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CHALLENGES AND SOLUTIONS TO IMPLEMENTING THE IDEA OF TEACHER LEADERSHIP IN TEACHING AND LEARNING IN A NORTHERN DISTRICT COLLEGE IN BANGLADESH

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Abstract

This study tries to find out the existing scenery of the implementation of teacher leadership in a northern district government college in Bangladesh. Furthermore, the nature of student teacher relationships and the challenges and solutions for implementing the idea of teacher leadership at the undergraduate level is eyed by the researcher. A qualitative approach has been applied in the research where both teachers and students participated in semi structured interviews and focus group discussion. Significantly, Semi-structured interview was taken with five teachers from three faculties namely science, arts and social science, and business studies. Simultaneously, thirty students (15 male and 15 female) from the undergraduate level participated in the focus group discussion separately. A purposive sampling method was used to select participants. Data was analysed after collecting from both teachers and students. Lack of teacher leadership exercise, limited teachers, lack of pedagogical training, excessive pressure of official work, and lack of mental satisfaction in the job are the barriers to implementing the teacher leadership idea. Creation of sound learning atmosphere, use of internal funds, arrangement of training & seminars, special care for weak students, achieving credibility and trust, professional learning community, teaching award action research activity and mentoring the activities, the idea of teacher leadership can be established at the undergraduate level in the researched college.

Keywords: Undergraduate, Teaching, Teacher Leadership, Government College, Bangladesh

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Introduction

The influence of teacher leadership (TL) is indispensable to creating quality in education nowadays. Teachers are to evince their capacity as leaders while teaching in the classroom or beyond the classroom (Gibbs, Knapper, & Piccinin, 2008). Playing the role of leader in teaching creates an intimate relationship between teacher and student. Sun & Leithwood (2015) assert that the knowledge provided by teachers with rational and emotional worth erects an influence when leadership approaches are added to teaching and learning. Moreover, the scope of the study, external knowledge, knowledge of theory and practical, career-based consciousness, and self-development are achieved by students if TL approaches are enacted in the teaching and learning process (Michael, Zaman, & Gorpe, 2018). Here, the authority of the institution, departmental head, and teachers will have to act as a dominant contribution to access the attribute through a leadership role. Particularly, the part of the departmental head is more notable than the authority (Gibbs, Knapper, & Piccinin, 2008). Harris & Muijs (2002) note that TL is viewed as power as it opens the opportunity to lead in teaching and a practical perspective, it provides the path to work together to foster young teachers in improving their experience. The excellence of the college will depend on the improvement of the pedagogical and cultural atmosphere. Harris & Jones (2019) believe that pedagogical perfection will evolve through the practice of TL. Cera (2013) postulates that the present institutional culture can be changed by the application of TL. The study will investigate the existing atmosphere of TL in prospering teaching and learning potentiality at KGC.

Status of Teacher Leadership in Bangladesh

The education system of Bangladesh has three levels: primary, secondary, and tertiary. The primary level is in class one to class five whereas class six to class twelve is in the secondary level. The influence of TL at the tertiary level will be discussed here. University grants commission controls the activities of the university at the tertiary level. National university regulates higher education taught in Government and Non-Government colleges. The bodies are autonomous in public universities. The syndicate, senate, and academic council execute the activities of the university according to the provision written in the corresponding act. The honors course started in the 1997-1998 session and has been increased to 14 disciplines with masters now at KGC. About twenty thousand students are taught by only 65 teachers. Teachers are appointed in government colleges through participation in the highest competitive civil service examination in Bangladesh namely BCS. They need not have a degree in pedagogy as well as teaching skill tests (Poddar, 2017). Therefore, they face limitless problems at the beginning of teaching. If the appointed teachers enter into this profession without having a bachelor's degree in education, they must be sent to teachers training colleges for degrees in education (Poddar, 2017). Normally, teachers receive foundation training on pedagogy after involve in teaching for a long time. Hence, the expectation of receiving other training is unthinkable for the teachers. Thus, the enactment of the TL concept at KGC will bring a remarkable change in teaching and learning.

The need to strengthen TL for teaching and learning at KGC

In Bangladesh, 27% percent of candidates choose teaching as their profession whereas 73% receive the profession as they have been assigned by the PSC (Public Service Commission) and have no power to change it as identified by Rahman (2015). Teachers are not satisfied with their

job selection. Hence, a clear conception of the teacher profession and teacher leadership can motivate teachers positively. Dozier (2007) claims that the dexterity of leadership among teachers is a must-achieved condition to bring out the victory. Lamb-Sinclair (2019) underlines that teachers felt proud in teaching and learning instead of bragging if the notion of TL applied in the institution. Lamb-Sinclair (2019) further added that most administrators support teacher leaders to implement ideas as a reality. However, breaking the existing isolation of teachers at KGC can march forward to achieve the earmark in education. Most of the teachers are not interested in originating influence over the students. Therefore, gaining the attributes of leadership and implementation in their regular teaching practice can construct a thrilling and pleasant educational ambiance at KGC.

