

## Exploring Teacher's Perceptions of Headteacher Leadership Practices at Secondary Schools in Bangladesh

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### Abstract

*Effective leadership practices of the headteachers are crucial for ensuring quality education. In this context, this research aimed to investigate teachers' perceptions about head teacher's leadership practices at the secondary schools in Bangladesh. A qualitative method was followed to get in-depth perceptions about headteachers' leadership practices. Interviews were taken purposively from eighteen assistant teachers of nine secondary schools from nine different upazilas in Rajshahi district in Bangladesh. This research revealed the perceptions of teachers about headteachers' leaderships for setting a plan, providing support and resources to teachers, motivating and encouraging teachers, promoting collaboration and teamwork, and facilitating professional development opportunities. The findings indicated that teachers' perceptions of headteachers' leadership practices in this field are mostly positive. Additional findings also revealed that some deficiencies exist in the head teacher's leadership practices, such as a lack of plan implementation, a lack of allocating teaching instructional materials, and partial school management, which are barriers to ensuring quality education. Hence, it was recommended that headteachers should encourage collaborative culture practices in schools to promote teachers' engagement and that headteachers should place an emphasis on dispersed leadership to promote teachers' growth as leaders.*

**Keywords:** Leadership practices; teachers' perception; headteachers leadership; Secondary Schools, Professional development.

### Introduction

The leadership practices and abilities of a school's head teacher have an effect on educational outcomes in primary and secondary education (Leithwood et al., 2008). It is essential to improve the head teacher's and teacher's leadership skills for enhancing quality education. Effective leadership practices are essential for educational institutions to succeed. Strong teacher-student

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interactions, high academic standards, the development of a positive school culture, and the provision of a collaborative and supportive work environment for staff are all characteristics of effective school leadership (Hallinger & Heck, 2010). The primary leaders at schools are the headteachers, who are in charge of supervising staff, resources, and student achievement. The head teacher's leadership practices may have considerable consequences on the educational standard of a school (Wahlstrom & Louis, 2008). Successful leadership qualities in the head teacher can motivate and inspire staff to give their best efforts. The leadership practices of headteachers, particularly in the field of education, may have an impact on SDG: 4's achievement. Headteachers may aid in building a better and more sustainable future for everyone by advancing gender equality and high standards of education (Óskarsdóttir et al., 2020).

The ways that headteachers lead have a big impact on how assistant teachers work and how the school grows. Effective leadership practices of headteachers have a favorable impact on teachers' job satisfaction and motivation, professional development, a collaborative culture, a good classroom environment, and eventually, student performance (Hossain et al., 2021). Teachers recognize headteachers as effective instructional leaders who provide encouragement and guidance to improve teaching methods as well (Mullick et al., 2012). Headteachers are considered role models by teachers and students in schools (Sari et al., 2017). Headteachers leadership practices create distinct school environments and highly influence teacher satisfaction and commitment, which contribute to ensuring quality education (Melvin, 2011). So, it is essential to understand headteachers leadership practices in school for ensuring quality education.

In Bangladesh, by fostering a supportive and suitable learning environment for students, headteachers contribute to the growth of their institutions. They are in charge of making sure the school is kept up, tidy, and safe, and that the classrooms are furnished with the necessary supplies for instruction. Headteachers can encourage students to attend class consistently and participate more actively in their education by fostering such an environment (Ali, 2011). But, in Bangladesh, head teacher leadership has been accorded more weight in education policy and education planning, but it has not been accorded the same weight in the research area. There are some researches about the headteachers leaderships in Bangladesh, such as administrative tasks of headteachers (Abdullah et al., 2008), distributive leadership (Salahuddin, 2012), primary school teachers perspective on distributive leadership approaches (Mullick et al., 2012), transformational leadership in primary schools (Hassan and Obaydullah, 2020), challenges of effective leadership (Salahuddin, 2012), headteachers' perceptions and practice of school (Hassan & Obaydullah, 2020), challenges of effective leadership (Salahuddin, 2012), headteachers perceptions and practice of school leadership ( Ali, 2011), leadership style and job satisfaction of teachers (Rashid & Rahman, 2018), educational leadership trends (Hossain, 2019), teachers leadership development in secondary level (Islam, 2016) etc. but very limited research has been done on school headteachers' leadership from the viewpoint of the teachers.

