# HEADMASTER'S MANAGERIAL ABILITY UNDER SCHOOL-BASED MANAGEMENT AND ITS RELATIONSHIP WITH SCHOOL IMPROVEMENT: A STUDY IN CITY SECONDARY SCHOOLS OF BANGLADESH

by

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# KEBOLEHAN PENTADBIRAN PENGETUA MELALUI PENTADBIRAN BERASASKAN SEKOLAH DAN HUBUNGANNYA DENGAN PENINGKATAN SEKOLAH: KAJIAN DI SEKOLAH SEKOLAH BANDAR DI BANGLADESH

## ABSTRAK

Kajian ini berkaitan dengan pentadbiran berasaskan sekolah di Bangladesh serta mengkaji hipotesis berkenaan hubungkait antara kebolehan pentadbiran pengetua dengan peningkatan pretasi sekolah. Kajian ini juga dapat menentukan kesan moderator bagi aktiviti-aktiviti pembangunan tenaga pengajar professional bagi hubungan ini. Data yang diperoleh merupakan data sekolah-sekolah menengah bandar di Bangladesh ($n$ = 127), yang mana 127 soal selidik dari pengetua dan 697 daripada guru-guru. Jumlah ini adalah daripada jumlah besar populasi iaitu 338 pengetua dan 10,634 guru-guru. Regresi Berganda dan Regrasi Berganda Berhierarki digunakan untuk menganalisa data dalam kajian ini. Kajian ini menunjukkan bahawa terdapat impak yang signifikan bagi sesetengah faktor dalam variabel tugas-tugas pentadbiran pengetua yang berasaskan sekolah, peningkatan sekolah dan peningkatan tenaga pengajar profesional. Perancangan strategik oleh pengetua ($\beta$ = .333, $\rho$ = .004), kebolehan sokongan ($\beta$ = .368, $\rho$ = .009), dan kebolehan merancang secara komprehensif ($\beta$ = .184, $\rho$ = .040), mempunyai impak yang lebih bermakna pada peningkatan sekolah. Kajian ini juga mendapati bahawa, peningkatan maksimum yang boleh dicapai jika sekolah-sekolah lebih menekankan aspek koloborasi para guru ($\beta$ = .953, $\rho$ = .001), dalam latihan ($\beta$ = .469, $\rho$ = .050), dan pemerhatian dalam kelas ($\beta$ = .512, $\rho$ = .010), serta kurang penekanan diberikan

pada sifat ingin tahu secara perseorangan. Aspek perancangan komprehensif oleh pengetua ($\beta$ = .571, $\rho$ = .001), dan fasilitator ($\beta$ = .449, $\rho$ = .003) di bawah pentabiran berasaskan sekolah didapati mempunyai prediktor yang terbaik bagi peningkatan sekolah manakala perkongsian membuat keputusan sesama pengetua ($\beta$ = - .338, $\rho$ = .009) didapati menjadi prediktor yang signifikan untuk aruhan negatif. Koloborasi guru-guru ($\beta$ = .287, $\rho$ = .009) dan pemerhatian kelas ($\beta$ = .341, $\rho$ = .002) sebagai aktiviti-aktiviti pembangunan guru-guru profesional telah dikenal pasti sebagai prediktor yang signifikan untuk aruhan positif. Hasil daripada kajian ini memberikan informasi yang berguna untuk pelaksana polisi, pengarah bahagian pendidikan dan terutama sekali bagi pengetua-pengetua serta guru-guru yang cenderung kepada peningkatan dan kemajuan sekolah-sekolah menengah yang di bawah sistem pentadbiran berasaskan sekolah. Walaupun kajian awal mengkaji pengaruh pelbagai faktor ke atas peningkatan prestasi sekolah, adalah tidak wajar untuk melaksanakan kajian ke atas variabel moderator dalam bidang pendidikan ini terutamanya mengambil aktiviti-aktiviti pembangunan yang dilaksanakan oleh guru-guru profesional sebagai moderator. Langkah telahpun diambil untuk mengatasi steriliti ini. Kajian ini adalah berasaskan pendekatan pengumpulan data dan analisis secara berterusan.

