EDUCATIONAL LEADERSHIP IN BANGLADESHI SCHOOLS IN SECONDARY LEVELS: A STUDY TO DEVELOP INSTRUCTIONAL LEADERSHIP

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ABSTRACT
The purpose of the research is to find out the prospects and challenges prevailing in the secondary levels of Bangladesh in respect of instructional leadership. The authority has been trying to bring out significant reforms to improve school facilities, acquire new educational materials, improve the working environment, and professional development, opportunities for the teachers. To carry out all the reforms, the head teachers of the secondary levels play a vital role in all respects. The author used the instructional leadership framework to collect data and information about the Bangladeshi secondary school headmasters. The Principal Instructional Management Rating Scale (PIMRS) is conducted to evaluate the perceptions of the head teachers and the assistant teachers regarding instructional leadership. The study will help identify the leaders' strengths and weaknesses and how they can be developed for the schools' contexts and academic excellence. All the findings and analysis will help discover all difficulties and potential solutions for this. So this research will pave the way for a new way of leadership in the secondary area of Bangladesh.
SOME KEYWORDS: *prospects, secondary schools, perceptions, potential, pave*

1. INTRODUCTION

After the liberation of Bangladesh in 1971, a significant reform swept over the educational arena. The curriculum, infrastructure, and heads of the institutions all came under significant change. Mainly it can be referred to the 90s when Bangladesh achieved grand success concerning female education. Since then, Bangladesh has been trying to raise the quality of education with good leadership, measured by the Program for International Standardized Assessments (PISA). The government proposed a new education policy in 2010 emphasizing modern education, including information and communication technology (ICT). The government is replacing outdated educational systems by directing good leadership. The authority has targeted its goal to make the country at the level of developed countries of the world within 2041, and the country, Bangladesh, has already been promoted to the list of the medium-developed country from a developing country. Reaching the goal of quality education is one of the vital components of the target to be a developed country among other countries. Good leadership is central to quality education, especially in secondary education.

Besides, a school is a complex system where effective leadership plays a vital role in students' academic performance. Teachers are recognized as one of the most relevant factors impacting students' academic performance. Therefore, the headmasters should generate the best conditions for the teachers to teach the students to reach the goals set by the present government. The headmasters are responsible for creating the appropriate conditions for teachers to perform at the best level, which will be reflected in students' academic performances.

2. LITERATURE REVIEW

The success of academic programs in learning institutions depends on their instructional leadership (Hallinger 2011). Hallinger defines instructional leadership as all action education leaders take to improve teaching and learning in educational organizations. According to Leithwood et al. (1999), principals' instructional leadership may be conceptualized into two categories narrow and broad. According to Musungu and Nasongo (2008), the narrow definition focuses on instructional leadership as separate from the administration. It only includes actions directly related to teaching and learning, such as teaching methodology and lesson observation. In contrast, the broad view of

instructional leadership includes developing and implementing goals, school culture, and instructional management to enhance student learning outcomes. Instructional leadership practice means creating a conducive environment for teaching and learning to pursue academic and social school goals (Leithwood, 2019). Further, the school climate and student achievement are linked, and without a school climate that would create a harmonious and well-functioning school, then a high degree of academic achievement is difficult.

Goal-oriented instructional leaders should focus on improving student academic attainment (Hallinger et.al, 2016). According to Hallinger (2014), head teachers must create direction as instructional leaders by articulating a clear vision for the school and communicating with all stakeholders. Further, a school is a social system where the organization desires to achieve set goals, and individuals interact to carry out institutional objectives and goals, emphasizing a hierarchy of relationships; thus, the study will adopt the broad view of instructional leadership. Head teachers are regarded as crucial players in both the creation and maintenance of well–run schools and the development of schools with high student accomplishment (Hopkin, 2001). According to Al-Mahdy et al. (2018), the primary job of the headmaster is to provide the focus and support system that allows teachers to improve their classrooms.

