

# THE RELATIONSHIP BETWEEN HEAD TEACHER LEADERSHIP STYLES AND HOW THEY CREATE EFFECTIVE PRIMARY SCHOOLS IN BANGLADESH

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## ABSTRACT

*To establish effective primary schools is an increasing concern among the government policy-makers, practitioners, primary school teachers, primary related officers, guardians and communities in Bangladesh. The purpose of this study is to explore the relations between head teacher leadership styles and how they create effective primary schools in Bangladesh. The study sought to investigate the role of head teacher leadership styles in creating and sustaining effective primary schools in Bangladesh and aimed to reinforce the concept that the proper leadership style of head teacher is essential to establish an effective school. Qualitative methodology was used in this study with data collected via semi-structured interviews conducted through questionnaire style interview schedule by using a mobile phone, containing mainly open-ended questions from 5 professionals from the Kamalgonj Upazila, Moulvibazar, Bangladesh.*

*Thematic analysis of the qualitative data indicated that an effective school had many important characteristics and to establish and sustain these characteristics, head teacher needs to play many roles and to play these roles properly proper head teacher leadership style is very important. The findings of this study indicated a positive relationship between head teacher leadership styles and effective primary school. There is no doubt about the role of head teacher leadership styles in creating effective school, but no specific leadership style is suggested. To increase the head teacher leadership quality, proper leadership training is necessary for the head teachers and primary related officers in Bangladesh. These findings are in line with many studies about the role of head teacher leadership styles in creating effective primary school.*

**Key Words:** Relationship, Head Teacher, Leadership Styles, Primary Schools, Bangladesh.

## INTRODUCTION

Educational development in any school comes and sustains through school leadership and head teacher is the vital person of school leadership. In the improvement and sustainment of school environment, leadership is a key (Bass & Riggio cited in Allen, Betty and Petter, 2015). One of the main components to the overall success of the school is school leadership (Greenberg & Baron, 2013 cited in Antoniou & Gioumouki, 2018). O'Brien (2016) explains that there is an increasing belief among governments and policy-makers around the world in the ability of leadership for effective educational change. In the development process of schools often consider the various leadership issues that play a pivotal role in school effectiveness (Bruggencate et al., 2012 cited in Allen, Betty and Petter, 2015). Bush (2009) notes that schools need effective leaders and managers to provide the best education for their students. It is accepted that "school leadership is second only to classroom teaching as an influence on pupil learning" (Leithwood et al., 2008 cited in Bush, 2009, p. 375). There is no record of any school skilfully changing a poor student attainment path without a talented leadership (ibid). In the third Primary Education Development Programme (PEDP-3) and its (PEDP-3) subsequent planning, it is suggested to ponder school-level leadership to achieve more genius teachers in Bangladesh (Cambridge education, 2016).

Supervising teachers within the school is the vital duty of the head teachers (Bangladesh National Education Policy, 2010). All the above ideas are appropriate if we consider these ideas in the Bangladesh context. Primary schools of Bangladesh are struggling to be improved and it can be done through proper school leadership like other parts of the world. So, this study has both local, national and international priority.

### **RATIONALE FOR THE STUDY**

The researcher of this study is an Instructor of Upazila Resource Centre (URC) of Bangladesh and his main responsibility is organizing training and monitoring head teacher's activities to develop their leadership quality so that the head teacher can run their own schools efficiently and successfully. So, for both professional and personal interest, the researcher of this study conducted this study. In addition, the researcher noticed that many research was performed on this ground internationally but so far he knows, there was a lack of research surrounding the topic, especially in the Bangladesh context. These factors inspired the researcher to select this topic and conduct this research.

### **PURPOSE OF THE STUDY**

The purpose of the study was to explore the relationship between head teacher leadership styles and how they create effective primary schools in Bangladesh. The study aimed to establish the concept of inseparable relations between head teacher leadership styles and effective school. The study aimed to reinforce the notion that school effectiveness mostly depends on head teacher leadership styles. In highlighting the advantages of head teacher leadership styles in Kamalgonj Upazila, the study aims to inspire the others to make their school effective by establishing head teacher leadership styles in Bangladesh.

The study tried to answer this research question:

Is there a relationship between head teacher leadership styles and how they create effective primary schools in Bangladesh?

To create Bangladeshi Primary School effective, head teacher leadership style is very important. As there is a positive relation between head teacher leadership style and school effectiveness and to realize and implement this concept for the development of Bangladeshi Primary School, this research was conducted.

### **SIGNIFICANCE OF THE STUDY**

There is a general conception that to create an effective primary school, proper leadership of the head teacher is the vital factor. This research aimed to explore this concept in the context of Bangladesh. Head teachers and assistant teachers of primary school, school community, officials, guardians, research community and policy-makers of Bangladesh can be of interest and benefit from this research. Policy-makers of Bangladesh can enrich their conception of how to create an effective school through head teacher leadership and make policy to develop head teacher leadership quality. Head teacher and assistant teacher of Bangladesh can get guidelines about their roles to improve their school. School community and primary related officials of Bangladesh also benefited because they have been trying to make their schools effective for a long time but still, there are many problems in the primary schools. Guardians of primary school will be benefited because head teacher leadership styles, student outcomes and effective schools are inter-related. Research community can get new ideas or reinforced their existing ideas about the topic as it has done in a new area. They will get some insights from this study that can help them to make their schools effective. To be more specific, assistant teacher, head teacher, students and primary related officers, parents, are the straight beneficiary of this research findings. In addition, by the applying of the findings of this research society as well as the whole country can be benefited.