# HEADMASTER'S MANAGERIAL ABILITY UNDER SCHOOL-BASED MANAGEMENT AND ITS RELATIONSHIP WITH SCHOOL IMPROVEMENT: A STUDY IN CITY SECONDARY SCHOOLS OF BANGLADESH

## ABSTRACT

This study seeks to describe the school–based management system in Bangladesh and explores the hypotheses about the relationship between headmaster's managerial roles and school improvement and also determines the moderator effect of teachers' professional development activities on this relationship. Data from a representative sample of City secondary schools from Bangladesh (n = 127) were gathered through questionnaires from 127 Headmasters and 697 teachers where the total population for headmasters and teachers were 338 and 10634 respectively. Multiple Regression and Hierarchical Multiple Regression data analyses were used in this research. This study found significant impacts of some of the factors of headmaster's managerial roles variables under school-based management on school improvement and teachers professional growth. Headmaster's strategic planning ($\beta$ = .333, $p$ =.004), supportive ($\beta$ = .368, $p$ =.009) and comprehensive planning ($\beta$ = .184, $p$ = .040) roles have the greater impact on school improvement. The study also found that the maximum school improvement can be achieved if schools put more emphasis on teachers' collaboration ($\beta$ = .953, $p$ = .001), in service training ($\beta$ = .469, $p$ = .05 and classroom observation ($\beta$ = .512, $p$ = .010) and less emphasis on individual action enquiry. Headmaster's comprehensive planning ($\beta$ = .571, $p$ = .001) and facilitator ($\beta$ = .449, $p$ = .003) roles under school-based management have been found the best predictor for school improvement whereas

headmaster's shared decision-making ($\beta$ = -.338, $p$ = .009) has been found the significant predictor to the negative direction. Teachers' collaboration ($\beta$ = .287, $p$ = .009) and classroom observation ($\beta$ = .341, $p$ = .002) as teachers' professional development activities have been noted as significant predictors for school improvement to the positive direction. The findings of this study provide important information for the policy makers, educational managers and especially for the headmasters and teachers concerned with the improvement of well-being of secondary schools under the school-based management system. Although prior research investigated the influence of different antecedents on school improvement, it's still scanty to work on moderator variable in educational field especially taking teachers' professional development activities as moderators. In this inquiry an attempt is made to overcome this sterility. This study adopts a concurrent approach of data collection and analysis.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background**

Education for sustainable development is a global agenda that is currently being given emphasis by most of the countries around the world. Pertinent to this, Bangladesh, though least developed, allocates a major portion of its annual budget for the educational development in order to keep pace with the global educational quality. In attaining this, various measures had been taken and implemented since 1990 that made great strides in improving access to basic education (AL-Samarrai, 2007). The primary target of the government was to increase the student enrolment and to eradicate the illiteracy rate. As a result, the students' enrolment has increased tremendously from 18% in 1980 to 65 % in 2000 (The Department of International Development, 2006) and literacy rate improved from 17% in 1961, 25.5% in 1991 and 80% in 2002 (Khatun, 2004). The next measurement for the government was to strive for quality education. Therefore, 2003 was declared the year of quality education and various seminars, symposiums and conferences were held to raise the awareness of teachers towards understanding the principle of quality movement for educational improvement. In addition to this, teachers' retirement benefit scheme was implemented in 2004 with the doubling of the salary among the teachers. Moreover, the New Educational Policy (The National Education Commission, 2003) was adapted to ensure that national education would achieve the world standard within 10 years from the implementation year.

At present, attempts have been made to take the advantage of information technology within everyone's reach. Non-stream educational policy (Integrated curriculum) is supposed to have been replaced by the previous multi streams in the near future most likely from 2008, which has been in existence for nearly 50 years at secondary level, aiming at creating equal opportunity for all people. Though people of all strata have not accepted it due to their own professional and political stand point, most of the educationist and scholars view that this change and initiatives may bring the opportunity to uplift the secondary educational status to international level.

Bangladesh is committed to international calls for education to achieve the millennium goals (Nath, 2006). Now it is the concern of respective management on how to meet the expectation of society and nation through the new schooling process. Though the government adheres to the overall responsibility to implementing the policies and reform activities to achieve the millennium target, the responsibility of individual school management can not be ignored. In particular, the headmaster as the key pivoting management entity has to take charge and lay emphasis on the appropriate approaches to oversee the success of their management at school. This includes putting deeper attention into ensuring the visionary educational policy that creates responsibility among teachers, headmasters and staffs. Where a mission exists, staff will take greater responsibility (Marks, Seashore & Printy, 2000; Sillins, Mulford, Zarins & Bishop, 2000) and under shared responsibility headmasters feel secure.