The school teachers are one of the key groups governed by the headteachers. They can actualize the finest leadership practices of the head teacher (Hargreaves & Fullan, 2015). For understanding the present status of a head teacher's leadership practices, it is crucial to look into teachers' perspectives. As secondary school is an essential level of the educational system of

Bangladesh to prepare further education and the workforce after completing primary education (Rahman, 2019), the primary goal of this study is to explore teachers' perceptions about headteachers' leadership practices at secondary schools in Bangladesh. This research will help identify the strengths and weaknesses of the leadership of secondary school headteachers'. It will assist in designing a constructive leadership training framework for headteachers. This research will contribute to proper education policy and planning, considering the existing secondary school head teacher leadership practices, and guide the implementation of these policies and plans to ensure quality education.

## Conceptual Framework of this Research

The headteachers exert influence on the teachers in the school, encouraging, directing, and motivating them (Prasetyo et al., 2020). One aspect of a head teacher's leadership is the capacity to persuade and inspire staff to work toward achieving the institution's objectives through making decisions, allocating tasks, delegating authority, inspecting and evaluating progress, and implementing individualized learning objectives (Ghodang, 2015). Headteachers' ability to lead is operational, which indicates that this depends on their personality, familiarity with the teaching staff, understanding the missions and visions of the school, capacity for decision-making, and communication skills (Mulyasa, 2013). Spillane et al. (2004) outlined a number of important principal responsibilities, including creating and promoting an instructional vision; creating and managing a school climate that encourages discussions about the fundamental technologies of instruction; acquiring and allocating resources, such as materials, time, support, and compensation; and promoting the professional development of the entire teaching staff. Leithwood et al. (2008) assert that a successful leader at a school is accountable for four different types of tasks: developing a vision and setting goals; discovering and fostering human potential; redesigning the workplace; and overseeing the teaching and learning curriculum.

According to Shoaf and Britt (2009), a leader's role, is to teach others how to succeed using evidence. Behavioral leaders challenge the status quo, enliven a common vision, empower people to act, set an example, and touch the heart. Furthermore, Hulpia et al. (2009) recognized three crucial responsibilities of effective leaders: creating a vision, developing people, and evaluating instructors' efficacy. Nkengbeza (2016) conducted research on the function of school administration. The primary findings were that there was collaborative leadership that overcame psychological barriers, provided the necessary supportive surroundings and changes, and collaborated with other stakeholders to solve challenges. According to Jensen and Grattan Institute (2012), the head teacher plays a critical role in fostering productive collaborative work environments. Moreover, Bendikson et al. (2012) found that the most common head teacher leadership tactics included goal-setting, ensuring great teaching, providing a safe workplace, strategically allocating resources, resolving complicated problems, and building a sense of control over all areas.

Leithwood et al. (2006) found that effective school leaders encourage continuous improvement in both the classroom and the school as a whole by creating work environments that help teachers make the most of their motivations, commitments, and skills. According

to Risma and Sukanti in Murwati (2013), teachers’ professional development depends on a variety of factors, not just their leadership abilities. Hoque et al. (2020) explored the strong relationship between the head teacher’s leadership and the professional development of the teachers. According to Nakpodia, E.D. (2011), the secondary school headteachers’ capacity for supervision was essential for upholding order, preserving records, and providing instructional materials that had a significant impact on teachers’ professional growth. Based on above mentioned indicators, this study used a conceptual framework to explore the teachers’ perceptions of headteachers’ leadership practices at the secondary school in Bangladesh.