### **REVIEW OF LITERATURE**

In study, it has been shown that active academic leadership is significant to school development and effectiveness (Oloolube, et al., 2012 cited in Amanchukwu, et al., 2015). To endure educational leadership, leaders must sustain and protect teaching and learning in schools; promote and support teaching-learning (Amanchukwu, et al., 2015). Leadership in the educational perspective is the capability to predict the future (Amanchukwu, et al., 2015). By their words and examples, educational leaders encourage the total structure by precisely manipulating the feelings, thoughts and behaviours of those acting within it, and by making a strategic arrangement across the total system, they ensure their vision (Peretomode, 1991 cited in Amanchukwu, et al., 2015). Quality management is where educational leaders ensure that both academic and non-academic staff are constantly trained (Amanchukwu, et al., 2015). Effective educational leadership style is comparatively easy, fast, and advantageous if used properly (Amanchukwu, et al., 2015). The effects of the effective educational leadership style uses are achievable for many purposes especially increasing both school and individual innovation in teaching and learning, developing administrative activities, and team-building (Amanchukwu, et al., 2015). In Amanchukwu, et al. study, the researchers showed that educational leadership is significant to school effectiveness and this study showed the same results.

In another recent research, conducted by Day, Gu, and Sammons (2016) illustrated how successful school leaders integrate the practices of instructional and transformational leadership in various ways across the different stages of their school improvement in order to improve student outcomes. They argued that there is a

consensus on important of school leaders on the student outcomes, but different participants support different leadership styles. They mentioned the name of the two most common leadership models that are instructional and transformational and in conclusion, they said both transitional and instructional leadership are essential for success. The findings of Day, Gu, and Sammons (2016) study also stated that though school effectiveness is not primarily the result of head teachers' leadership styles, head teachers' activities embedded in the school's achievements, work, and culture. Their findings are significant because it showed the role of leadership styles to establish an effective school by making the layer for it. The findings of Day, Gu, and Sammons (2016) study are related to the present study because their research suggests a combination of two leadership styles (Transformational and Instructional) for school improvement and this research seeks the relationship between leadership styles and effective school. Both pieces of research recognized the role of leadership styles in creating an effective school.

Head teacher performs a crucial role to change school as inclusive and effective (McLeskey and Waldron, 2015). McLeskey and Waldron (2015) mentioned three must-have features for an effective school. These are:

- Strong and active head teacher leadership;
- Student progress monitoring data system; and
- Learner- centred professional development system based in the school.

These shows that head teacher leadership is a must for establishing an effective and inclusive school.

Without the active, robust support of the head teacher, fruitful programme could not be done (McLeskey and Waldron, 2015). Their study is related to this research because McLeskey and Waldron study focused on effective inclusive school and this study highlighted on effective school. By providing the perspective of effective school through leadership styles, this finding extended the findings of McLeskey and Waldron (2015).

In a recent study, Orphanos and Orr (2014) showed that school leadership exerts a positive effect on student outcomes and the school. More precisely, effective transformational and instructional leadership are strongly related to teacher commitment and engagement, and organizational culture and effectiveness that subsequently impact on student outcomes. There is a consensus that by practicing both instructional and transformational leadership for setting direction, individual teacher encouragement and support, and organizational support are the most powerful ways for teacher effectiveness and engagement (Thoonen et al., 2011 cited in Orphanos and Orr, 2013). Teacher collaboration, professional learning, practices, satisfaction, distributed leadership are the most frequently affecting student learning and influenced by the leadership quality (Orphanos and Orr (2013). Leithwood and Jantzi (2008, cited in Orphanos and Orr, 2013) performed large-scale research on principals or head teachers, teachers and student outcomes, where they examined the effects of leadership practices on teachers and student outcomes. Their findings confirm the nature of fruitful transformational leadership and their effect on school such as advantages of teachers' professional improvement teacher, decision making, a cooperative culture, classroom conditions and their indirect on student outcomes. Likewise, Thoonen et al., (2011, cited in Orphanos and Orr), in research of Dutch teachers, studied the relationship between these teachers' factors and teachers' usage of constructivist and distinguished instructional practices, and the arbitrating influence of transformational leadership. Their findings were constructive, indicating that transformational leadership directly influence teachers' cooperation, teachers' professional learning and teacher sharing in decision-making, and by these, teachers' feeling of well-being and quality instructional practices. Recently concern has developed internationally over how best to outline quality leadership and develop its usefulness, as a way of improving better school leaders (Huber, 2004 cited in Orphanos and Orr, 2013).

Principal leadership has a robust, direct influence on teacher cooperation and job satisfaction, furthermore principal can influence other in-school factors like opportunities for professional development and teacher leadership (Leithwood and Mascall, 2008 cited in Orphanos and Orr, 2013). Orphanos and Orr (2013) noted that the more positive the insights of their head teacher leadership applies, the better the teachers' job satisfaction and perceived cooperation. Precisely, more effective leadership practices have a robust effect on teachers' job satisfaction and their partnership. The study of Orphanos and Orr (2013) is related to this study because it draws head teacher influence on student results. Similarly, in this research, focused was given on head teacher leadership styles and school effectiveness. Students outcomes are the core indicator of an effective school. This finding extended the Orphanos and Orr (2013) findings.

In a recent study Allan et al., (2015) examined whether leadership is a matter and the relationship among transformational leadership, student achievement, and school climate. They noted that head teacher is the most powerful factor in the improvement of the character and quality of a school (Cohen, McCabe, Michelli, & Pickeral, 2009 cited in Allen et al., (2015). They also showed that head teacher's(principal's) leadership style and skills had an impact on a variety of teacher characteristics such as job satisfaction and efficacy of teacher that determine their engagement level and academic emphasis (Bird et al., 2009 cited in Allen et al., 2015). "In today's age of increased accountability, the learning environment of students has become a significant educational issue" (Frieberg & Stein, 1999 cited in Allen et al. 2015 p. 2). School climate has become an attractive factor as it is one of the components that accelerate effective school (Hoy, 1990 cited in Allen et al., 2015). "Heart and soul" of campus is school climate (Freiberg & Stein, 1999 cited in Allen et al., 2015 p.2).

These are important for school leaders who often try to create learning environments that promote decision-making among school leaders (Pepper, 2010, cited in Allen et.al, 2015). In terms of transformational leadership, Allen et.al (2015) said that this leadership style had been supported for effectiveness in the school development process. Transformational leadership is a person's capability to engage others to build motivation (Burns, 1978 cited in Allen et al. 2015). It is one of the most prominent present-day theories of leadership (Moolenaar et al., 2010 cited in Allen et al., 2015). If the school leader improves a strong, shared, clear vision, and highlights attention and resources on the whole development of the school, student outcomes changes positively (Finnigan & Stewart, 2009 cited in Allen et al., 2015).