Fostering TL to enhance teaching and learning at KGC

Professional development among teachers at KGC is attainable when the conception of TL will be given more accentuation. Indeed, a smaller number of teachers compared to students is a massive impediment to achieving the trait. Moreover, psychological readiness and conflict of status between senior and junior teachers in terms of receiving training and observing classes will also create barriers (Raqib, 2019). Senior and junior teachers of government colleges are not habituated to sharing ideas in teaching. Here, the execution of TL can contribute a skillful part.

When the teachers are accustomed to the custom of leadership, their outlook, view, and professional knowledge will be augmented. Later, this experienced and skilled teacher will share their teaching philosophy and strategies with novice teachers. Similarly, fresh teachers will feel free to share problems with experienced and skilled teachers about teaching. The contribution of the authority can also play a robust part in fostering TL in the college.

Objectives of the Research

1. To find out the existing scenery of teacher leadership at the undergraduate level in a northern district college in Bangladesh.
2. To find out the relationship between the teachers and students at the undergraduate level in a northern district college in Bangladesh.
3. To explore the challenges and solutions to implement the idea of teacher leadership at the undergraduate level in a northern district college in Bangladesh.

Research Questions

1. What is the present atmosphere of teacher leadership at the undergraduate level in a northern district college in Bangladesh?
2. What is the nature of the relationship between students and teachers at the undergraduate level in a northern district college in Bangladesh?
3. What will be the challenges and solutions of implementing teacher leadership at the undergraduate level in a northern district college in Bangladesh?

Literature review

What is Teacher Leadership?

Generally, TL is confined to teacher-student, teacher-colleague, teacher-administration, and teacher-guardian. Bagucanskyte & Kaminskiene (2016) state that leadership is a trait that holds power to influence, lead, and control people. Academic leaders can stimulate their colleagues using inspirational personality, knowledge, skill, experience, the practice of gaining modern knowledge, and the awareness of ambiance (Bagucanskyte & Kaminskiene, 2016). However, teachers would not be able to enrich student's learning if they do not refurbish themselves with advanced and alternative teaching methods (Nurutdinova, Perchatkina, Zinatullina, Zubkova, & Galeeva, 2016). Again, teachers fail to express their reasons for discomfort in teaching due to the constraints of leadership practice. Through practice, teachers are capable of highlighting issues and participating in the decision-making process (Coggins & McGovern, 2014). The participation of general teachers in the decision-making process will certainly assist the authority for solutions as the fact is articulated in the meeting. Indeed, the level of critical thinking of a teacher carries importance. Sacks (2012) postulates that teacher leaders can think critically to bring new ideas and retain the power to drive initiatives for collaboration and discussion. TL is not only present in class with fixed activities but also faces challenges and increases opportunities beyond the classroom (Cosenza, 2015). Whenever teachers act as leaders, they have to establish communication with students, colleagues, principals, and guardians. Effective communication can support teacher leaders in facing critical challenges. Here, collaborative learning, the co-relation between leader and follower, and generating ideas collectively can carry out a valuable effect (Harris, 2003). The absence of sharing ideas and knowledge, the relationship between leader and follower, and the willingness to learn together will never strengthen the wisdom and experience of the teacher to gain the attributes of leadership. Thus, students are not aided by the teacher for the lack of mentioned attributes. The teacher concentrates on the student's problem and tries to bring out change. However, it seemed troublesome for them because of the lack of basic ideas about TL.

Fahimirad, Idris, & Kotamjani (2016) define teacher leaders are those who can include students in the change after identifying problems and are willing to change their agile nature to become more structured in the operational processes of their universities. Siddique, Aslam, Khan, & Fatima (2011) presume that successful leaders should be aware of the demands of followers and compulsorily try to motivate based on their demands. Real leaders can instigate followers properly as they know that students have the mental ability to strive for the attainment of specific objectives. Therefore, the creation of a teacher leader is obligatory. Quick (2013) found that the combination of three principles can turn a teacher into a great leader which are authenticity in work, the volition of maintaining a balance between ethical justice and supervision, and proper strategy for the solution of educational problems. With the achievement of the above-mentioned principles, a teacher leader feels to work for the betterment of students. Harrison & Killion (2007) opined that teacher leaders bestow effort for the improvement of education in different ways. However, Strodl (1992) thinks differently. Teacher leaders can stimulate academic participation, help students with recent conflicts, and finally change the young life by playing the role of a model teacher, especially in an informal atmosphere (Strodl, 1992).