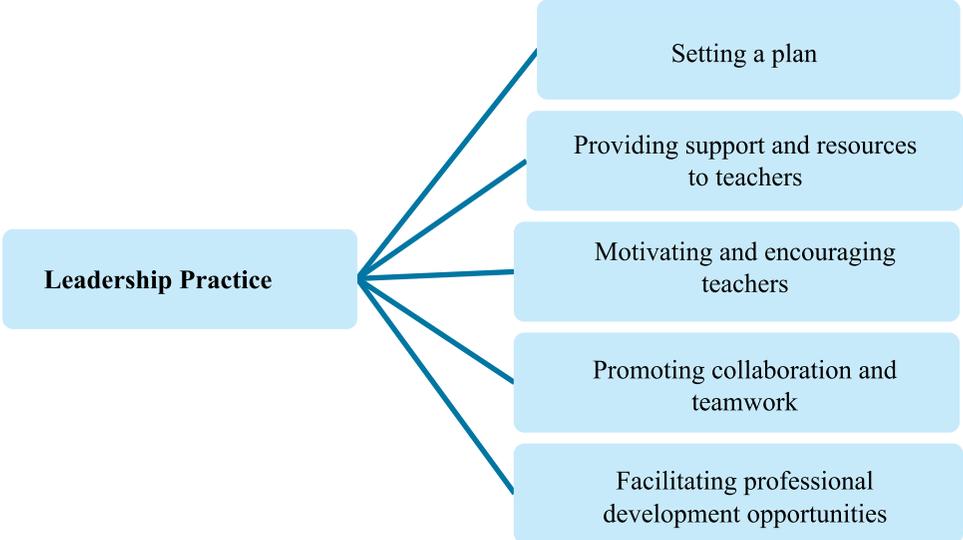


Figure 1: Research Conceptual Framework

**Methodology**

The qualitative research method was employed in this study. Interviews are qualitative methodologies that focus on the human perspectives of a complete investigation (Flick, 2018). This study was carried out through interviews to explore secondary school teachers’ perceptions of their head teacher’s leadership practices in Bangladesh. This study selected nine high schools purposively from nine different upazilas in Rajshahi district in Bangladesh and conducted two interviews with assistant teachers based on convenience. To fully comprehend the problem, the researcher created a list of important open-ended interview questions that were used for data gathering (Deterding & Waters, 2021). Every interview lasted an average of 42 minutes. Thematic analysis was used to assess the interview data after it had been coded and transcription.

Before conducting the interviews, the researchers requested permission and a timetable from teachers to conduct the interviews. Researchers explained the research objectives clearly. All necessary ethical principles and procedures were rigorously observed. To protect participants’ privacy, all names in transcriptions, field notes, and publications are fictitious, including those mentioned in interviews, schools, and locations.

## Participant Demographics

Table 1: Participants' Demographics

	School Name	Sex	Age	Education	Teaching Experience	Professional Degree
T1	A	Male	51	Graduation	24 Years	B.Ed and SB Training
T2	A	Female	51	Graduation	27 Years	B.Ed and SB Training
T3	B	Female	37	Post- Graduation	4 Years	SB Training
T4	B	Male	42	Post- Graduation	7 Years	No
T5	C	Female	29	Post- Graduation	5 Years	B.Ed and PGD.Ed
T6	C	Male	31	Post- Graduation	2 Years	PGD.Ed
T7	D	Female	54	Post- Graduation	22 Years	No
T8	D	Male	50	Graduation	22 Years	B.Ed
T9	E	Male	30	Post- Graduation	4 Years	PGD.Ed and C-in-Ed
T10	E	Female	50	Graduation	22 Years	SB Training
T11	F	Male	51	Graduation	21 Years	No
T12	F	Female	45	Post- Graduation	9 Years	SB Training
T13	G	Male	38	Post- Graduation	7 Years	B.Ed
T14	G	Female	43	Post- Graduation	9 Years	SB Training
T15	H	Male	47	Graduation	11 Years	No
T16	H	Female	36	Post- Graduation	6 Years	B.Ed
T17	I	Male	27	Post- Graduation	3 Years	No
T18	I	Female	36	Graduation	10 Years	B.Ed

\* T= Teacher,

\*B.Ed= Bachelor of Education, PGDEd= Post Graduation Diploma in Education, SB= Subject Based, C-in-Ed= Certificate in Education

## Data analysis and findings

### Setting a plan

The head teacher of each school takes various steps for the management and development of the school. Headteachers should send the teachers to class on time and make the school environment more attractive. Moreover, the assistant teachers of most schools are pleased with the actions taken by the head teacher to improve their school. According to most of the assistant teachers, the head teacher runs schools in setting a clear vision. Headteachers attempt to govern the school by followign a plan, keeping in mind the school's aims and objectives, to manage the school's developmental management effectively. Some school heads create weekly, monthly, and yearly plans for the school's systematic administration. One of them said,