In a study Robinson et al., (2008) showed the relationship between student outcomes and leadership styles. They noted instructional leadership was three to four times on average more effective on student outcomes than transformational leadership. The literature on sustainability sees for continuous organizational learning and improvement, the quality of school leadership is a key (Datnow, 2005; Hargreaves & Fink, 2006, cited in Robinson et al., 2008). They also mentioned that direct and indirect impact of leadership on students' social and academic outcomes is different between the picture gained from qualitative evidence and quantitative analyses (ibid). Robinson et al., (2008) also noted that by focusing on types of leadership instead of leadership as a unitary construct, we are identifying that leaders' impact on the student outcomes rested on the particular leadership practices in which they engage. The effective school leadership is notable for establishing a safe and supportive environment through social expectation and discipline codes (Heck et al., 1991 cited in Robinson et al., 2008). The findings of Robinson et al., 2008 acknowledged moderate and strong effects for particular leadership that contrasts with the Witziers et al., (2003). Witziers and colleague's findings showed no effects or weak effects on students' outcomes. Promoting and participating in teacher learning and development is the leadership dimension that is strongly related to positive student outcomes (Robinson et al., 2008). Leadership ensures an arranged and helpful environment that makes possible for staff to teach students for proper learning (Robinson et al., 2008). It can protect teaching time from administrative and student disruption (ibid). Leadership can create classroom and playground environments where students and staff feel respected and cared for (ibid). Robinson et al., (2008) showed in their findings that when school leadership able to focus on the quality of teaching, learning, and teacher learning, they are likely to have more positive impacts on student achievement and well-being.

The head teacher is often considered as the person who makes a school effective and they act like the gatekeepers to transform a school through change initiatives (Salaudin and Conner, 2015). International research on school leadership exhibit that effective leadership is the key to effective school improvement and increase of teaching and learning (Miller, 2013 cited in Salahuddin and Conner, 2015). The OECD (Schleicher, 2012 cited in Salahuddin and Conner, 2015) report for the International Summit on Teaching define the role as follows:

School leaders can determine the school's educational goals, ensure the instructional practice is conducted towards attaining these goals, observes and assess teachers, instruct reforms to develop teaching practices, outline their professional development, assist solve problems that may arise within the classroom or among the teachers and coordinate with the parents and community. Their position allows to providing motivation and incentives teachers to the development of the quality of teaching.

Modern educational change gives a big premium on the relationship between school improvement and leadership (Harris, 2004). Global study has constantly reinforced the significance of leadership in attaining and sustaining development (Hopkins, 2001 cited in Harris 2004). There is no doubt that effective leaders practice an indirect but powerful influence on the successfulness of school and on the achievement of the school (Leithwood and Jantzi, 2000 cited in Harris, 2004). Research recommends that head teachers can assist other teachers to reach goals, to realize the changes that are essential to reinforce teaching and learning and to effort towards development (Leithwood and Reil, 2003, cited in Harris, 2004). A variety of researchers have also discovered a clear indication of the positive effect of distributed leadership on teacher's self-efficacy and level of morale (Sackney, 2000 cited in Harris, 2004). It is proved that where teachers learn together and share good practice the probability of obtaining better quality is increased (Lieberman, 2000, cited in Harris, 2004). Kind et al., (1996, cited in Harris, 2004) noted that distributed leadership has positive effects on school culture, on educational quality, and on pedagogy.

## **RESEARCH DESIGN AND IMPLEMENTATION**

### **Data collection tool/Process**

The data collection tool which used in this research was semi-structured interview. According to Menter et al. (2011, p. 126), "Interviews are best used when the research questions require you to elicit information on people's perceptions, attitudes and meanings." The semi-structured interview is flexible, and researcher has a list of questions intended to ask. However, through follow up questions, they can explore the issues (Denscombe, 2010). By using an interview schedule each participant was asked the same questions to examine responses should this be deemed necessary (Dawson, 2009). A questionnaire with closed and opened questions

was the interview schedule in this research (see Appendix 1). Based on their responses, participants were asked further open questions to qualify responses. Follow up questions were asked to ensure consistency whilst allowing the researcher the flexibility to probe further. Interviews were taken over phone and all interviews were audio recorded by using an audio device, and later transcribed and translated, which gave the researcher the chance to concentrate on the conversation. The participants were previously known to the interviewer, and the relaxed interview made a quick rapport between researcher and participants which is significant, as trust is important if participants are to speak freely (Mentzer et al., 2011). Transcription of all interviews gave a full record of what was discovered in the interviews and supplied a lot of quotes for data analysis. Some handwritten notes were taken, and backup recording was made in case of inactive of audio device, in spite of taken all measures to keep participants at ease because some participants may become nervous while being recorded (Dawson, 2009). After that transcribed and translated copies were printed and kept in a secure locked place. Questionnaires have some advantages such as they provide a wide range of information (Mentzer et al., 2011). But, if any clarification or further probe needed, they do not permit for follow up questions. Questionnaires have some drawbacks such as questionable honesty of participant's response, participants may not understand questions or be able to read questions or perfectly record responses (Newby, 2014). In addition, self-administrative questionnaires response rate can be low (Cohen et al., 2011). The literature recommends that as a data collection tool on the disadvantage of using questionnaires is that they may not be returned or if done, some questions may be missed out (Dawson 2009; Mentzer et al., 2011). For that reason, questionnaires were not used in this study. Therefore, in this research semi-structured interview was used as a data collection tool.

### **Sample/Participants**

In the semi-structured interviews, sample should replicate the characteristics of the group being studied (Mentzer et al., 2011). Denscombe (2010) called this type of sampling as purposive because it selected to meet the purpose of the research. In this research, a purposive sample was used. This process is convenient where the researcher wants to gather data from people who are typically of a group and the sample is selected for a specific purpose (Leedy and Ormrod, 2015). As the researcher was interested in the opinions of a specific group, purposive sample was considered most appropriate. Researchers can get very valuable information from a purposive sample because it permits in reaching those who have profound knowledge about an issue thus providing a deeper understanding of the issue in question (Cohen et al., 2011).

