (2004). Developing Leadership Skills in Young Gifted Students. Gifted

Child Today, 27, 24 - 27.

Cohen, L., Manion, L. and Morrison, K. (2017). Research Methods in Education (8th
edition). London and New York: Routledge Taylor & Francis Group.

Cohen, L., Manion, L. and Morrison, K. (2017). Research Methods in Education (8th
edition). London and New York: Routledge Taylor & Francis Group.

Covey, S.R. (2008). The leader in me: How schools and parents around the world are

inspiring greatness, one child at a time. New York, NY: Free Press.

Covey, S.R. (2008). The leader in me: How schools and parents around the world are

inspiring greatness, one child at a time. New York, NY: Free Press.

D. Goleman (1998). Working with emotional intelligence.

D. Goleman (1998). Working with emotional intelligence.

D. Goleman (2004). What makes a leader? Harvard Business Review

D. Goleman (2004). What makes a leader? Harvard Business Review

Eich, D. (2008). A Grounded Theory of High-Quality Leadership Programs. Journal of Leadership & Organizational Studies. https://doi.org/10.1177/1548051808324099

Eich, D. (2008). A Grounded Theory of High-Quality Leadership Programs. Journal of Leadership & Organizational Studies. https://doi.org/10.1177/1548051808324099

Ferguson, T., & Roofe, C. G. (2020). SDG 4 in higher education: Challenges and opportunities. International Journal of Sustainability in Higher Education, 21(5), 959-975.

Ferguson, T., & Roofe, C. G. (2020). SDG 4 in higher education: Challenges and opportunities. International Journal of Sustainability in Higher Education, 21(5), 959-975.

G.C. Ashley et al (2012). Self-awareness and the evolution of leaders: The need for a better measure of self-awareness. Journal of Behavioral and Applied Management

G.C. Ashley et al (2012). Self-awareness and the evolution of leaders: The need for a better measure of self-awareness. Journal of Behavioral and Applied Management

K. W. Jablokow (2005). The catalytic nature of science: implications for scientific problem solving in the 21st century, Technology in Society, 27,, pp. 531

K. W. Jablokow (2005). The catalytic nature of science: implications for scientific problem solving in the 21st century, Technology in Society, 27,, pp. 531

Karnes, F. A., & Stephens, K. R. (1999). Lead the way to leadership education. The Education Digest, 64(8), 62.

Karnes, F. A., & Stephens, K. R. (1999). Lead the way to leadership education. The Education Digest, 64(8), 62.

Kouzes, J. M., & Posner, B. Z. (2002). The leadershipchallenge. San Francisco, CA:Jossey-Bass .

Kouzes, J. M., & Posner, B. Z. (2002). The leadershipchallenge. San Francisco, CA:Jossey-Bass .

Paterson, J. (2006). Promoting student leadership in small schools. Leadership for student activities, 14-17.

Paterson, J. (2006). Promoting student leadership in small schools. Leadership for student activities, 14-17.

Posner, B. Z. (2012). Effectively measuring student leadership. Administrative Sciences, 2(4),221-234. doi:http://dx.doi.org/10.3390/admsci2040221

Posner, B. Z. (2012). Effectively measuring student leadership. Administrative Sciences, 2(4),221-234. doi:http://dx.doi.org/10.3390/admsci2040221

Small, G. (2010). iBrain: Surviving the technological alteration of the modern mind. HarperCollins, 8.

Smith, D. L., Smith, L., & Barnette, J. (1991). Exploring the development of leadership giftedness. Roeper Review, 14(1), 7-12.

Smith, D. L., Smith, L., & Barnette, J. (1991). Exploring the development of leadership giftedness. Roeper Review, 14(1), 7-12.

Stephenson, L. (2011). Developing a Leadership Education Framework: A Transformative Leadership Perspective. Counterpoints, 409, 321–341. http://www.jstor.org/stable/42981314

Stephenson, L. (2011). Developing a Leadership Education Framework: A Transformative Leadership Perspective. Counterpoints, 409, 321–341. http://www.jstor.org/stable/42981314

Winston, B. E., & Patterson, K. (2006). An integrative definition of leadership. International journal of leadership studies, 1(2), 6-66.

Winston, B. E., & Patterson, K. (2006). An integrative definition of leadership. International journal of leadership studies, 1(2), 6-66.

Appendices

Appendix A. Consent Letter

Sample Consent Letter

Consent Form for the Participants

অংশগ্রহনকারীর জন্য সম্মতিপত্র

Research Title: The development of student leadership: A case study on primary students of Alok Shikkhaloy School

গবেষণা শিরোনামঃ The development of student leadership: A case study on primary students of Alok Shikkhaloy School

Principal Investigator: Md. Zahirul Islam

প্রধান নীরিক্ষকঃ মোঃ জহিরুল ইসলাম

Dear Sir / Madam,

প্রিয় শিক্ষক / শিক্ষিকা,

Purpose of the research: This study intends to understand the development of student leadership and how this leadership is being practiced in the school. This research will be conducted by the researcher, as a part of a Master's thesis under BRAC Institute of Educational Development, Dhaka, Bangladesh.