Generally it is true that headmasters and teachers are the driving forces who create a school climate at site level. Though teachers demonstrate the important and influential role at site level management, it is undeniable that headmasters as the heads of the site level management have to observe some more added decisive management function. His proper guidance and managerial capacity would retrospectively make teacher confident, skilled, active and effective. Headmasters are the catalyst that inspires teachers to be diligent and vision oriented (Briggs & Wholstetter, 2003) in fulfilling and obtaining the goals of schools and nation as well. The roles and managerial behaviours of the headmasters are the viewpoints of schooling excellence because "e*ssentially, schools that improve have leaders that make a significant and measurable contribution to the development of the school and effectiveness of their staff"* (West, Jackson, Haris & Hopkins, 2000:135).

 It indicates an understanding that the headmaster has to create conducive environment to take the teachers under his arm of management precisely to make them more effective and resourceful. This has to take into account that collegiality, empowerment, collaboration among teachers, building trusting relationship and teachers professional development as part of the ingredients that essentially could make the teachers to move differently and mobilize towards the headmasters management roles. Handy and Aitken (1986) opined that management of an organization is not a precise science but more than a creative and political process that is aimed at promoting cooperation among staff and assisting them to work together toward common goals (Leithwood, Jantzi, Ryan & Steinbach, 1998).

School-based management thought has been carried forward following the ideology of ensuring the involvement of all teachers and local community at site level. The established school-based management is mostly known as a site-based management with the headmasters' managerial task more evenly distributed and orientated on teachers, stakeholders and student. The headmasters' roles are more of supportive, comprehensive and facilitative that provides the necessary environment for teachers' collaboration and interaction, teachers' empowerment and their participation in decision-making and teachers professionalism. Decentralized decision making and facilitating the empowerment of parents and the professionalism of teachers are the view of Murphy's (1997) school-based management.

In general the school-based management has fostered the opportunity of community participation in decision-making (Bouer & Bogotch, 2006). Guardians, teachers and educational entrepreneurs are included as the part of this community to form a local School Managing Committee (SMC), and the headmaster is the powerful secretary member of this committee. This committee has not much influence in regards to academic decision. The headmaster and teachers are the sole authority to take decision for school academic planning and development. Students' better achievement is one of the determinants of academic development that fosters school improvement (Harris, 2002). Accordingly, under school-based management, the headmaster acts as the focal player who bears the most liability in bringing and unifying the teachers to enhance and realize the school improvement.

Basically the headmasters' awareness alone is not enough to ensure for the school improvement. Under the practice of school-based management, teachers' participation in decision-making and teachers empowerment is considered to be an important factor or entity. Hence it would gravely contribute to a condition where the headmaster could utilize his energy, force and management skill, hand in hand with the teachers to optimise and boost towards a rapid improvement of the school. In this sense teachers' development is the great strength for headmasters that enhance its impact on school improvement. This, according to Heck (1993), advocates that teachers' collaboration and their more flexible rule structures were associated with higher achieving secondary schools in Singapore. Meanwhile in a Canadian study, Leithwood (1994) found greater implementation of school improvement outcomes were due to the existence of a greater collaboration in teachers' community. A recent trend towards viewing the school as a learning organization represents a noteworthy approach to investigating structure with teachers' involvement in professional development activities such as collaboration, in service training, classroom observation and peer co-operation.

In this school improvement process, the headmaster's role involves creating a structure that facilitates communication and collaboration among staff around schools valued purposes. Heck, Larsen and Mancoulides (1990) revealed in their study that headmasters in higher producing school spent more time in direct classroom supervision and support of teachers (Yariv & Coleman, 2005). What sort of support should he provide? Leithwood's (1994) empirical

investigation found that principal effects were achieved through fostering group goal, modelling desired behaviours for others, providing intellectual stimulation and individualized support towards personal and staff development. Leithwood's (1994) investigation showed that the headmaster was the key role player and central character to materialize school effectiveness and improvement criteria with aspects to outcome. The headmaster under school-based management has an influence on teachers perception of progress with implementing co-operational initiatives to school improvement by putting attention to working with teachers, coordinating the school instructional programme, solving problems collaboratively, helping teachers to secure resources and creating opportunities for in service and professional development. Hence the headmaster involves with and through teachers and community.