As it was mentioned earlier, this study sought to explore the relationship between head teacher leadership styles and how they create effective primary schools in Bangladesh. Head teacher, Assistant Teacher and Assistant Upazila Education Officer (AUEO) who have at least 10 years of working experiences in primary schools were invited to participate in this research. All invited participants were agreed to join in this research with their own accord. Therefore, in this study, these three types of professionals (head teacher, assistant teacher and assistant upazila education officer) are used as sample.

### **Data analysis**

Thematic analysis method promoted by Ritchie and Spencer (1994 cited in Mentzer et al., 2011) was used to analyze the collected data. After getting the full consent of the participants, interviews were recorded by using an audio device. Then all the interviews were transcribed and translated (Bangla to English) by listening again and again. Data of this study were processed in this way: first raw data were moved to generate descriptive statement and then it was moved on to interpretation (Kruger, 1994 cited in Mentzer, 2011). Collected data were analyzed according to the following steps: first, familiarization (Ritchie and Spencer, 1994 cited in Mentzer, 2011). Secondly, identifying a thematic framework (ibid). Thirdly, indexing (ibid). Next, Charting (ibid). Then, Mapping and interpretation: (ibid). While doing these the main points were marked relating to the aims of the study and these were used as codes (Mentzer et al., 2011). The same codes were used all over the transcripts, when I got new points, I added new codes. After that, I clustered these points into themes (Creswell, 2015). The main themes that were recognized are mentioned below:

- a) Effective schools.
- b) Head teacher leadership styles.
- c) Role of the head teacher.
- d) Head teacher leadership styles and effective school relations

## **FINDINGS AND DISCUSSION**

As mentioned earlier, the purpose of this study is to explore the relationship between head teacher leadership styles and how they create an effective school in Bangladesh. The research aimed to answer the following question:

- 1) Is there a relationship between head teacher leadership styles and how they create effective primary schools in Bangladesh?

In this research, semi-structured interview schedule was used to show how participants felt about the head teacher's leadership styles and effective primary school in Bangladesh. This interview schedule (Appendix 1) had mainly open questions and therefore it produced qualitative data. Findings are discussed in the following paragraphs.

The interview schedule was designed with 9 questions and 7 prompt questions about the head teacher leadership styles and how they create effective primary schools in Bangladesh. Out of 5 participants, 2 were primary Head teachers, 2 were Assistant Teachers and 1 was Assistant Upazila Education Officer. All of them were professionally directly engaged with the primary school in Bangladesh and had more than 10 years working experience.

After analysis of the responses to the open questions many codes found and after categorizing and labelling the codes, four (4) themes were identified. These are effective schools, head teacher leadership styles, role of the head teacher and head teacher leadership styles and effective school relations. Each theme is discussed below and illustrated with quotes from the responses of the participants of the interview schedule.

### **Effective schools:**

Questions 1 sought for data about desired characteristics of effective school and in response to this question all participants mentioned some important characteristics of effective school.

80% participants told that to be an effective school, a school should have good relations and communications with teachers, students, community members and higher authority.

*"...an effective primary school should have good relationship with the local communities and local communities have a belief that their children will be able to achieve optimum learning outcome from the school. School should have positive acceptance with the local people."* (Participant 1).

*"... good relation between teachers and students, good relations between head teacher and assistant teachers. Head teacher should have good relations with local the communities."* (Participant 3)

*"School should have good relationship with the guardians and local people as well as with the higher authority."* (Participant 4)

*"There is a friendly relation among teachers and students and surrounding four walls in the classroom are decorated with famous people pictures and teaching related charts."* (Participant 5)

100% participants of this study told that an effective school should have good infrastructure and convenient environment or climate.

*"Infrastructure is needed such as enough room, furniture's, playground, library and a cultural teacher to perform cultural program."* (Participant 1).

*"...first of would like to say school environment should be attractive. Teachers should be cordial and friendly."* (Participant 2)

*"The environment of this class is convenient, and the teacher is getting good teaching-learning environment..."* (Participant 2)

*"Apart from this, school should have a library, regular playing arrangement, proper sanitation and supply of pure water, attractive school environment, cubing activities, small doctor."* (Participant 3)

*"From my consideration, an effective primary school should have good infrastructure and enough skilled teachers."* (Participant 4)

*"To run teaching-learning activities properly, suitable classroom and convenient environment of the school are essential."* (Participant 5)

*"Students pass most of their time in the classroom while they stay in the school. For that reason, total environment of the classroom has an important impact."* (Participant 5)

Apart from these participants also mentioned the followings characteristics that should have any school to be an effective school.

*"An effective primary school should have an expert head teacher, regular attendance of teachers (teachers should come and leave school timely), teachers should teach competency- based lesson, teachers should respectful of their profession, school should have well infrastructure, school should have enough furniture, proper teacher-student ratio, 100% admission and presence should be ensured, use of teaching aids, active and cordial SMC and PTA committee, ...."* (Participant 3)

*"Attending and leaving time of teachers in the school must be ensured. School should have enough teaching-learning materials and teaching-learning activities should be performed by using lesson plan."* (Participant 4)

*"In an effective primary school, generally teaching-learning activities are conducted according to the curriculum. Classrooms of an effective school are decorated attractively, and it has proper classroom management. Models and other teaching aids are decorated in an open rack or glass-almirah. There are enough books, newspapers and periodicals in the school and these are opened for the students. According to the demand of the modern global era, education method should totally technology based. Teachers take classes by using laptop and multimedia projector. By avoiding old concept, teaching method should be modern."* (Participant 5)

Apart from that while responding to question 9 of the interview schedule participants 1, 2, and 3 incidentally mentioned participants mentioned some features of effective schools.

