

# THE ROLE OF HEAD TEACHERS IN ENSURING JOYFUL LEARNING ENVIRONMENT IN GOVERNMENT PRIMARY SCHOOL (GPS) OF BANGLADESH.

Mohammad Mostafa Kamal<sup>1</sup> and MD. Shahadur Rahaman Chowdhury<sup>2</sup>

<sup>1</sup> Head Teacher of Netrokona District, Primary and Mass Education Ministry, Dhaka, Bangladesh

<sup>2</sup> Instructor, Upazila Resource Center Primary and Mass Education Ministry, Bangladesh.

## Abstract

*This study is aimed to explore the role of Head Teachers in ensuring joyful learning environment in GPS of Bangladesh. For data collection it purposefully selected two government primary schools. For this qualitative research it used classroom observation, interview and informal discussion. It was conducted two interviews with two Head Teachers and two interviews with assistant teacher of selected schools. The study found out that, Head Teacher is a key person to ensure joyful learning environment. The participants of this research have clear idea about joyful learning. They apply MWTL methodology which is based on joyful learning. Classroom activities are child centered. Teacher-students' relationship and interaction is satisfactory. To ensure joyful learning environment it is recommended to consider the challenges the Head Teachers face and the students' learning needs.*

**Key word:** Activities, Awareness, Challenges, Multi Ways of Teaching Learning (MWTL), Government primary school (GPS), Joyful Learning, Relationship, School level Improvement Plan (SLIP).

## I. Introduction:

Quality primary education is the main expectation and intention of the government of Bangladesh. At present, there are about 65,000 government primary schools in the country. Beside these, there are some "Kindergartens" and private schools to work for primary education. In those schools, mainly children of solvent family's study. There are some qualified and distinguished private schools with strong managerial body. But mainly poor and students of remote areas are studying in the government primary schools. These government schools also have Managing committees, but Head Teachers are the main administrators of these schools.

Before the nationalization of primary schools, community was involved to organize and develop the schools and also ensured the joyful learning environment. But in many of the cases community does not play fruitful role to develop. But government has initiated many projects like PEDP I, PEDP II, PEDP III, PEDP IV to ensure joyful and quality primary education through involvement of community. Head Teacher is the main element in involving community and ensuring joyful learning environment. To strengthen the capacity of Head Teacher of GPS government started many training programs e.g. Leadership Training for Government Primary School Teachers (DPE, MOPME, 2018). Head Teacher is the administrator and liaison person of the school. In a government primary school, there are 6 teachers (in average) including Head Teacher and a big group of students. As the key personnel of a government primary school, Head Teacher has to play the leading, working and coordinating role for ensuring quality education in the primary schools.

Directorate of Primary Education (DPE) and GOB are trying to ensure joyful learning environment through the School Level Improvement Plan (SLIP). The main objective of SLIP is to involve community for ensuring joyful learning that leads to quality primary education. SMC, PTA and SLIP are the main working bodies of GPS and Head Teacher is the member secretary of these committees. Those committees are formed by the people of root levels and make plan, implement and monitor the activities that help to ensure the joyful and child friendly environment in GPS (UNESCO, 2015). Head Teacher is also the bridge between the community and the government. For quality education in primary sector we must ensure joyful learning environment and child friendly environment and for that Head Teacher does many activities in that respect. Head Teacher plays a various role in whole school improvement. Therefore, to conduct a study that how Head Teacher leads a government primary school with ensuring joyful learning environment.

## II. Purpose of the study

Primary education has been prioritized among the development efforts in Bangladesh. The main purpose of this research is to identify the role of Head Teachers in ensuring joyful learning environment in GPS and the understanding of the Head Teachers about joyful learning environment. My research would analyze and look for the possible challenges the Head Teachers face in ensuring joyful learning environment.