গবেষণার উদ্দেশ্যঃ এই গবেষনার উদ্দেশ্য হচ্ছে আলোক শিক্ষালয়ের শিক্ষার্থীদের নেতৃত্বের উন্নয়ন অনুধাবন করা এবং কিভাবে এই নেতৃত্ব চর্চা করা হয় তা বুঝা। এই গবেষণাটি ব্রাক ইন্সটিটিউট অফ এডুকেশনাল ডেভেলপমেন্ট এর মাস্টার্সের গবেষণার একটি অংশ অংশ হিসেবে করা হচ্ছে।

Expectation from you: If you agree to participate, you will be asked to share your knowledge, attitudes and experiences about leadership development of primary students at Alok Shikkhaloy.

আপনার কাছ থেকে প্রত্যাশাঃ আপনি যদি অংশগ্রহণ করতে সম্মত হন তবে আপনাকে আলোক শিক্ষালয় স্কুলের প্রাথমিক শিক্ষার্থীদের নেতৃত্ব উন্নয়ন সম্পর্কে আপনার জ্ঞান, দৃষ্টিভঙ্গি ও অভিজ্ঞতা সম্পর্কে জিজ্ঞাসা করা হবে।

Risk and benefit: You are not at risk for taking part in this interview. Moreover, teachers and policy makers may benefit directly or indirectly if the work contributes to initiatives that integrate your observations and opinions on development of student leadership.

ঝুকি এবং লাভঃ এই গবেষনায় অংশগ্রহনের জন্য আপনি কোন ঝুকির সম্মুখিন হবেন না। এছাড়াও শিক্ষকরা এবং নীতি-নির্ধারকেরাও প্রত্যক্ষভাবে বা পরোক্ষভাবে এই গবেষনা থেকে উপকৃত হতে পারবেন যদি শিক্ষার্থীদের নেতৃত্বের উপর আপনি আপনার মূল্যবান পর্যবেক্ষন ও মতামত শেয়ার করেন।

Privacy, anonymity and confidentiality: The information you provide will be kept strictly confidential. We will protect your privacy and confidentiality about any details that you provide. We would be happy to answer your study questions and if necessary, you are welcome to contact me via mobile phone. The researcher's contact number: +8801515-609858

গোপনীয়তা ও বিশ্বস্ততাঃ আপনি যেই তথ্য সরবরাহ করবেন তা সর্বোচ্চভাবে গোপনীয় রাখা হবে। এই গবেষণা সম্পর্কে আপনার কোন জিজ্ঞাসা থাকলে তা দিতে পারলে খুশী হবো এবং যদি

প্রয়োজন হয় তবে আমার নাম্বারে যোগাযোগ করতে পারেন। গবেষকের নাম্বারঃ+8801515-609858

Future use of information: Some of the information collected from this study may be kept for future research, but in such cases, information and data will not conflict or infringe privacy, anonymity and information confidentiality or identify individual participants in any way.

উপাত্তের ব্যবহারঃ এই গবেষণার জন্য ব্যবহৃত উপাত্ত পরবর্তী কোন গবেষণার জন্য ব্যবহার করা যেতে পারে। এই ক্ষেত্রে কোন গোপনীয়তা লঙ্ঘন করা হবে না। আপনার নাম ব্যবহার না করেই সর্বোচ্চ গোপনীয়তা রক্ষা করা হবে।

Right not to participate and withdraw:

Your participation in the research is voluntary and you are the sole authority to decide for and against your involvement in this study. There will be no penalty for refusing to participate in the report.

অংশগ্রহণ না করার অধিকারঃ আপনার অংশগ্রহণ এই কাজে স্বেচ্ছাসেবামূলক এবং এখান থেকে আপনি আপনার ভূমিকা তুলে নেবার ক্ষমতা রয়েছে।

If you agree with my proposal to enroll in my research, please state your agreement by placing your signature in the space below.

আপনি যদি আমার গবেষণার কাজের প্রস্তাবে রাজি থাকে তবে নিচের জায়গায় আপনি আপনার স্বাক্ষর দিবেন দয়া করে।

Thank you very much for your support and cooperation.

আপনার সমর্থন ও সহযোগিতার জন্য অনেক ধন্যবাদ।

---------------------------   ---------------------------

Signature of Investigator   Signature of Participant

Date: Date: Date: Date:

Appendix B. Interview Guide

Interview Guideline

Date:	Interviewer:
Name:	Age:
Gender:	Address:
Teaching Grade:	

1. How long have you been in this school?	
2. What do you mean by student leadership?	
3. How does Alok Shikkhaloy define student leadership?	
(follow-up question)	
4. What do the students practice to achieve the leadership qualities?	
(follow-up question)	
5. What exactly do you do to develop leadership qualities among the students?	
(follow-up question)	
6. What changes do you see in your students in terms of self-awareness, ownership, communication, and problem solving after their participation in leadership activities?	

FGD Guideline

Date:	Interviewer:
Participants' Name-1:	Gender:
Participants' Name-2:	Gender:
Participants' Name-3:	Gender:
Participants' Name-4:	Gender:
Participants' Name-5:	Gender:
Participants' Name-6:	Gender:

1. How does Alok Shikkhaloy conceptualize student leadership?	

2. What do you think about the activities to define the student leadership of Alok Shikkhaloy?	
3. How do the students practice leadership during the school time?	
4. How do you contribute to develop the leadership qualities of students?	
5. What changes do you see in your students after their participation in leadership activities?	