*"In my cluster, there are some good schools. Head teachers in these schools attend the schools at right time when they take classes they bring enough teaching materials."* (Participant 1)

*"I would like to mention again the term 'plan'. A good plan is a must for the development of any school."* (Participant 2)

*"Our pre-primary classrooms were decorated in a way that is convenient to all type of children. We have made our pre-primary class what is convenient for our children. Many measures were taken to prevent drop-out rate. In terms of admission, we have success, almost 99% student admitted here. Student outcome of this school is satisfactory and in the development of infrastructure government has given enough support."* (Participant 2)

*"For every work should have a plan. I work according to plan and it makes the work successful. To do any work everybody's consensus is needed."* (Participant 3)

According to the participants an effective school should have good relationship with all stakeholders, well infrastructure, decorated classroom, timely attendance of teacher, proper plan, enough teaching-learning materials, enough furniture, skilled teachers, competency-based lesson, respect of profession, teacher-student ratio, active SMC &PTA, classroom management, use of modern devices, low drop-out rate, high admission rate and expert head teacher. All the characteristics of effective schools are mostly dependent on head teacher leadership styles.

### Head teacher leadership styles

Questions 3,6 and prompt questions of question 2 of the interview schedule addressed the head teacher's required leadership styles. When answering the prompt question of question 2 they told about the expected head teacher leadership styles:

*"I think head teacher's leadership should be transformational that is here to solve any issue with the consent of all. In this way, everybody helps, and right decision comes."* (Participant 1)

*"Here head teacher leadership should be multifunctional. Here head teacher should manage academic, administrative, social aspects, and he must do this as a manager multifunctional duty. So, it is transformational. It is not merely instructional."* (Participant 2)

*"Head teacher leadership should be democratic and administrative leadership. It should be transformational. Different situation requires different leadership. Instructional leadership does not always work"* (Participant 3)

*"Both transformational and instructional leadership of head teacher is necessary of the school."* (Participant 4)

In response to question 3, when participants were asked about necessary leadership of head teacher to be a successful leader of an effective school they said:

*"Head teacher should adapt transformational and democratic leadership."* (Participant 1)

*"Here head teacher leadership should be democratic."* (Participant 2)

*"To be a successful leader of an effective primary school head teacher leadership should be transformational that is democratic, academic, and administrative leadership."* (Participant 3)

In the answer of the question 6 about what types of leadership style head teacher used to organise local community they told:

*"To organize local people head teacher should have a democratic attitude."* (Participant 2)

*"Here democratic leadership of head teacher is used."* (Participant 3)

When the participants were asked the prompt questions of question 9, they talked about the leadership styles of the head teachers of effective schools.

*"Head teacher should be transformational and democratic and head teacher should not take decision without sharing with all stakeholders."* (Participant 1)

*"Their opinion should be respected and implemented, and it is the duty of head teacher. In our school I called a meeting after monthly meeting or in the fortnight meeting, an open discussion held where we take decisions by majority members opinions."* (Participant 2)

*"Sometimes School Managing Committee helps me, and I work in a democratic way."* (Participant 3)

**Table: 1** Participants supported head teacher leadership styles

Participant	Democratic	Instructional	Transformational	Comments
Participant 1	democratic	-	transformational	-
Participant 2	Democratic	Instructional	transformational	Participants 2 mentioned "not merely instructional." (participant 2)
Participant 3	Democratic	Instructional (Instructional leadership does not always work)	Transformational (instructional does not always work.	"Instructional does not always work." (Participants 3)

Participant 4	-	Instructional	Transformational	-
Participant 5	-	-	-	-

Participant 1 clearly mention that head teacher leadership should be transformational and democratic and the participant 2 mentioned democratic, instructional and multifunctional but he highlighted on transformational leadership. Although participant 3 mentioned democratic, instructional, transformational and administrative leadership of head teacher, he mainly emphasised on transformational leadership. Thus participant 4 told in favoured of transformational and instructional leadership of the head teacher. Participant 5 did not mention clearly any types of leadership. In summary, these findings showed 60% of the participants said that democratic leadership of head teacher is necessary, 60% instructional (both directly and indirectly) and 80% supports transformational leadership styles of the head teacher.

### Role of the head teacher

All participants of this research study mentioned importance of the role of the head teacher in creating effective primary school. In response to the questions 2,3,4,5,7 and 8 of the interview schedule they mentioned many roles head teacher role in this respect.

In response to question 2 where participants were asked about the importance of the leadership of head teacher in creating effective school they mentioned some important role of head teacher:

*"I think to create an effective primary school head teacher has strong role to play. If a head teacher performs his/her duties and responsibilities properly then a positive relation builds up with local communities and assistant teachers and night-guard in the school. This positive relation creates a spontaneous eagerness among them and overall development of the school it helps very much."* (Participant 1)

*"Of course. A headmaster has to play an important role in this area."* (Participant 3)

*"A head teacher should be punctual, experienced, skilled. An expert head teacher with the help of his assistant teachers can ensure the quality of the education of the school. If the head teacher takes care of school, then the assistant teachers also take care of the school. When a head teacher visits assistant teachers' class and gives feedback, teaching qualities of school improvement. Finally, it can be said a head teacher by giving essential instructions can improve the school at the top."* (Participant 4)

*"...a head teacher should be knowledge hunter, meritorious, intellectual, strong personality and cordial to teach in the classroom. He/she is a man of justice, good examiner, quality controller of teaching, logical, researcher and innovative. He/she is the harbinger of way, and he/she is honest and religious."* (Participant 5)

*"To create an effective primary school, head teacher can play an important role in the following area: School management 2. Classroom management 3. Student evaluation 4. Good reading practice 5. Subject examiner 6. Supply of teaching materials 7. Determined organizer, 8. Transparency and responsibility 9. Keeping records 10. Preservation and development of results 11. Co-curricular activities 12. Financial management 13. Public communication 14. Administrative connectivity 15. Co-ordination of managing committee activities 16. Decision making and implementation 17. Monitoring and supervision 17. Making and implementation of plan and 18. Office management."* (Participant 5)

In response to the question 4 participants noted:

*"School leadership can help to build students' self-confidence. If a head teacher do not work cordially, do not perform monitoring, do not make classroom management, do not take action for achieving learning outcomes, and do not have any evaluation after class (who do better and who are not)- student outcomes cannot be good."* (Participant 2)

*"He/she monitors assistant teacher's teaching-learning activities, and he/she also monitors co-curriculum activities. If he does not give proper guidelines, good results cannot be achieved. For that reason, student outcomes mostly depend on school leadership."* (Participant 3)

In response to the question 5, participant agrees on the role of the head teacher in sustaining effective school.