There are many factors that would influence to prepare joyful learning environment in GPS and how the Head Teacher would handle those factors so that the overall learning environment may be adopted. Head Teacher works with many committees like SMC, PTA and SLIP directly and she/he also works with many other organizations directly and indirectly for joyful learning environment. It is essential to find out what possible dealing procedure of Head Teacher aims to achieve maximum opportunity for ensuring joyful and quality primary education. I would like to find out the ways the Head Teacher deals with those organs for ensuring joyful learning environment in GPS. I also would find out the challenges faced by Head Teacher to ensure joyful learning environment.

### III. Significance of the Study

Head Teacher plays the key role in providing quality education in the GPS. The paper has a short discussion on quality and joyful learning in GPS of Bangladesh. It will also give a rationale why we have emphasized on quality primary education and joyful learning. The findings of this study will try to identify what factors are considered more for joyful learning in primary schools and how the Head Teacher rightly implements them. The leadership and creativity of Head Teacher make the school success in ensuring joyful learning. Teachers deal with a large number of children from different backgrounds and Head Teacher leads the teachers and students in a team. Head Teacher has more and more responsibilities to ensure quality education by creating joyful environment. The result of the study will provide information to the policy makers about the main barriers of the joyful learning and how the Head Teacher's role and perception play to overcome it. It will also provide some recommendations that will help the Head Teachers and relevant government high officials for ensuring joyful, quality and sustainable primary education. The findings might be helpful for GOB (Government of Bangladesh) for taking further actions. It will be also helpful for other researchers for further research in this sector.

### IV. Objective

- (1) To find out the Head teacher's role to ensuring joyful learning environment in GPS of Bangladesh?
- (2) How can overcome the challenges to ensuring joyful learning environment in GPS of Bangladesh?

### V. Research Questions

- (1) What roles does the Head Teacher play in ensuring joyful learning environment in GPS of Bangladesh?
- (2) What is the understanding of the Head Teacher about joyful learning environment?

### VI. Methodology

In this research it was used qualitative approach with support of quantitative tools (Survey) in order to illustrate of holistic view of the situation I have selected qualitative approach for my study because I think this approach is appropriate for my study topic -The role of head teacher in ensuring joyful learning environment in GPS of Bangladesh.

Qualitative research is pragmatic interpretive and grounded in the living experience of the people. Qualitative research investigates the why and how of decision making and has a strong basis in the field of sociology. It enables a researcher to conduct and intensive study with a small sample. A thick narrative description of the results and findings could be developed from this approach.

### VII. Data collection methods and tools.

It had done three types of tools. They are: (1) Survey-1 (2) Interviews- 5 (3) FGD-1.

It conducted an informal discussion with the students of class of Three to Five. It selected 10 students randomly and from every class minimum two students were selected. For this informal discussion It developed a guide including five questions.

It was conducted one survey, one FGD and five interviews because survey helped me to get their personal and individual information. Through the FGD it got multiples identical and diverse information of different tastes. On the other hand, interviews are very much interactive.

It helped the study to collect detail perceptions of the individuals. This face to face informative method connected the study with the direct views and attitudes of participants. As-

Interview is a two-way method which permits an exchange of ideas and information. It is unique in that it involves the collection of data through direct verbal interaction between the interviewee and the interviewer. It requires that all the normal channels of communication carried out with a definite purpose of obtaining certain information by means for the spoken word. (SHIDHU, 2001, p.145)

It was very much helpful for to know about individuals' thoughts, feelings, behavior and habits. So, it used interviews, survey and FGD these three types of tools.

### **VIII. Observation**

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p 79). Observations enable the researcher to describe existing situations using the five senses. This looks carefully, listen carefully, pay attention, experience the context and write down what actually happened without intervening.

In this study the Role of Head Teachers in Ensuring Joyful Learning Environment in GPS of Bangladesh what head teacher's do actually in the natural setting. Observation was done with the help of observation checklist.