According to Ghavifeekr et al. (2019), a great instructional leader prioritizes curriculum and instructions, rallies and mobilizes resources to achieve goals, and fosters an atmosphere of high standards for academic achievement and respect for all students. Besides being accountable for managerial tasks, Headmasters today are ultimately responsible for providing top-quality instructional leadership that reflects best practices to ensure student achievement (Kaster, 2011). However, head teachers' instructional leadership practices have not been prioritized in countries like Bangladesh. As the demand to improve student performance in the present standards-based accountability system rises, school administrators are being asked to concentrate their efforts on the core business of education.

Hallinger and Heck (2011), in their study on headmasters' instructional leadership, revealed that headmasters' instructional leadership practices are connected to school improvement in examinations and that some schools thrive under instructional practices while others struggle .Hallinger et al. (2016) agree that instructional leadership can contribute to school improvement by enhancing the supervision of instructional programs, appropriate headmasters' support and coordination of staff development, and a conducive work environment.

3. OBJECTIVES OF THE RESEARCH

The objective of the study is manifold. The study aims to develop the area regarding the school's leadership for a better result of the institutions, a better environment for the students, and a well-educated society. The area is in the southern part of Bangladesh, deprived of many opportunities in the modern world. The people still need to be educated and lag in the opportunity for education. Therefore, the deep research aims to discover the real problems in educational institutions and how they can be developed by excellent instructional leadership. Overall, this study aims to examine the impact of headmasters' instructional leadership practices on students' academic outcomes and determine which specific instructional leadership dimensions have the most crucial role. This was achieved using the following research sub-questions. Then with some data collection, there will be an endeavour to find solutions.

   i. To identify the various problems and challenges of leadership in secondary school faced by the head teachers and the concepts of other teachers in Bangladesh.
   ii. The ways and means for developing instructional leadership in secondary schools.
   iii. To find out the potential solutions for the prevailing problems.

4. METHODOLOGY

The study will collect data and information using by Principal Instructional Management Rating Scale(PIMRS) tool. The system is used in different institutions and has also been used in numerous research and doctoral dissertations. It is a 50-item survey in which the researcher evaluates the frequency with which the head teachers follow a particular instructional leadership practice and behavior. The items are rated on the Likert scale, which ranges from 1-5, from "almost never" to "almost always". The study will consider the headmasters as the self-raters, and the assistant teachers will rate the principal's instructional leadership behaviour. The data will be collected from Kushtia District, which has about 1205 secondary schools and 10,000students. After collecting the data, a comparative file will be developed about the perceptions of headmasters and teachers.

Then the collected data will be analyzed through descriptive statistics based on the headmaster's perception and the teacher's evaluation. It will determine the head teachers' strengths and weaknesses of their instructional leadership in each school. Another analysis will indicate the relationship between instructional leadership capacities and the school's effectiveness. It will assess whether or how much effect there is on the school's outcomes. Here the

instruction leadership of the head teachers will be the independent variable, and the learning outcomes or the school's effectiveness will be the dependent variable.

A total of 25 schools will be selected to participate in an instructional leadership capacity-building program. The school's selection will consider the principals' and teachers' survey results and the school's effectiveness indicators. Therefore, the selection process will focus on the connections between the instructional leadership dimensions and the school effectiveness indicators found in the analysis.

The primary data was collected from 25 head teachers from 25 schools and 100 teachers from those schools, four teachers from each school. The PIMRS scale was used, which ranges from 1-5 from 'almost never –almost always. A questionnaire was supplied to the head teachers and teachers.

Selected schools were visited personally, and questionnaires were handed over to the headmasters and assistant teachers. The schools were visited conveniently by the head teachers and the assistant teachers. A descriptive statistic, a Pearson correlation to test for relationships between instructional leadership practices and academic performance, and inferential statistics were also used for the study.

Rubin & Rubin (1995) observed that coding is the process by which we can group data and bring together similar ideas, concepts, or themes we have discovered. So, data were collected from different institutions, and they were coded accordingly. The interpretation was made using tables, charts, and graphs of hypothetical test assumptions. Both descriptive statistics and inferential statistics were involved in this statistical design.

Kustia is a big district situated in the southern part of Bangladesh. It is surrounded by four districts: Pabna, Rajbari, Jhinaidaha, and Meherpur of Khulna. Many rivers, canals, and lakes flow through the area. It is about 400 km away from Dhaka, the capital city of Bangladesh.