*“The head teacher is constantly concerned with the well-being of the school's activities. He scheduled weekly staff meetings and monthly supplies of directions to teachers focused on academics.” - T8*

Most of the teachers mention that the headteachers used to try to move the school forward according to the plan. But the majority of plans would not be implemented. They note that the school does not have all the necessary facilities for the execution of the plans. An assistant teacher said,

*“Our institution is not financially stable. The head teacher shared some ideas to develop the school but could not implement them due to a shortage of money. Because, tuition fees are the main income source of the school, most of the village students come from disadvantaged families that do not pay fees on time.” - T7*

Some school teachers admit that they do not see the head teacher create a plan for the school; the school operates traditionally. One assistant teacher said,

*“ I’ve never seen a plan chart, even though there are guidelines for developing annual plans. A head teacher has never come up with a plan on his own in my experience. His hectic schedule leaves him little time for planning. He completely depends on us to plan for school.” - T9*

The school’s headteachers have formed many sub-committees to ensure effective administration according to the yearly plan, such as a sub-committee on law and order, cultural events, monitoring, financial management, procurement, examination, ICT, and midday meal, etc. The head teacher provides direction to the committee, and supervises their work. But some teachers claim that, though headteachers form the committees, they do not continuously supervise their work due to irregularities and weaknesses in management skills. An assistant teacher said,

*“The headmaster manages the school improperly, and he forms a lot of committees to run school activities but cannot able to co-ordinate. So, we face a lot of problems because of mismanagement.” - T13*

## **Providing support and resources to teachers**

Most of the teachers mention that the head teacher is supportive of all school activities. To maintain the school’s education, the headteachers have taken steps to implement different types of instructional activities at different times. The head teacher shows a flexible attitude in every instruction. The majority of school teachers said that headteachers instruct every teacher in the school to prepare lesson plans and conduct the class, and if somebody has difficulty creating a lesson plan, the head teacher assists them in doing so. Moreover, if the teachers are unable to attend the school due to any reason, the head teacher handles the situation with great care. Some respondents also said that if a teacher is absent, the head teacher picks which substitute teacher will teach the class or sometimes conducts classes himself. In addition, the headteachers have taken several positive initiatives to improve the

school's infrastructure, such as developing new school buildings, supplying benches for schools, repairing old school buildings, building a playground, etc. The majority of teachers said that headteachers take different measures to expand the school's facilities. One of them stated,

*“ We did not have a language lab; that's why our students English language skills were poor. Realizing this problem, our head teacher managed to find a sponsor for funding to establish a language lab. Now, our students practice English in this lab.”*  
- T10

Headteachers are conscious of supplying instructional materials to schools. The majority of teachers indicate the availability of essential instructional materials in their schools. Most assistant teachers express satisfaction with the head teacher's teaching material allocation. Teachers get textbooks, teacher guides, and manuals from school, which the head teacher actually collects from government and non-government sources. The headteachers attempt to give teachers essential instructional materials from the school fund or government finance, and so on. One of the assistant teachers said,

*“If low-cost instructional materials are needed, have the head teacher arrange them from the school budget. But if need high-cost materials such as multimedia projector for each class, head teacher try to arrange it from government or sponsorship.”*-  
T11

However, assistant teachers in some schools point out that teaching in schools sometimes needs a significant number of resources that the head teacher cannot organize. According to them, headteachers used to think that instructional material meant only textbooks, teacher's guides, blackboards, whiteboards, projectors, and so on. If any instructional materials are not familiar to the head teacher, they will not accept them easily. One assistant teacher mentioned,

*“Instructional material means many things. But our headteachers do not accept any new instructional material that is beyond their cognition. I have needed the flowchart many times, but repeated requests to the school head teacher did not get any response, so now I have given up expectations.”* - T6