### **IX. Data collection procedure**

It has used in depth interview, informal discussion with the students and observation methods to collect the data. It interviewed two Head Teachers and two assistant teachers of Government Primary Schools of the same schools. It developed an observation guide for observation of the school and teaching learning process. It conducted an informal discussion with the students of class one to five.

Each interview sessions continued for 40 minutes with both the Head Teachers and assistant teachers of the schools in rural and urban areas.

We can get a real description and analysis of a research topic, within short facility of the research and the nature of responders (Collis & Hussey, 2003). The targeted groups were Head Teachers. It had developed an observation guide and observed the classroom and the whole school environment according to the guide line. It helped me not only in collecting the factual data but also understanding the deep feelings of the participants. In addition, it helped me to realize if there were any gap between the data collected from the interview and the actual scenario.

I also conducted an informal discussion with the students of class of Three to Five. I selected 10 students randomly and from every class minimum two students were selected. For this informal discussion I developed a guide including five questions.

### **X. Data Analysis**

The process of data analysis involves in arranging the data reasonably and picturing them sequentially. During collection data was recorded whole of the interviews and discussions. It also took notes for whole of the process with interviews. After collecting data, it rearranged them into the different theme and marked them into different colors with a marker pen. It cleaned all of this data for the necessity of the research. Then it read all of them again and again and tried to understand the inner meaning of those. It tried to relate the collected information with the interviews, focus group discussions, survey and content analysis.

Then it was translated them into English for research as it had to do in English version after that it matched the rearranged data with this research topic, research questions and conceptual frame work.

### **XI. Ethical concern**

Researchers should consider protecting research participants from possible harm and maintain the privacy and confidentiality of the participants, when they collect data (Gall et al, 2007). For this reason, I will not disclose the name of my interviewees and will not publish anything without the consent of the participants. I shall not reveal the name of institutions or use dummy names for the schools where I went for my data collection. I have shared with my research participants my purpose of the study and reason of interviewing, observations and how my findings will be used further. I had provided my participants an informed consent letter where I mentioned about the purpose of my research. I also avoided the issues that were sensitive.

### **XII. Credibility and Rigor**

As a qualitative researcher I had some limitations. I conducted my study only in two schools and selected very few participants for data collection. It was not enough to gain the real view of the whole situation but this study would at least provide some insights about the role of Head Teachers for ensuring joyful learning environments in GPS of Bangladesh. Some more relevant stakeholders could have been included in the study for data collection, like, parents and SMC members. But this could not be included due to time constraints.

### XIII. Demographic profile of the participants

For conducting this research study, it was selected two govt. primary school's assistant teachers, Head Teachers, in Mohongonj Netrokona Districts of Bangladesh. Purposively it has selected two different categories schools one is urban and another is rural school. By this way got real scenario of those two schools and their students vision about this study.

#### Research participants

Type of participants	Number of participants	Tools of the research.
Head teachers	2	Interview, FGD
Assistant teachers	2	Interview, FGD
Students	10	Discursion, Survey

### XIV. Results

The aim of this research was to explore and identify the role of Head Teachers for ensuring joyful learning environments in GPS of Bangladesh. It was also aimed to find out the challenges faced by the head teachers of GPS to ensure joyful learning environments. The Head Teacher of a government primary school leads various kinds of people and main job is to ensure quality education and for quality education joyful environment must be ensured. Atmosphere of a government primary school should depend upon Head Teacher of the school. The whole study was guided by two key questions. For collecting data, it used interview guideline, observation checklist, and informal discussion guideline as data collection tools. This research participant was Head Teachers, Assistant Teachers and students. It has categorized and analyzed the collected data according to key questions. It has identified two themes based on the research questions: a) The role of Head Teacher and b) Joyful learning environments in GPS.

#### 4.1. The Role of Head Teacher of GPS:

With the objective to explore and identify the role of Head Teachers in ensuring joyful learning environment in GPS of Bangladesh It took interviews of Head Teachers, observed classes and had informal discussion with students.