As teachers are the important part of achieving schooling goals at sight level, the headmaster has to provide the necessary support to make his teachers resourceful with modern knowledge by creating opportunity of their professional development activities. Professional development promotes creativity and innovation that enable them to perform the best.

In the case of Bangladesh, though numerous endeavours have been formulated and implemented to make the Bangladesh secondary education management qualitative and quantitative, nevertheless very little changes are visible (Ministry of Education, 2004). This is because too much emphasis has been given to reforming schools from the outside through Government policies and mandate since independence in 1971. Not much attention has been given to conduct

research on educational issues especially on management and its impact on school improvement and on how improvement towards schools can be shaped within.

Recently the Government has emphasized on "Laboratory research in different educational institutions and educational research and training on management" (Ministry of Education, 2004). To fulfil the contemporary demand in Bangladesh Secondary Educational Management perspective, this study will primarily explore the extension of the Headmasters' roles under SBM and its effect on the school improvement and the ability and interest of teachers towards professional development (PD) besides focusing on what are the benefit that could occur from PD onward school improvement.

## 1.2 Background of Bangladesh Education System and Focus on Secondary School Management

It is an axiomatic that education is a cooperative enterprise and best means of human resource development as well as productive investment. By enhancing the skills and productive capabilities of the labour force, it acts as the prime ingredients of human resource development. In Bangladesh, "education has been recognized as the investment not only for creating human capital but also for inducing social change and promoting overall development" (JBIC, 2002).

Bangladesh has the largest unschooled population, the greatest dependency rate, highest illiteracy and lowest enrolment level among poorer developing countries (Lewin, 1998). From this point of view, the government of Bangladesh

realizes that education is the basic need for socio economic transformation and advancement of a country. Education is a pre-requisite for ensuring sustainable development and promoting quality human resources. But due to lack of quality education, human resource is not being properly utilized and consequently, it has become an impediment to socio-economic development of Bangladesh. It is quite obvious that ensuring quality education is an acute problem, which has throttled the development. In fact, it is a serious drawback that is contributing to the expansion of two of the major problems; unemployment and poverty. Due to lack of quality and age-oriented education, the majority of the people of Bangladesh are constrained to participate meaningfully in the effort.

Several reasons are identified for the decline in the quality of secondary education of Bangladesh; one reason is poor teaching and poor management (Asian Development Bank, 2004). Realizing this, secondary education has been given immense importance by the government of Bangladesh during the last decades. The importance of secondary education is reflected in the constitution of the People Republic of Bangladesh. All previous Government officials, from the very beginning of democratic regime in 1991, have emphasized on improving teachers quality to ensure quality education. So the government and large group of development partners have embarked on improving the quality of education on a large scale (Asian Development Bank, 2004). Thus, they have taken different measures to improve teachers' financial condition and skills. Now it is a constitutional responsibility of the government to ensure secured financial condition while working and even after retirement for all teachers of non-government schools (Welfare Trust for the Benefit of Teachers and

Employees of Unofficial Education Institute Act-1990) who were neglected since long. Provided that 95% of the total teachers are teaching in non-government schools and 98% of the total students are enrolling there.

The government is determined to set up the legally binding initiative of improvement by eradicating the identified constraints from secondary schools within the stipulated time frame. The government has underscored the emerging need for increasing headmaster teacher co-operation, teacher-teachers interaction to ensure students achievement. Extensive programme such as establishing Non-Government Teachers' Registration & Certification Authority (NTRCA) has been implemented (Ministry of Education, 2006) in the secondary education sector to allure all eligible and qualified personals to schools.

But this task is so mammoth that it is not possible for the government to discharge the above responsibility properly without the help of headmasters, teachers, guardians, and students and over all local community. "The Government's reform of secondary education involves strengthening a large number of institutions and developing policies on such important issues as the nature and scope of decentralization. The reform process involves a large number of stakeholders that influences the flow of all major inputs into the sub-sector" (Asian Development Bank, 2004). It is obviously true that the success of the government plan of welcoming the stakeholders in policy making and decision making process depends, to a great extent on headmaster-teachers' initiative for planning, management and implementation. The previous system of

educational organization lacked collaboration among headmaster-teacher and other staff. The previous system of administering school "As the headmaster so the school" has been proved fruitless since the beginning of democratic practice in 1991.