*"Here continuation of routine is important."* (Participant 1)

*"Head teacher should identify his developing area and then make plan. How far could I develop and why I could not improve some areas."* (Participant 1)

*"Head teacher should identify the areas of weakness and the causes behind it. Is there any weakness in the teachers or in the students –it should be identified by the head teacher."* (Participant 1)

In answering question 5:

*"He/she must make plans within his/her ability. In this way, he/she can start and after that, he/she by respecting all's opinions take the plan and implement it. He/she divides the work/duties among his colleagues."* (Participant 2)

*"He will monitor school; she/he communicates with his higher authority for the development of the school. Finally, he/she increases confidence among his/her colleges."* (Participant 2)

*"Every year I run my school in a planned way. I divide the students among the teachers and teachers ensure their(student's) regular attendance."* (Participant 3)

*"As a head teacher, I look after assistant teacher's activities like their home visit."* (Participant 3)



*“Here two aspects are very important: one is right planning, and another is communicating with the guardians (home-visit, Uthan boythok- meeting in house premises of the students).” (Participant 3)*

*“Head teacher should take initiative to improve weak students. Head teacher can improve home- visit to regularize absentee. Head teacher can arrange evening hour teaching in his/her school.” (Participant 4)*

*“In my opinion, to sustain an effective primary school head teacher can play the following roles:*

*Curriculum management, directing teachers, keep records, preserving school resources, communication among School Management Committee members, guardians and local communities, performing monitoring and evaluation, teacher professional development through academic supervision, development of school through making and implementing plans.” (Participant 5)*

In response to the questions (question number 7) about the role of head teacher to improve assistant teachers professional development they replied:

*“To develop assistant teacher’s professional development, head teacher can observe assistant teachers’ classes at least one class every day. He can also organize and monitor assistant teacher class through TSN (Teachers Support Network) where one teacher takes class and rest of them observe him.” (Participant 1)*

*“Head teacher should create the teaching-learning environment for the assistant teacher. He/she can do it by observing class through lesson study and he also increases assistant teachers’ professional development through fort-night meeting.” (participant 2)*

*“By doing academic supervision head teacher can improve assistant teachers which helps their professional life in many ways. For new teachers mentoring is very important. Head teacher should introduce the new environment of the new teacher and helps to adapt to the new situation.” (Participant 2)*

*“Head teacher should give an idea about service rules to the assistant teachers. He/she should encourage and confidence building of assistant teacher about the aim and objectives of primary education. Head teacher gives them motivation. A head teacher can send them to the various training for their professional development such as subject base training or DPED training.” (Participant 2)*

*“I send them for training. In the fortnight meeting, I try to solve their problems. By mentoring I try to develop assistant teacher’s professional development.” (Participant 3)*

*“Head teacher can visit assistant teachers’ class and after that he/she can give proper advice/instruction for the professional development of assistant teachers. In the fortnight and monthly meeting by giving instruction, head teacher can develop assistant teacher.” (Participant 4)*

*“The role of head teacher to improve assistant teachers’ profession development as follows: Head teacher ensures the attendance of assistant teacher timely, helps in making lesson plan according to the lesson and class, ensuring teaching-learning with the use of lesson plan and teaching aids, head teacher monitors the assistant teachers’ classes, head teacher organize forth-night meeting with assistant teachers and organise in house training.” (Participant 5)*

In response to question 8:

*“To ensure an effective primary school, head teacher motivate students and assistant teacher...head teacher conducts classroom activities through his own thinking, creativity and using modern technology...try to develop student’s inherent qualities.... attend the regular assembly of the school... run the classroom activities properly... try to increase democratic mentality among the students... recognize the students for their good works.” (Participant 5)*

All participants mentioned many roles of the head teacher of the government primary school in Bangladesh. To perform these roles head teacher took different leadership styles and most of the participants told about transformational leadership styles.

### **Head teacher leadership styles and effective school relations**

Head teachers need to play many important roles to run an effective school and to perform the roles he/she needs to take some leadership styles. As mentioned earlier, most of the participants believe that head teacher leadership should be transformational. In response to the questions 2, 4, 7, 8 and 9 of the interview schedule participants gave their opinions about the relationship between head teacher leadership styles and effective school.

While talking about question 2, participants mentioned:

*“As a head teacher, I heart, and soul believe that in creating an effective school leadership of head teacher is very important.” (Participant 2)*

*“If a leader of an institution does not perform his duties properly, it cannot progress anyway. So, in this aspect, the role of a head teacher cannot be denied.” (Participant 2)*

In response to the question 4 participants noted:

*“Of course, school leadership influences student outcomes.” (Participant 3)*

The same response came from participant 4:

*If a head teacher do not work cordially, do not perform monitoring, do not make classroom management, do not take action for achieving learning outcomes, and ... student outcomes cannot be good without these (Participant 2)*

*“School leadership influences on student outcomes.”* (Participant 4)

*“Head teacher can encourage assistant teachers to take weekly examination of the students. Weekly examination improves student’s outcomes.”* (Participant 4)

*“In my opinion, the student’s outcomes in primary schools can be influenced by school leadership....”* (Participant 5)

Out of 5, 4 participants said that student outcomes in primary school influenced by the head teacher leadership.