In this section first It will explicate the activities the head teachers do to create and support a joyful situation for learning. The head teachers of government primary schools do various activities like arrange Wall Magazine, football games, painting on walls with educational values, establish science laboratory, and provide adequate materials for classroom, proper supervision and proper guidelines. Head teachers also establish different clubs like English Language Club and Science Club. During the Informal Discussion and Interview with the Head Teachers it was revealed that they have expectations and plans the above mentioned activities. One Head Teacher said,

“As a Head Teacher for monitoring the teaching learning process I am advised by authority to supervise at least two classes in a day. But I have to maintain monitoring one class in a day. Here I have to observe that lesson plan, follow the lesson plan and the use of teaching- learning materials, interact with the students, achieve learning outcomes etc. After each observation, I have to give some feedback to the respective teacher. I pay keen attention for all classes to start timely.”

The teachers are the main working force of the school. Head Teacher is the leader of the group of people. Head Teacher works with various types of people. They are students, teachers, parents, local elite people, and leaders of the community and outside the community, officers of the primary education department, officers of other department, and various NGOs. Head Teacher makes liaison with the all the stake holders (above mentioned) to ensuring joyful environment for education. In this regard one Head Teacher said

“To ensuring joyful environment in the school I (as a Head Teacher) have Established a good relationship with all the stakeholders (parents, community Leaders, SMC members, PTA members and others). I arrange Annual Sports, observe different national days, maintain many clubs and activities, and collect money from the local community. (Interview 1.)”

In an interview with a Head Teacher when asked how he involves community in creating a joyful learning environment in school, he shared that he has to arrange many cultural and sports programs, but in this matter there is no sanctioned money from the government, Head Teacher collects that from community.

Head Teacher has to arrange staff meeting to make a collective decision with their colleagues for quality and joyful education. One Head Teacher said

“While inspecting our school by AUEO, UEO, URC Instructor, ADPEO, DPEO or other officers, they give some instructions for ensuring quality and joyful learning. After any inspection I (as a Head Teacher) arrange a staff meeting about the instructions and we try to make a work plan on how to implement the instructions?”

While sharing about the challenges they face in order to create joyful learning environment in school, the teachers and Head Teachers mentioned about the socio-economic background of the poor children of their community.

In a government primary school, children are of various communities. Most of them are from poor families. They do not get proper nutritious food. They need mid-day food. Now we have arranged in a short form”. According to another Head Teacher’s view, “Students should have a motive to remain in school for learning and for this we need to always keep them in joyous mood and in a fearless environment.” One teacher mentioned

“Our children stay for long time in the school and it will be essential to maintain a joyful environment for them and through it teaching and learning is occurred spontaneously. In this way teaching and learning will be sustainable. Creating pressure is not an appropriate process for learning for the children of primary schools. (Interview4.)”

Head Teacher has to create a joyous atmosphere by getting helps from others. He has to make the school attractive to the students. In this regard one Head Teacher stated

“When we get any training like subject based training, leadership training and other training, to create joyful environments for children and them learning is to be emphasized. For that I arranged class rooms with paintings and materials as well as I arranged the whole school so nicely with the help of government SLIP grant and helps by community.”

The main work in a school is teaching and learning. The teaching learning process will be fruitful when teaching learning materials and safe environment are ensured. The collected data indicate that Head Teachers collect and provided materials and also supervise to ensure it. One Head Teacher stated “As a Head Teacher I have to supervise and monitor the classes conducted by other assistant teachers, but I cannot do it properly because of many other duties. (Interview 4. Date: 13/10/18)” Another Head Teacher added in this regard, “Head Teacher has to do many activities to ensure joyful learning. He collects materials from different sources, arranges cub scouting activities, arranges parents’ meeting, arranges ‘Uthan Baythok’, and motivates the teachers personally and collectively. (Interview 3. Date: 14/10/18)” Joyful Teaching learning situation depends on a collective work by all stake holders and Head Teacher has to lead and coordinate all the stakeholders to do this. It is found from my research participants’ opinions. One of my participants said “I realize that joyful learning environment depends on the three main components like teacher, students and the guardians. Head Teacher is to coordinate among the three stake holders. But many of our guardians are poor and they do not care about their children’s education. In that case Head Teacher has to take extra care for them”.