So the government is trying utmost to ensure the good management system in the race of school improvement. The government is determined to create improvement in school by aiming at inculcating a participatory spirit and envisages the active involvement of teachers, guardians and students. In this respect the declaration of Ministry of Education of Bangladesh can be added exactly:

> "One *important feature of the management of secondary schools is the school-based management. This management structure was designed to ensure community participation in the management of schools. However, experiences to-date point a number of inefficiencies in this mode of school management."* (Ministry of Education, 2004:16)

Though the local community along with teachers are taking part in decision-making, the extension of the progress is too little. According to the Government report, (Ministry of Education, 2004), it is clear that due to inefficient management; the quality of education is deteriorating. Moreover not much attention is given on teachers' teaching improvement. Furthermore, the educational research work in Bangladesh is very scanty. To remove the sterility, the government has taken plan to organize management training through National Institute of Educational Administration and Management (NAEM) and to conduct laboratory research in different educational institution (Ministry of Education, 2004). This study will fulfil the contemporary demand and bring a good opportunity for the Government to justify their present stand of allowing

School-Based Management in secondary schools for School Improvement (SI). Besides the necessity of professional development among teachers and its impact on student achievement will also be explored with this study. 'Education for sustainable development' is only possible through school improvement if headmaster's roles are perfectly exercised according to the prescribed form of school-based management by engaging teachers in different types of professional development activities and so on.

**1.2.1 Overview of Bangladesh School Management Improvement System**

The secondary school system is constituted by the core of British system of education in the Indian subcontinent. Bangladesh, like many other developing countries therefore, inherited the old colonial type of school management and is bearing the scar sealed by then rulers. The management practices were designed to serve as a caretaker, more of regulatory and supervisory role. This management system, designed long ago for hegemony and colonial interest, lacked in leadership and direction, co-ordination and constant evaluation (Banglapedia, 2004). Besides that, the education management was not people oriented. It was rather highly bureaucratic, where after independence in 1971, long time military ruling (about 17 years) did not put much attention to reform the scars left by previous rulers. Sattar (1979) depicted the pattern of school management during military ruling in Bangladesh as below:

> "*The system has become more anti people than in colonial times in the sense that community and local government are no longer involved in the management and running of school in any meaningful manner.*"(P-3)

As soon as the democratic practices came into being in 1991, the reformation of secondary education took place in discussion agenda. Gradually educational

issues got priority and democratic practices shifted into school. In the education system of Bangladesh, secondary education currently occupies the most important priority and has been given more attention towards improving it through the modification of the management system. Out of a total of 16562 (Ministry of Education, 2004) secondary schools in the country only 173 schools are under the management of the government and financed by government. The rest are non-government schools, which are privately sponsored and managed although the government has to look after these non-government schools in respect of recognition and financial grants. Yet most of the secondary schools suffer from financial inadequacy and inefficient management.

The management of secondary school is done at two levels: national and local. At the national level there are extensive centralization of the administrative power and responsibility though it is found to affect well-being in a negative way (Devos, Bouckenooghe, Engels & Aelterman, 2007). The Ministry of Education is the apex body responsible for policy making, planning, directing and controlling the administration of secondary education in Bangladesh (Banglapedia, 2004). The Ministry of Education is so much involved in personal administration and management that it has hardly any time to offer overall leadership and direction in secondary education. In this content, Ghous-ul-Hussain (1982) asserted that:

> *"It has not been possible for the ministry to replace the 50 years old and almost obsolete education code prepared a teacher manual and frame regulation for efficient management of education system."(P-5)*

At the local level management, the secondary school is entrusted with the school managing committee under school-based management. The

headmaster who is the academic head of the school performs the day-to-day administration. Teachers help him in academic decision-making. In the managing committee, the head of the institution is the member-secretary. He is responsible for co-ordination and efficient management (Asian Development Bank, 2004). At the community level, the managing committee is responsible for effective mobilization of resources and to offer competent leadership for community participation in education. The formation of managing committee under school-based management varies country-to-country and even state-to-state and in most cases it is determined by national educational policy. In this sense, community participation depends on the formation of this managing committee. In Bangladesh, four guardian representatives and two teachers' representatives are elected and the headmaster himself is the member secretary of this committee. The headmaster chooses two other members under donor and educational entrepreneur category respectively. Member of the parliament or his nominee acts as the chairman of the committee.