In response to the questions 7:

*“In a word, head teacher can develop assistant teacher’s professional development through academic supervision, TSN, class observation etc. apart from head teacher can send them to Upazila Resource Centre (URC) for subject-based training and PTI for DPED training to developing assistant teacher’s teaching method or develop the quality of the teaching method.”* (Participant 1)

In response to question 8:

*“In brief, I would like to say about the positive attitude of head teacher about school and by the transformational leadership head teacher ensures participation of all in decision-making and implementation of decisions.”* (Participant 1)

*“In terms of assistant teachers, we can motivate them by giving importance of their opinions while taking any decision. I strongly believe that in any institution if everybody’s’ opinion is honoured; everybody will be encouraged. We can give a prize or at least praise assistant teacher for any good jobs.”* (Participant 2)

In response to the question 9:

*“They have a good relationship with the students and good relations with the local people. Head teachers invite local people in school programs and head teacher has a good relationship with the higher authority. For that reason, a positive attitude grown up about head teacher among the local people and higher authority. Head teacher got full support from the local people.”* (Participant 1)

*“As I have mentioned earlier, if head teacher takes decision by sharing with assistant teachers, that decision will be accepted by all. Assistant teachers feel encouraged in this process thinking that his/her decision was taken.”* (Participant 1)

*“Assistant teacher’s opinion is necessary. Well-being of this institution is not solely depend on head teacher, assistant teachers also play many roles in this aspect. So, assistant teacher’s opinions should be respected otherwise they will not love this institution.”* (Participant 2)

*“We can solve any internal small problem by sharing with our colleagues. Some problem, what we can external problem, I with my assistant teacher by the help of SMC and sometimes with my higher authority try to solve.”* (Participant 2)

Participants told that heartache leadership styles are very important to create an effective school. They mentioned the name of some leadership styles such as democratic, instructional and transformational and they did not prefer any single leadership styles. However, as most of the participants (80%) supports transformational leadership styles combine with instructional or democratic styles. The findings showed that there is an inseparable relation between the head teacher leadership styles and effective school and no single leadership style can serve the purpose.

## **DISCUSSION**

### **Effective school**

All participants in this study told about some important characteristics of the effective school. They mainly highlighted the importance of some characteristics of effective schools such as good relations with local communities, infrastructure of the school, school environment, an expert head teacher, regular attendance of teachers, competency-based lesson, teacher-student ratio, 100% admission, active SMC and PTA committee, enough teaching learning- materials, classroom management, technology-based teaching, work according to plan, decorated classroom. By analysing these findings, it can be said that to be an effective school these characteristics are necessary, and to establish and sustain these characteristics head teacher proper leadership is a must as head teacher is the centre of all activities around the school.

These findings are in line with the concept of the following literature. Cohen et al. (2009) noted that the level of discipline, school climate, activities of teachers and students passing rate in certificate examinations are the parameters of school effectiveness. School leadership is remarkable for founding a safe and supportive environment in accordance with social expectancy and discipline codes (Heck et al., 1991 cited in Robinson et al., 2008). School climate is the heart and soul of a school campus (Freiberg & Stein, 1999 cited in Allen et al., 2015).

The findings came from the participants’ responses and the findings of the related literature reviews stated that effective schools have some common characteristics. These characteristics are important to be an effective school. Head teacher plays the central role in any school as all activities within the school being performed by

his/her leadership. Characteristics of effective school are established and sustained by the head teacher. So, to create an effective school, head teacher proper leadership is important.

### **Head teacher leadership styles**

All the participants gave their opinions that to create and sustain effective school, head teacher leadership is important but in terms of leadership styles of head teacher, their opinions varied. 80% of the participants prefer transformational leadership styles of the head teacher to be a successful leader of an effective school, 60% democratic leadership styles and 60% instructional leadership styles. Only participant 5 did not mention any leadership style and those participants responded they mentioned the name of two or three leadership styles of the head teacher. However, most participants (80%) preferred leadership is transformational leadership style. Transformational leadership is now considered as the best leadership styles because “Transformational leadership practices, considered as a composite construct, had significant direct and indirect effects on progress with school-restructuring initiatives and teacher perceived student outcomes.” (Leith woods’s 1994, cited in Bush &Glover, 2014 page 557)

The above findings are consistent with the findings of the investigations of the following researchers.

Thoonen et al. (2011) noted that both instructional and transformational leadership are the most influential ways for teacher engagement and effectiveness. Transformational leadership directly influences teachers professional learning, teacher cooperation and teacher sharing in decision-making (Thoonen et al., 2011; Orphanos and Orr, 2013). Conversely, Robinson et al. (2008) noted that instructional leadership was three to four times on average more effective on student outcomes than transformational leadership.

By analysing the findings and the literature reviews, this research reinforced that to create an effective school, head teacher leadership is inevitable. However, this research is not supporting any leadership style for the head teacher of Bangladeshi primary schools. This research agreed with the idea of Amanchukwu et al. (2015) who stated that leadership is not a “one size fits all” aspects. It should be chosen and adapted according to the demand of situation, organization, individuals and, groups (ibid). Moreover,

### **Role of the head teacher**

All participants gave the importance on the role of the head teacher in creating effective primary school in Bangladesh. These findings are broadly harmony with the following researchers: Head teacher plays a crucial role in transforming school as effective and inclusive (McLeskey and Waldron, 2015). They also noted that a successful programme could not be developed without a strong, active support of the principal(ibid). Leadership ensures an arranged and helpful environment that makes possible for staff to teach students for proper learning (Robinson et al., 2008). Salauddin and Conner (2015) stated that head teachers make schools effective, and they act like a gatekeeper to transform a school through change initiatives. Proper leadership is the key to effective school improvement, and increase the teaching and learning (Miller, 2013 cited in Salahuddin and Conner, 2015). The participant mentioned many roles of head teacher as he/she must involve every activity within the school and the literature reviews support these.

To create an effective school head teacher has to play many important roles. The success of these roles depends on the head teacher’s leadership styles.

### **Head teacher leadership styles and effective school relations**

Head teacher leadership is very important to create an effective school. 60% participants told that the student’s outcomes in primary school can be influenced by school leadership. This is consistent with results reported by a number of previous studies.

Heck and Hallinger (2014) shown a relationship among leadership, teaching quality and student learning, and they argued that student outcomes can be raised by school leaders. In their study Orphanos and Orr, (2013) shows that school leadership exerts a positive influence on the school and student outcomes. Teacher collaboration, distributed leadership, efficacy, practices, professional learning and satisfaction are the most commonly affecting student learning and influenced by leadership quality (Orphanos and Orr (2013). Leithwood and Jantzi (2008, cited in Orphanos and Orr, 2013) examined the effects of leadership practices on teachers and students’ outcomes and showed that head teacher leadership has a strong, direct influence on teacher cooperation and job satisfaction. Orphanos and Orr (2013) noted that more effective leadership practices have a strong effect on teachers’ job satisfaction and their partnership. In a study Robinson et al. (2008) showed the relationship between student outcomes and leadership styles.