Now the days are of technologies. Using technology, teaching and learning may be more joyful and attractive. In our government primary schools, government provided one laptop and multimedia projector (classroom observation 1), but this is not sufficient. Head Teachers can motivate the community to provide another set of multimedia facilities. One participant clearly said

“I observed that group works and the competitive works give more pleasure to me children. Multimedia Classes are enjoyed by my students. But we could not arrange enough multimedia classes for my students. When I needed some materials, Head Teacher provided me if possible. (Interview 2.)”.

One of the Assistant teachers emphasized the importance of project work in involving the students in joyful learning. He shared his experience as,

My students thoroughly enjoy the Science classes when we did a project work.

Some students did not get interest in the classes, I found that some did not take their breakfast or take very light breakfast. After break time many students did not come back to the classes. Sometimes Head Teacher arranged

food items with the help of community. Head Teacher also arranged project work and provided facilities to do so”.

The above mentioned data indicates the various aspects and duties of Head Teachers of government primary schools. Joyful learning is a complicated matter. It is the combination of various activities. The activities take place both inside the classrooms and outside the classrooms. In addition to these there are some activities that create a joyful atmosphere in a school. All my research participants were concurred that all activities of a primary school may be done and will be fruitful by the Head Teacher's leadership and dedication. According to the collected data, to make teaching learning situation joyful Head Teacher has to play a vital role and consequently whole school improvement will be achieved. Using proper teaching learning materials in the classroom is being done by the teachers, but Head Teacher collects the materials, guides the teachers to use it, supervises and monitors the activities to do accurately. In any unexpected situation Head Teacher has to take decisions by discussing with the other colleagues or without discussing with others. If the decision is wise the school will be benefited. In a word, all agreed that Head Teacher is the key role player in creating a joyful environment in a school.

#### **4.2. Joyful Learning Environment:**

In the classroom observations it found that students enjoyed the classes most when relevant materials of the topics were used. Chart and pictures were very useful resources to make the classes effective and joyful. Some science classes were enjoyed by making practical lessons. When the students were engaged in group work they became enthusiastic and enjoyed the task. They loved clean and spacious classes. The teachers were very cordial and have established good relation with the students. They loved clean playground. They loved to play. They expected good behavior from the teachers. They also loved to do work with the other students i.e. cleaning and arranging the classes. (Classroom observation 1.). One teacher shared his opinion about joyful learning environment. He said

“Joyful learning environment means the atmosphere where students get chance to acquire knowledge in a fearless way and the atmosphere enables the students to achieve the learning outcomes smoothly. Here students work and study without hesitation.” (Personal conversation: Interview 1)”.

The above stated data indicates that joyful teaching learning environment means teaching will be without pressure and well planned for achieving certain learning outcomes. The activities are done by teachers and they are guided and lead by a Head Teacher in a government primary school. Joyful environment in a school has another component, i.e. safe environment. The children of the government primary schools are in the age of 5+ to 10+). These children come here with their parents and sometimes without any guardians. The teachers of the primary school carry out main responsibilities of those children. In this regard one teacher said,

“To ensure joyful learning environment the whole school situation needs To be changed. For that we have to create attractive environment both inside and outside of school and ensure safe drinking water & sanitation. To ensure joyful learning environment we are providing electricity in our school, bought many play materials like slipper, swing etc. We made a garden.