Though school-based management has been practiced in Bangladesh secondary education, there are some leakages hindering the teachers' and students' improvement. In some cases the local ruling political leaders highly interfere in school academic affairs due to inefficient roles of headmasters. Sometimes, the headmasters who are uncompromising towards their unwanted demands are ousted from the post by the so called ruling party local leaders who are used to misusing the government power. As this is not the overall picture, the researcher did not bring them into account. The researcher pays attention towards headmasters' efficiency and teachers' professionalism, as

they are not conscious enough about their responsibility under existing management system. Under School-Based Management, headmasters and teachers are responsible for the whole process of planning, directing and organizing the affairs of management in order to improving teaching learning situation and quality of education at the institutional level.

Thus the headmaster has been the main character who has to look after the overall situation of the institution. Community is protecting him from outside disturbance. If the headmaster along with teachers can move united to make the good use of this opportunity and wish to achieve excellence and proper quality, it would be possible to gain the positive result. The government has opened many opportunities for teachers such as retirement benefit, welfare fund to open the doors of quality education and principals-teachers can attain and achieve the aspired goals. They have been empowered through the system of school-based management and they can make the best use of the strength in constructive decision-making and engage themselves in professional development activities. They can apply the gained knowledge to classroom improvement. The efficient roles of the headmaster can eventually be the variable that could be influenced by the core catalyst of the successful implementation of teachers' professional development activities. For achieving this goal, management development is a special form of professional development (Cardno, 2005). This study intended to find to what extent headmasters' managerial ability can make the school different with the help of teachers' professionalism that can bring extensive school improvement.

**1.3 Statement of the problem**

Survival of the fittest (Darwin, 1859) is the present trend of globalisation move (Dawson, 2006). There is no specific excuse for developing or developed countries that immune from these global effects (Tsai & Beverton, 2007). Bangladesh, though one of the least developed countries, has 140 million people in an area of 1,44,598sq km with inadequate natural resources. This large population is its main resource and it is trying its best to transform them into manpower with quality education to sustain in this global competition. But the lack of quality management at school level has been identified as the greatest impediment to achieving this goal. School level management is the proper authority that has to materialize the state policy for individual school improvement. As management and school improvement are deeply inter-related terms, if there is weakness in school management, it hampers the school progress. It is also established general saying that the more the management is school based the more the school will improve (Dellar, 1995). The management based on individual school is headmaster-teachers' centred and teachers have opportunity to contribute to decision-making. From this philosophy, school-based management model has been built up in Bangladesh constitutionally to gain the strong feedback from teachers. In general, teachers and headmasters are directly involved in school-based management system and they are liable to improve the academic quality of the schools. They have the opportunity to design the academic planning according to societal needs and satisfaction. It will be effective because they are well known to the behaviours of students and guardians. On the contrary, involvement in academic planning and decision-making enhances commitment for teachers' staff. Thus, teachers-headmasters

oriented individual school unit management highly affects the school improvement process.

With headmasters-teachers joint move, the school goes ahead to fulfil the different aspects of school improvement such as leadership, staff development, curriculum development, time management, and student evaluation. These attempts can be successful by applying the meaningful and constructive leadership roles that are well-suited in context of this individual school site. The responsibility of the headmaster under school-based management is to work like the rudder of a ship. With his instruction, the school activities run in the right direction. He works as a facilitator to get things done. He creates a collaborative school climate where teachers-teachers interaction can speed up the school improvement process. In this way, he makes a group of committed and liable teaching staffs and nurtures them carefully to have the best harvest. When mutual respect and mutual trust as the platform for successful school improvement are set up and teachers are mentally ready to improve themselves, the headmaster endeavours to equip his teaching staff with epoch-oriented knowledge through introducing different professional development activities.

The headmaster creates the supportive environment and gives specific guidance for their performance improvements. He sets challenging goals and shows confidence that teachers are attaining high standards. Teachers are encouraged to try new ideas. They are expected to keep up with current literature on teaching methods and to exchange their views with colleagues.