## **Motivating and encouraging teachers**

The headteachers take various steps to provide motivation and encouragement to the teachers. The headteachers motivate the assistant teachers to execute their professional responsibilities effectively. In the case of teachers who have performed their professional duties effectively, the headteachers praise and appreciate them during the meeting. Most of the assistant teachers claim that the school's head praises the committee in front of everyone

for their accomplishments. The supportive attitude of the head teacher in any decision-making at the school is reflected in the voice of the assistant teachers. Some assistant teachers also mention that the head teacher seeks suggestions from them in any decision making and problem solving. No matter what plan is made, the head teacher always asks everyone what they think. For this reason, teachers think that they are important for the school, which motivates them to work harder for it. One teacher opined,

*“The headmaster of my school is democratic. He always seeks out our suggestions. Though all suggestions are not perfect, he always praises me for providing suggestions. It motivates us to do more work for the school’s development.” - T14*

Although some headteachers take initiative to motivate assistant teachers, most headteachers do not take this matter seriously. Most teachers believe that headteachers do not consider teacher motivation crucial for ensuring quality of education. Most of the headteachers do not consider the teachers needs and their well-being, which creates frustration among teachers. Even, sometime headteachers intervene teachers classroom activities that discourage them quality teaching. One assistant teacher stated,

*“I once gave chocolates and pencils to my students as a reward for their excellent performance. Someone notified the head teacher. Later, the head teacher called me to his office and instructed me not to give the students anything.” - T5*

### **Promoting collaboration and teamwork**

Almost every school’s head teacher focuses on teamwork for improving the school’s overall system. Most of the teachers said that headteachers organize extracurricular activities at the school where assistant teachers and headteachers work together. Some teachers assert that headteachers operate the school democratically. Headteachers don’t always force their ideas on others. When there is a need at school, everyone is called together to determine what the majority thinks. In schools, the dictatorship of the head teacher is ineffective, and a collaborative atmosphere is essential to running school smoothly. Most of the teachers said that the headteachers emphasized collaboration and teamwork to observe different national events and school events like February 21, December 16, March 26, August 15, etc., and different cultural and sports events. One of them said,

*“At my school, teachers and headteachers take part in extracurricular activities. For example, on March 26, my school has a swimming competition every year. The headteachers and I are working together to run the swimming competition. Every year, we keep an eye on how well students are prepared for the swimming competition.” - T12*

The headteachers emphasize teamwork to solve school problems and make decisions. Some teachers said that headteachers first get the views of all the teachers and then integrate their ideas to draw conclusions. Moreover, some teachers assert that if there is an issue at school, all the teachers get together and decide to address it. Headteachers put together committees to find solutions to problems. Based on the committee's suggestion, the head teacher gives priority to solving the problem through the joint efforts of the teachers. One teacher said,

*“Lately, truancy has become a big problem for students in my school. In this case, the headteachers called a meeting where everybody gave their suggestions. Based on their suggestions, it was decided to increase surveillance of the students, and a team was formed led by the head teacher, to monitor students.” - T2*

School teachers admit that most of the headteachers give priority to them because they are experienced and competent. Headteachers form teams with experienced and competent teachers for different school activities, and then divide the work within different teams. According to the majority of assistant teachers, the headteachers not only provide direction but also supervise and take action to carry it out properly. However, some teachers expressed the opposite opinion. They said that headteachers do not emphasize teamwork. Most of the time, headteachers take decisions themselves or consult with only senior teachers. One assistant teacher claimed,

*“There is no opportunity for teachers to participate in solving any problem in our school. No advice is sought from us. If a teacher makes a decision and later something contrary to that decision happens, then that teacher has to face various questions. That's why many teachers don't agree to give any decision.” - T6*

### **Facilitating professional development opportunities**

Every school's head teacher takes steps to foster the growth of teachers' skills. Assistant teachers' personal and professional development is of utmost importance to headteachers. When there is a training opportunity at the upazila, district, or division level, the headteachers send the assistant teachers to the training to enhance their professional abilities. Besides, headteachers arrange in-house training for teacher professional development. Some teachers also said headteachers observe their class to review teachers' strengths and weaknesses and provide suggestions to improve. One teacher said,

*“Our school's head teacher sometimes comes to my class to observe, and if he finds anything wrong with my teaching, he calls me into his chamber and suggests ways to improve my teaching. Really, I learned a lot of things from him about student centered teaching and learning.” -T15*

Some of the new teachers also said that the head teacher had been very important in helping them improve their skills as teachers. They also noted that the head teacher gives extra attention to them and that if there is a problem in teaching, the head teacher calls them to his office and attempts to resolve the issue alone. A novice teacher said,