Teaching learning environment is turned into joyful with the use of relevant resource materials and as the children are the main stake holders, teaching and learning process need to be decided according to their interest. One participant stated, “Sometimes I arranged the classes outside the class room to give the students refreshment and enjoyment. I observed they enjoyed it most. I used materials, chart, and model for making joyful class room.” The above mentioned data indicates that joyful environment depends on the proper use of materials. Sometimes teachers use it. But it is not established up to the mark. One Head Teacher said that ‘Music’, ‘Arts and Craft’ and ‘Physical Education’ had been introduced recently. Children enjoy the class most. But it is unfortunate that these subject based teachers are less skilled at the subjects. A short training has been introduced from last year. Another participant said,

“Music, Arts & crafts and physical education classes are enjoyed very much by the children. When we draw a picture of a leaf, they get pleasure. When we use a real leaf of a tree, they enjoy more. So I believe that Music, Arts and crafts and Physical Education classes should be emphasized more.”

The above mentioned data indicates that in our government primary school, some interesting and attractive subjects have been introduced. It is important to ensuring joyful learning environment. There are some problems to maintain these subjects: we have not enough qualified teaches to conduct these classes. But recently government has provided short training for these subjects. Moreover, Head Teacher may arrange to provide

some teachers from outside with the help of community. One Head Teacher mentioned he had computer teacher from outside and his salary was provided by SMC.

In my study I selected two government primary schools, one was in urban area and the other was in rural area. In my classroom observation I found that students of urban area are more actively involved in their classes and teachers are friendlier than that of the rural areas schools. I also found that urban area's students enjoyed their classes with free and fearless environment. On the other hand, students' response in rural area's school in the teaching learning process was slow. But the Head Teacher of rural area's school monitored the teaching learning process cordially and helped the assistant teachers to improve their teaching learning process. Assistant teacher of a rural school said,

Multimedia Classes are enjoyed by my students. But we could not arrange enough multimedia classes for my students. When I needed some materials, Head Teacher provided me if possible. (Interview 2)"

The result section shows that government primary schools have a shortage of staff and there are many students who come from different communities (most of them are poor). Some students of the schools do not come to school regularly. There are many causes to be absent from school. Many of them have to help their parents for their work. Some of the students feel shy of the school. Some of the students do not feel safe in the school. For that reasons, many students drop out from the school. First of all, the school has to keep them in school regularly. For this, school should have attractive and child friendly environment. Making attractive school environment the, Head Teacher has a leading role in the school. Having limited resources, the Head Teacher has to do the work with the help of community. Seeking community's help he has to liaison with all the stake holders. School has to arrange many cultural functions, sports, day celebrations etc. These initiatives make the school attractive to the children. But organizing these works is not easy. Sometimes, there is no budget or insufficient budget sanctioned for this kind of activities in schools. Head Teacher has to organize the functions with the help of community people. So, Head Teacher plays a key role to perform these works. These works help to create safe and joyful environment for the children. Teaching and learning is the main activity in a school. The teaching learning process should be attractive. It is very challenging. Because, school has some qualified teachers, they are small in number. Sometimes short of teaching staff, school feels very unsafe. Then Head Teacher has to manage the teachers with the help of community to ensure uninterrupted teaching learning process. To ensure joyful learning environment, using teaching learning materials is must. Teachers receive many training, but they have less practice in classroom. Head Teacher has to guide and monitor to use proper teaching learning materials for making the class joyful. In this regard, Head Teacher has to monitor and administer properly. In all aspects a Head Teacher of government primary school should have to perform many planned activities for ensuring joyful learning environment.

## **XVI. Discussion**

5.1 Discussion: It conducted four interviews of two Head Teachers and two assistant teachers of government primary schools. It collected various types of data from interviews. I observed two classes- one was grade five and another was grade three. I also conducted two informal discussions with students. Each discussion conducted with ten students of class three to five.

In our government primary schools, government provided laptop and multimedia projector. But it is not sufficient. It found that students enjoyed the classes most when relevant teaching-learning materials were used. Students enjoyed science classes when they had practical lessons.