The headmaster sets special times for meeting for subject teachers to share their experiences with each other. The assist and support are given to teachers to attend in workshops, in-service trainings, academic conferences and other job embedded forms of professional development. Abdul Jalil Ali (2004) found in his research work that leader's co-operation is useful or helpful to teachers to build up their professional career. Bolam, McMahom, Pocklington and Wiendling (1993) have drawn a provisional model of the work of heads of the school to improve teaching and learning in their school. Under this model, the headmaster has to undergo a systematic review of his work. He has to arrange a small workshop at the end of the month. He facilitates the workshop. The workshop is about to grow teachers professionalism and preparation of the task for next month. At the end, the headmaster asks the teachers to pass their critical opinion about his and their previous month work as well. In this way, the headmaster and teachers correct themselves from their previous mistakes and can avoid repeating. Therefore, under the school-based management, the headmaster has been privileged to provide all possible facilities for teachers' professional development for implementing school improvement plan.

The headmaster emphasizes on teachers' professional development because professional development plays an essential role in successful school reform (US Department of Education, 1995) that enhances his influence on school improvement (Cardno, 2005). An emerging body of research indicates that professional development that focuses on subject matter content and the way students learn has greater positive effects on school outcomes. Pfannenstiel, Seltzer, Yarnell and Lambson (2000) recognize that professional development

is one of the major forces in reform movement to improve the quality of schools. Professional development is a planned process of development, which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of the staff within the content of the institution as a whole (Hewton, 1998). Teachers' efficiency, subject knowledge and its proper application and presentation in classroom situation are the constant factors to change schools onward improvement. All enforcement initiatives go in vain if teachers can not implement it in classroom situation. So teachers' development is the key influential factor to school improvement.

The headmasters' roles under school-based management are not only to put deep attention to create the professional development opportunities at school level but also  to pave the way for teaching staffs to participate in different professional development activities held by state or regions. This is admissible facts that teachers' knowledge and skills are essential to raise student performance (Sparks & Hirsh, 2000). By participating in professional development activities, teachers improve their quality and then transfer it to their students through classroom activities in order to bring schooling excellence. Guskey and Sparks (1996) have recommended that it should be considered the content, process and context to find the relationship between teachers' professional development and student development. It indicates that teachers' professional development has the significant influence on students' development and all other aspects of schools.

It is visible that different parameters such as school-based management, teachers' professional development activities are highly active to influence the rigorous school improvement. In Bangladesh perspective, though management is evolved in individual school unit, the school improvement is not yet in expected level. Passing rates for the Secondary School Certificate (S.S.C, the first public examination) were 36% in 2003, 48% in 2004 and 52% in 2005. Asian Development Bank (2004) has identified some weaknesses for this severe achievement of students after attending 10 years schooling. Poor teaching, inefficient and unaccountable management are the key factors contributing to the dilemma. Nath (2006) found out the frustrated result for Bangladesh education that showed that Bangladesh secondary education system was 26% efficient. All respective authorities might know the footages to take necessary steps to prevent it. Even the headmasters and teachers have to identify the problems in order to eradicate and to find the remedy of these huge failure rates. Asian Development Bank (2004) has identified the inefficiency of management and lack of quality teaching as the main causes of this poor passing rate and huge economic wastage. They have recommended to enhance teachers' quality through professional development activities and to enforce inspection to remove the management weaknesses.

This proposed study will reveal the influence of headmasters' ability under SBM on School improvement moderated by teachers' professional development activities. Tanner and Stone (1998) have also expressed their confusion in their empirical study about the existing literature that does not offer specific data to confirm exactly what the professional development practices are that can

maximize the effectiveness of SBM. So, further studies are needed to assess the actual effectiveness of professional development programs in implementing SBM. Provided that though teachers' participation also has been given immense important under SBM practices some researchers have not found any impact of teachers' participation in decision-making on student performance or classroom practices (Dellar, 1995, Cotton, 1992).

Over viewing previous research works and recommendations, this study has given immense importance on teachers' participation in professional development activities, rather than emphasizing on teachers' participation in decision-making. From this standpoint, the researcher endeavours to explore to what extent teachers' professional development activities moderate the relationship of headmasters' roles under school-based management and school improvement indices. Hence, this research aims to derive the influence of headmasters' managerial ability under school-based management on school improvement indices and how teachers' professional development moderates his roles to achieve required improvement.