*“The head teacher assists in my professional development. For instance, I have some difficulty teaching math to students. Later, I sought sanctuary with the head teacher. He is an excellent mathematics teacher. He taught mathematics to me clearly and concisely.” - T4*

Some of the teachers provide negative reviews of the headteachers’ professional development. There are many teachers who engage in regular training, but there are other teachers who do not get training from the school. Nepotism and partiality in the training of headteachers are shown by the statements of a new assistant teacher. He said,

*“The head teacher is somewhat biased in training. Here, only those close to and with a good relationship with the head teacher get training. Consequently, individuals who get it have the chance to train repeatedly, but others do not. As a new teacher, I did not get a single training opportunity here.” - T7*

## Discussion

An essential leadership practice for the smooth administration of a school is creating the perfect plan. The results of the research reveal that each school’s headteachers practice leadership in different ways to manage and enhance the school’s internal operations. Headmasters are responsible for maintaining classrooms properly, sending teachers to class on time, making the school environment more attractive, and choosing which teachers will take their courses in their absence. This finding similar with to Northouse, (2018). According to Northouse (2018), in effective leadership, headteachers drive students and teachers to accomplish goals, assume responsibility for managing academic sections to improve schools, and steer stakeholders toward a common set of goals. The study findings also reveal that headmasters are attempting to regulate the school in accordance with the plan in order to effectively manage the school’s developmental management. These findings also align with Singh & Allison, (2016). According to Singh & Allison (2016), secondary school leaders have formed plans of action to achieve goals aimed at boosting student achievement. This research also explored the fact that headteachers have taken various measures to provide teachers with motivation and encouragement and to maintain the school in excellent condition. The study reveals that headteachers provide a number of incentives for assistant teachers to do their duties effectively. In the case of teachers, headteachers commend and recognize those who have successfully completed their professional duties; those who execute their work well are involved in various committees, and those who regularly attend school are awarded. Aligned teachers motivation process is also shown by Rasheed et al. (2016).

For the development of an organization, it is essential to create a collaborative environment among all members. For the development of the school's overall system, the study reveals that the school's headteachers are attempting to foster a cooperative atmosphere among the teachers and students. The school's headteachers arrange a variety of co-curricular events in which the assistant teachers work together. According to Leech et al. (2003), empowering people to take action is essential for developing a collaborative culture because it encourages the development of cooperative goals through empowerment and trust-building. According to the study's conclusions, school administration is a democratic process. In order to foster a collaborative atmosphere, the headmaster organizes a variety of activities on different school days. According to Salahuddin's (2011) findings, it is difficult to finish an assignment without the participation of all professors. This survey also reveals that headteachers demonstrate a high level of collaboration while addressing school issues and making decisions. Headteachers make choices by bringing together all teachers and students to tackle school problems. This research is connected to Tingle et al. (2019). According to Tingle et al. (2019), strategic decision-making activities are undertaken cooperatively. The study's findings also indicate that several subcommittees have been created by headteachers to guarantee proper administration of the school and school planning. Riaz and Sultan (2017) also found that school administrators have recognized the importance of teamwork.

According to this research, headteachers assist teaching in different ways. At schools, headteachers are actively engaged in the teaching process. While they are headteachers, they also teach regular courses in a number of disciplines as assistant teachers. According to earlier studies (Cobb, 2015; Supovitz et al., 2010), headteachers play an important role in the school by distributing resources to the teachers. The study's findings indicate that school administrators disburse school improvement funds in a number of ways. The infrastructure of the school is actively developed by headteachers, who also recruit new teachers, provide open play areas for pupils, build new buildings, provide benches for schools, and renovate old structures. According to Cheryan et al. (2014), the structural characteristics of the structure have a substantial effect on learning. In addition to the infrastructure, the availability of instructional materials reveals the actions of the headteachers. The findings indicate that school administrators did not permit a shortage of instructional resources. This study demonstrates that some school heads have created their own scientific laboratories and computer labs. Gil-Flores et al. (2017) further demonstrate that secondary school students have enough access to instructional technology. According to the findings of the research, assistant teachers are happy with the distribution of materials by the headmaster. Headteachers always attempted to give teachers laboratories, globe maps, projectors, scientific microscopes, etc. According to Singh & Allison (2016), one of the key responsibilities given to headteachers was generating money for their schools to improve teaching aids.