In this section It tried to discuss the findings of my study elaborately according to the themes which are closely related to my research topic and research questions.

### **5.1.1 The role of Head Teacher:**

Results show that all the participants agreed that the main job of Head Teachers is to ensuring joyful learning environment. From the interview of Head Teachers, it has been revealed that they have expectation and plans to do various activities like arrange wall magazine, football games, painting walls with educational values, establishing science laboratory, providing adequate materials for classrooms, also providing proper supervision and proper guidelines to the teachers. They also shared that they establish different clubs like English Language Club, Science Club and Debating Club etc.

Joyful learning is a complicated matter. It is the combination of various activities. The activities take place both inside the classrooms and outside the classrooms. In addition to these, there are some activities that create a joyful atmosphere in a school. All my research participants concurred that all activities of a primary school may be done and will be fruitful by the Head Teacher's leadership and dedication. According to the collected data, to make teaching learning situation joyful Head Teacher has to play a vital role and consequently whole school improvement will be achieved. Teachers use proper teaching learning materials in the classroom, but Head Teacher collects the materials, guides the teachers to use it, supervises and monitors the activities to do

accurately. In any unexpected situation Head Teacher has to take decisions by discussing with the other colleagues or without discussing with others. If the decision is wise, the school will be benefited. In a word, all agreed that Head Teacher is the key role player in creating a joyful environment in a school.

A government primary school Head Teacher is not only a teacher but also a good leader. He/ She leads various groups to ensure the quality education she/he plays various roles. Those roles make the schools effective and through performing those activities properly joyful learning environment would be possible. In our country context, the Head Teacher of a school has to be responsible to SMC as well as to the primary education office. The Head Teacher has to abide by the rules and instructions given by the government and follow some instructions or demand from SMC, PTA of community leaders. In a word, I can say that the Head Teacher makes a balance among all the stakeholders for the sake of ensuring joyful learning environment.

I found the same opinion in the UK Education report which was published in 2002. Office for Standards in Education (2002) described as,

“Leadership and management in schools continue to improve. They are good or better in approximately three quarters of primary, special and secondary schools. However, there are still one in twelve primary schools, one in seventeen secondary schools and one in twenty special schools with unsatisfactory or poor leadership and management. In addition, even in schools where leadership and management are judged to be good overall, there are common areas of weakness across all phases to which training needs to respond. However, it does not always meet the needs of Head Teachers from a variety of contexts and there is no effective monitoring of the outcomes.”

Classrooms should be established as child friendly and joyful with sufficient teaching learning materials. Head Teacher is responsible to provide such facilities to the teachers for ensuring joyful environment and quality primary education. Students, teachers, parents and other stakeholders are working together to create such type of environments. Head Teacher is the pioneer of the attempts (Fullan., Rolheiser. & Bennett. 1990). Here it is emphasized that school improvement depends on correlation with various components and leadership practice by the Head Teacher of the respective school.

In a report of DPE it found that government provided computers and projectors in almost all government primary schools to enhance joyful learning and teaching environment (DPE, 2017). To ensure proper use of this technology, the Head Teachers have to take initiatives. In many cases, the computers and multi-media projectors are unused. But Head Teachers have to ensure proper utilization in spite of some problems. In his study Morshed (2016) stated,

“Now school leaders are accepting all types of available technologies and materials to use in the classroom. Although these audio-visual materials are highly interactive, they are not going to help if they are not contextualized from the Bangladeshi perspective, so further studies can be done to research how to contextualize technologies for Bangladeshi education.”

The above study identified that there are some problems to use modern technology like computer and other equipment's, because, expert teachers are not available in all schools. In that case Head Teachers may arrange alternative teachers with the help of community

### **5.1.2. Joyful Learning Environment:**

In the classroom observations it found that students enjoyed the classes most when relevant materials of the topics were used. Charts and pictures were very useful resources to make the classes effective and joyful. Some science classes were enjoyed by making practical lessons. When the students were engaged in group work they became enthusiastic and enjoyed the task. They loved clean and spacious classes. The teachers were very cordial and have established good relation with the students. They loved clean playground. They loved to play. They expected good behavior from the teachers.