## 1.4 Objectives of the Study

The headmaster along with teachers is the main factor who influences students learning towards excellence with direct involvement. Reflecting the importance of teachers' professional development, this study will attempt to investigate the key points of school improvement. This study hopes to offer as a means to locate, to understand, to give an initial and in depth review of the impact of Headmasters' roles under SBM on teachers' professional development that

focuses upon student achievement on the methods and approaches in school improvement. The researcher intents to identify:

1) The relationship between headmaster's managerial ability under SBM and school improvement.

2) The relationship between headmaster's managerial ability under SBM and teachers' professional development activities.

3) The relationship between teachers' professional development and school improvement.

4) The relationship between selected headmasters' demographics (gender and experience) and school improvement.

5) The relationship between the management ability of headmaster and school improvement moderated by teachers' professional development activities.

6) The predictive relationships between factors of headmaster's managerial ability under SBM and school improvement.

7) The predictive relationships between factors of headmaster's managerial ability and the dimensions of teachers' professional development activities.

8) The predictive relationships between the dimensions of teachers' professional development and school improvement.

## 1.5 Research Questions

The purposes of this research work are to examine the simultaneous relationship between the ability of headmasters under SBM and student achievement through teachers' professional development. This study will also

determine the correlation between teachers' collaboration and their professional development, which contribute to student achievement directly. Research question for this proposed study has been articulated as follows:

1) What is the relationship between the headmaster's managerial ability under SBM and school improvement?

2) What is the relationship between the headmaster's managerial ability under SBM and factors of teachers' professional development activities?

3) What is the relationship between factors of professional development activities and school improvement?

4) What is the relationship between headmaster's demographics and school improvement?

5) Is the relationship between headmaster's managerial ability under SBM and school improvement moderated by the factors of teachers' professional development activities?

6) What is the predictive relationship between the factors of headmaster' managerial ability and school improvement?

7) What is the predictive relationship between the factors of headmaster's managerial ability and the dimensions of teachers' professional development activities?

8) What is the predictive relationship between the dimensions of teachers' professional development activities and the factors of school improvement?

**1.6 Research Hypotheses**

1) Ho1 There is no significant relationship between headmaster's management ability under SBM and school improvement.

2) Ho2 There is no significant relationship between headmaster's management ability and teachers' professional development activities.

3) Ho3 There is no significant relationship between teachers' professional development activities and school improvement.

4) Ho4 There is no significant relationship between headmaster's demography and school improvement.

5) Ho5 Teachers' professional development does not moderate the relationships between the headmaster's management ability under SBM and school improvement.

6) Ho6 There is no significant headmaster's managerial ability variable predictor or the unified headmaster's managerial roles variables that predict school improvement factors.

7) Ho7 There is no significant managerial ability variable predictor or the unified headmaster's managerial roles variables that predict teachers' professional development activities dimensions.

8) Ho8 There is no significant variable of teachers' professional development activities to predict school improvement factors.

**1.7 Significance of the Study**

In this post-modern supersonic era, nothing of good can be achieved by an individual effort in any sector, let alone the most sophisticated productive educational sector. Collaboration and co-operation among teachers- principal,

teachers–staff are needed more now than ever before (Harper & Norelli, 2007). Team work, understanding among headmasters-teachers and teachers-teachers can lead a school towards building a strong capacity and balanced improvement. The days of one-man show are gone by. The proverb 'as the headmaster, so the school' is no more result oriented. School effectiveness and school improvement is a united effort of head teachers–teachers and it can be done by creating professionalism of all concerned parties.

The headmasters will work as coordinators to enhance this team spirit and get the task completed by the teaching staff. School-Based Management culture is a process where everyone is committed and responsible to achieve the goal. But the condition is that the school board and the headmaster must ensure the environment favourable for teachers-teachers, teachers-staff, principal-teacher interaction and collaboration. The headmaster has to ensure the participation of teachers in decision-making, as it will make them confident and more responsible. Realizing this, the researcher has identified the following reasons, in Bangladesh perspective, as the significance of the study.

(1) The study on school-based management is tied to the importance of secondary education in the present national system of education. It is the secondary school that turns out the bulk of trained manpower, educated citizens and prospective leaders. In this context Nazamani (1961) rated the secondary schools as the backbone of education in every country of the world and by neglecting them we would lower down the efficiency both primary