One of the remarkable indicators of an effective school is student good outcomes and without good student results, no school can be effective. School outcomes mostly depend on head teacher’s leadership styles. A proper leadership style taken by the head teacher makes a school effective. So, it can be said that head teacher leadership styles and effective school have a positive relation.

## CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

### Conclusions and Implications

This chapter gives a brief overview of the findings and based on the findings and on the literature review, recommendations were made that can help to create and sustain effective primary school by applying leadership styles of the head teacher.

As mentioned earlier, the research question of this dissertation was: Is there a relationship between head teacher leadership styles and how they create effective primary schools in Bangladesh? The purpose of the study was to explore the relationship between head teacher leadership styles and how they create effective primary schools in Bangladesh. Establishing the concept of inseparable relations between head teacher leadership styles and effective school was the aim of this research. The findings that were presented in the previous chapter suggests that there is a relationship between the head teacher leadership styles and effective primary school in Bangladesh and these findings fully meet the aims of this study.

All participants spoke about the characteristics of an effective school such as good relations with local communities, the infrastructure of the school, school environment, need for an expert head teacher, regular attendance of teachers, competency-based lesson, teacher-student ratio, 100% admission, active SMC and PTA committee, enough teaching-learning materials, classroom management, technology-based teaching, work according to plan, decorated classroom. Obviously, these characteristics of effective school depend on the head teacher activities. It should be noted that head teacher is the key person to establish and maintain these characteristics of the school and the quality of these characteristics depend on what types of leadership styles taken by the head teacher. Most importantly, these findings are broadly in line with the findings of various studies discussed in the Chapter 2 (literature review) which have discussed characteristics of the effective school.

It is clearly shown in the findings section (Chapter 4) that school effectiveness mostly depends on the head teacher leadership styles and that styles should be democratic, multifunctional, instructional, transformational or combination of instructional and transformational. These findings are mostly in line with the literature that reviewed in Chapter 2 which show that successful leaders can attain and sustain development by using transformational and instructional leadership strategies. It is important to consider head teacher leadership styles because the success of any work in the school largely rely on what types of leadership is used by the head teacher respected school. If a head teacher applies autocratic leadership, he/she will not succeed because others stakeholder may not support him/her as they may consider themselves ignored or dishonoured. So, to create an effective school, head teacher leadership is inevitable. Never the less, this research do not support any particular leadership style of head teacher to create an effective school.

In a primary school, all activities are related to the head teacher, and head teacher is the centre of all activities. In addition, everything happens in the school is performed under the head teacher leadership. Furthermore, Head teacher is the initiator all activities in the school. So head teacher has to play many roles at a time. The findings that shown in chapter 4 described that head teacher has to perform many activities to run the school properly. The quality of all activities in the school largely depends on the head teacher role. So, effective school depends on the role that the head teacher play. In chapter 2, literature review also said the same tone.

In the findings section, participants mentioned the role of head teacher to create effective primary schools. Literature review section and the purpose and aim of this study was also said the same things. So, it can be said that the purpose and aim of this study are fully met.

### Recommendation for Practice

As seen in the findings, there is a relation between head teacher leadership styles and effective school. To create and sustain effective school head teacher proper leadership is inevitable and to develop head teacher leadership quality, leadership training is a must for the head teacher. In the Bangladesh National Education Policy (2010, p. 10), Bangladesh government gave emphasis on the teacher training, it was noted "Initiative will be taken for teachers' training and scope of their in-service training will be broadened. Overseas training will be arranged depending on necessity and availability." With this in mind, it is recommended to take initiative to arrange leadership training for the head teachers and related officers for the development of or to establish effective schools in Bangladesh according to the following table.

**Table 2**  
**Recommendations action sheet**

Issues	Person/responsible	Resources required	Cost	Time frame
"Leadership Training" for the Primary School Head teachers (focusing on effective school, leadership styles, head teacher roles, head teacher and effective school, academic supervision)	Director General of Directorate of Primary Education	Training	25,000(per person)	Short term (1-3 months)

“Leadership Training” for Upazial Education Officer, URC instructor, Assistant Upazila Education Officer and Assistant Instructor (focusing on effective school, leadership styles, head teacher roles, head teacher and effective school, academic supervision).	Director General of Directorate of Primary Education	Training	25,000(per participants)	Short term (15 days)
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### Limitations and recommendation for future study:

A remarkable limitation of this study is that it is a small scales research and the number of participants was only five. This research is performed only in a one Upazila out of 505 Upazila in Bangladesh. Future research should investigate a wider area and number of participants should be more. Results may vary from one part of Bangladesh than other parts. Another limitation of the study was limited time and no budget, and for that reason researcher had to take interview via mobile and laptop. If the researcher could able to take direct face to face interview, he could collect more in-depth information from the participants. This could increase the validity of the findings and generalisation could be made from this study. If the findings of future research in this area agreed with the findings of this research, they could reinforce the importance of head teacher leadership styles to make their school effective.

Another limitation of the is research is that data were collected from the participants those who were professional in the same field. If the data were collected from the persons those who were not direct employee such as SMC, other officers of Upazial, guardians, public representatives, the findings might vary or more strengthen these findings. So, further research could be done by including these participants. This research was done by using only quantitative method. Further research could be done by using quantitative method or mix method and it would allow stronger triangulation which could increase the validity of the findings.

Though the findings of this study are not generalise able to other settings being the small scale and scope of the research, it is expected that they suggest useful insight and that policy-makers of Bangladesh Government and other schools may be encouraged to create effective school by establishing the head teacher proper leadership style. The aim of the study was to show the inseparable relationship between head teacher leadership styles and effective school. The findings of this study showed that, and the literature review of this research supported this, so it can be said that the purpose and aim of this study fully achieved.

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