The leadership of the head teacher is also contributing considerably to the growth of teachers. This research demonstrates that the headteachers are taking different initiatives for the growth of the teachers at the school. Headteachers organize training programs or send them to participate in training for developing their professional skills. In addition, depending

on the findings, each school's principal conducts in-house training and meets weekly to discuss the strengths and weaknesses of his or her colleagues. The professional development of teachers and the leadership practices of headteachers are positively and significantly correlated, claim Hoque et al. (2020). This research's findings also suggest that headteachers watch the classrooms of ineffective teachers in an effort to strengthen the professional abilities of assistant teachers and to offer developmentally appropriate instruction. According to the results, the headteachers have also played a significant role in the development of the new teachers' professional abilities. When a new teacher has difficulty with teaching, the head teacher summons him to his office alone to attempt a resolution. This conclusion is supported by May et al. (2020). According to May et al. (2020), the administrative competence of the headteachers has a significant effect on the professional development of teachers.

According to perceptions of teachers, the survey also indicated leadership practice discrepancies with respect to teachers. The outcomes of the research suggested that while headteachers admitted to drafting school plans, few assistant teachers disagreed. According to them, the school's principal has never seen a plan, and the institution runs in a typical manner. No new proposal for the school's expansion has yet been established. This finding is related to Leech et al. (2003). The perceptions of teachers in the survey suggested that the use of encouragement by headteachers was their least common activity. Teachers understand that their headteachers seldom participate in behavior encouragement. According to Riaz and Sultan (2017), headteachers have not paid sufficient attention to school growth planning. This survey also demonstrated the majority of headteachers' prejudices in school administration. The school's teaching atmosphere is being tainted by the prejudice of the school's principal. The headmaster is favored in decision-making, problem-solving, and supervising teacher training. This research agrees with Ahmad (2013), who revealed that favoritism and nepotism continue to cause teachers extreme mental distress, disturbance, and stress.

## Implication

There are several implications of this study. It is intended that the results of this article will be important and helpful to the following demographics: teachers, students, the media, school administrators and policymakers, and the general public. The research findings are useful in developing school leadership development programs, particularly for Bangladesh's head teacher training program. From this study, Bangladesh's policymakers can broaden their knowledge about the leadership practices of headteachers' and adopt policies to improve head teacher leadership practices. Secondary schools in Bangladesh will be able to ensure quality education to solve the challenges of effective leadership with the support of these research findings. As it has done in a new topic, the research community might get new ideas or get an existing view about the present status of leadership practice at the secondary school. Additionally, society and the whole country may benefit from the implementation of this study's findings.

## Limitation

The small participant sample is a limitation of this research, preventing it from making as wide of generalizations as qualitative investigations. Additionally, as leadership behaviors may vary between regions in Bangladesh, concentrating just on the Rajshahi district may restrict the breadth and depth of study results.

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## Conclusion

In Bangladesh, where leadership is seen as the administrative or management responsibility of headteachers, it is vital to understand how school leadership may be developed in order for schools to be more effective. Without competent headteachers, it would be challenging for schools to achieve their educational objectives. In fact, Bangladesh has come a long way in terms of the leadership practices used by school administrators. Headteachers work hard to maintain good connections with their staff. For the expansion of the school's system as a whole, the school's headteachers are aiming to promote a cooperative environment among teachers. In addition, while addressing school issues and making choices, headteachers exhibit a high level of teamwork with teachers. The headteachers have tried a variety of approaches to motivate and encourage the teachers. In addition, headteachers are employing various initiatives to support the professional development of teachers. Yet, the investigation showed some deficiencies in the head teacher's leadership practices such as lack of plan implementation, lack of allocating teaching instructional materials and partiality of school management which are the barriers of ensuring quality education. Further studies on the leadership practices of headteachers must include educators from different regions of Bangladesh. A comparable study on headteachers of elementary schools would also be feasible. Researchers ought to look into the connection between student achievement and leadership strategies used by school headteachers.

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