Scharaldi (2017) describes five ways to establish joyful learning in primary level. These are (i) Arrange the classrooms as expected by the students, (ii) Playing items are used and teaching learning materials are used as part of lesson, (iii) Variations and novelty should be arranged in every day classes, (iv) Relevant group works are arranged among the students. Sometimes groups are prepared by their interest and sometimes by teacher's interest. John Dewey (1938) believed that school authority should establish such type of environment where children may move freely and all facilities are available to grow up emotionally, physically and socially. All activities depend on their desire and interest.

Heywood (2005) advocated the emotional development for the children of primary school. The children are working in the schools freely and mixing with other children and they share their experiences with them. They are promoting their group works, are learning by engagement. In this way cognitive development may occur. They celebrate their classes with joyful ways and ultimately learning goals will be achieved. All arrangements

are prepared by school authority. In our government primary schools, Head Teacher is the representative of government and she/he administers all activities.

Teaching learning environment is turned into joyful with the use of relevant resource materials and as the children are the main stake holders, teaching and learning process needs to be decided according to their interest. One participant stated, "Sometimes I arranged the classes outside the class room to refresh the students and give them enjoyment. I observed they enjoyed it most."

From the classroom and whole school observation, it realized that it is essential to create joyful learning environment to ensure quality education. For quality education primary education is prioritized. If joyful primary education is ensured, quality education will be achieved. It should be mandatory in schools be established as child friendly and joyful with sufficient teaching learning materials. Head Teacher is responsible to provide such facilities to the teachers for ensuring joyful environment and quality primary education.

## **XVII. Conclusion:**

In this study, it tried to find out the role of Head Teacher in ensuring joyful learning environment. It also tried to analyze how the various committee and community play their role for the development of a school and how a Head Teacher manages all the stakeholders to ensure quality education.

It found huge information that helped me to reach the destination. All of this research participants have their own understanding about joyful learning environment and they expressed their opinion. The sign of joyful learning environment is well decorated and spacious classroom, cleanliness, use of topic relevant materials, engaging the students in group work, using technology or multimedia in the classroom, organizing various clubs, student's teacher interaction, good behavior of teacher and a good lesson plan.

This study revealed that the real scenario of joyful learning environment in GPS. It also helped to know the students' demands and what resources the schools have and what they need for their improvement. After completion of the study my realization is that if a Head Teacher plays a vital role and applies his leadership skills properly in every sector, the school will run properly and then quality education will be ensured and dropout rate may be reduced.

## **XVIII. Recommendations**

Based on of the study findings and discussion, it has some recommendations. Considering the data and results and writing the discussion section its recommendations are as follows:

- ❖ Refresher training should be arranged for the teachers who got training few years ago. Especially training on joyful learning is needed for all teachers.
- ❖ The classes those observed, were attractive, all the students were engaged in their activities, teacher - student's interaction and relationship was good, cleanliness of the classroom was satisfactory. But the space of the classroom was not sufficient. If this type of teaching -learning process can be continued in all primary schools of Bangladesh, then quality education may be ensured for all.
- ❖ Head Teacher needs to ensure the involvement of all stakeholders to create the joyful learning environment. As a leader of SLIP (School level improvement plan), in formulating team, he needs to include the action for creating the school environment joyful. In the SLIP plan he should take necessary help from SMC, PTA and other stakeholders to make the school environment joyful.
- ❖ Head Teachers have to be free from extra burden of other departments' activities. He/ She should only concentrate on teaching-learning and school management.
- ❖ Head Teachers have to organize various clubs such as Language Club, Debating Club, Science Club, Environment Club etc. for creating joyful learning environment.

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