5. IMPLICATIONS OF THE STUDY
The data were collected for four dimensions. They are
i)   defining the school mission,
ii)   managing the school instruction program,
iii)   promoting a positive learning environment, and
iv)   increasing teachers' interest.
Ratings are described in a five-point Likert scale of 1-5; where 1 represented "very low," 2represented "low," 3 represented "moderate," 4 represented "high," and five represented "very high." The'Mean' scores were calculated, where a score ranging from 4.6 to 5.0 was rated as an "excellent" mean score ranging from 4.0 to 4.5 was rated as "good," mean score ranging from 3.0 to 3.9 was rated as "average," a mean score ranging from 2.0 to 2.9 was rated as "poor," and the range from 1.0 to 1.9 was rated as "very poor".

The data collected from the answers provided by the teachers showed that they rated the headmasters as 'good' for two categories in respect of the four dimensions. As the SPSS showed in' Defining the School Mission' (Mean=4.07, SD= 0.75), Managing the school instruction program (Mean=3.99,SD = -0.703). Promoting a positive learning environment (Mean=4.14, SD= 0.75), Increasing teachers' interest(Mean=3.96. SD= 0.79).

A Pearson Correlation shows a significant correlation between defining the school goals and SSC results. The relation is- r (25) =.680, P<0.01. Another significant relation between Managing the school instruction program and SSC result (r (25) = 0.588, P<0.01). There are the most robust relations between Promoting a positive learning environment and the SSC result (r (25) = 0.769, P<0.01), Increasing teachers' interest also has a good effect (r (25) = 0.650, P<0.01).

The following recommendations should be maintained for improving the educational leadership for an excellent academic results in the area:
i. Meritorious and good leaders as teachers recruited as secondary head teachers.
ii. Proper training should be provided to the secondary head masters for good leadership.
iii. Headmasters should focus on all the dimensions of instructional leadership.
iv. New methods of leadership should be introduced and practised
v. Headmasters should have the proper knowledge about good leadership.
vi. Awareness should be increased among the teachers.
vii. Logical support and support should be given to students by the headmasters
viii. The head masters should prioritize an excellent educational environment because it
most affects learning outcomes.
The study reveals that the practices of instructional leadership have a significant impact on students' academic results. Teachers realized that school principals, to a large extent, define the school mission, promote professional

development, provide teaching and learning resources, and review curricula, but it was at a moderate level. As they practice it more, there will be a substantial effect on the institutions, ensuring a vast outcome .Further study can be taken based on genders who are lagging behind more; male teachers or female teachers and why females are not coming into the profession as head teachers.

6. FIGURES, TABLES, AND REFERENCES
Figure-1: Likert Rating Scale
Likert Rating Scale:

Rating Points: 5 4 321			
Very High		√	
High √			
Moderate			√
Low√			
Very Low			√

Source: McLeod, S. A. (2008). Likert Scale

Figure-2: Descriptive figures of the four Dimensions of Educational Leadership rated by the teachers:
Descriptive Statistics

	N	Mean	Std. Deviation
Defining the School Mission	100	4.07	.756
Managing the Instructional Program	100	3.99	.703
Ensuring a Positive Learning Environment	10	4.14	.752
Creating Teachers' Interest	100	3.96	.790
Valid N (listwise)	100		

Figure-3: Relationship between headmasters Defining the School Goals and School's Result:
Correlations

		Defining the School Mission	SSC Result-2021
Defining the School Mission	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	25	25
SSC Result-2021	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Figure-4: Instructional Program's Effect on School's Result:

Correlations

		Managing the School Instructional Program	SSC Result-2021
Managing the School Instructional Program	Pearson Correlation	1	.588**
	Sig. (2-tailed)		.002
	N	25	25
SSC Result-2021	Pearson Correlation	.588**	1
	Sig. (2-tailed)	.002	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

7. CONCLUSION

Considering the aforementioned studies, discussion, hypotheses and collected and analyzed data, it can be said that this study will add value to the current system of education following and implementing the new curriculum of the country. Therefore, it is opined that all the stakeholders of the education system will be benefitted from the findings of this study. Teachers can use it in their classrooms. The school management can also consider the finding to run the schools successfully. Parents and students can indirectly receive the benefits from this study.

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