After analyzing the definitions, it's assumed that TL is a process where teachers can exchange thoughts, views, and plans to bring positive effects to institutions, students, and

individuals. They can take part in the decision-making process in the institute and make a forceful impact on the decisions taken in the meeting.

Importance of Implementing the Idea

As the conception of TL is vigorous and effective in teaching and learning, the implementation of the idea will carry great importance. Boyd-Dimock & and McGree (1995) argue that teacher leaders can shape their vision to play a supreme capacity to elevate academic performance. Similarly, teacher leaders intend to build trust among colleagues, keep patience at obstacles, achieve team support, provide inspiration for teachers, and facilitate reflection and communication among faculties (Boyd-Dimock & McGree, 1995). Moreover, the head will get time to influence teachers positively; monitoring and evaluating the performance by fixed target (Alkutich, 2017). In contrast, if the conception is not applied, teachers will not be able to share views and learn within the subject area. However, teachers will be able to evaluate their teaching practices and design effective strategies for class management such as student characteristics, preparing a lesson plan, identification of problems, recording of questions and answers, and behavioral improvement (Khan, 2016), whenever an expected atmosphere is created. Here, the financial and mental support of the principal is badly needed to change the existing culture. Without the support, it would be impossible to change the culture. Frost (2008) describes that formal leadership indicates the execution of common responsibilities of teachers ordered by the principal. In contrast, TL brings the idea that implies the influence of teachers beyond the classroom and the right to expose their human potential to the surroundings (Frost, 2008). To implement the objectives, the freedom of the teacher's voice plays an obvious role. Aruzie & and Adjei (2019) assess that the contribution of experienced teacher leaders builds up the institutional culture and skill of novice teachers. Experienced leaders will exhibit superb in using the factors influencing leadership power namely personal traits, control level, structure of organization, and depth of experience. Novice teachers find out new strategies and techniques about when and how they will use different leadership styles such as authoritarian, laissez-faire, bureaucratic, transactional, and instructional. Both mentioned views are supported by Aruzie & and Adjei (2019). After attaining the experience and knowledge from experienced leaders, an inexperienced teacher will keep pace with the changing and unhandy situation.

After observing the discussion, this is clear that TL conception can play a significant role in creating a positive influence on teaching and learning. Necessary attributes of leadership will be achieved by a teacher to ensure significant changes in teaching and learning.

Effectiveness of TL In Teaching and Learning

Leadership is needed to initiate a steady atmosphere in a university as the outlook of a leader has the power to erect such kind of spirit and propensity to unite all in the institution (Davies, Hides, & Casey, 2001). Jackson, Burrus, Bassett, & Roberts (2010) pointed out three benefits that prove the effectiveness of teacher leaders the contribution of collective responsibility and sanguine endeavor, the ability to embolden teachers for active engagement and accountability, adamant to dedicate and exert abilities. Here, creating a sound learning climate is compulsory for achieving the attributes. Hofmeyer, Sheingold, Klopfer, & Warland (2015) argue that there are some conveniences of TL such as the fruitful contribution of academics, ease of teaching workloads, direct teaching teams in the correct lane, playing a lively role in solving real-world problems of researchers. Teacher leaders are always run for knowledge to solve problems. Therefore, authority

ensures facility so that the teacher leaders can comfortably meet their demands. If it is not implemented by the authority, teacher leaders will not be able to play an effective role in teaching and learning. Furthermore, Killion, Harrison, Colton, Bryan, Delehant, & Cooke (2016) argue that TL conception can design an impact on peer performance, foster collaborative culture, promote professional growth, build transparent leaders, and finally can afford to lead students wherever they stay. A teacher leader is aware of the effective teaching strategies and problems in teaching and learning. Teacher leader instructs teachers to prepare them through experience. Here, the collaboration between the teacher leader and teacher can be made by the members of the teacher council.

Impact of TL In Teaching and Learning at KGC

TL is a dynamic concept. Dauksas & White (2010) state that teacher leader creates a strong influence on teaching and learning. They aid in boosting the attributes of other teachers, enhance the positive impact of teaching and learning, and implement the key priorities of the institution (Curtis, 2013). Furthermore, TL can flourish the culture of the community, strengthen intellectual growth, and solve public problems (O'Hair & Reitzug, 1997). Teachers will surely create massive influence in teaching and learning by applying this concept at KGC and secure a better position in the country.

Research Methodology

A qualitative approach has been followed in this research based on the research objectives and questions. For this, semi-structured interviews and focus group discussions have been chosen to identify the existing scenery, student and teacher relations, and finally the challenges and solutions of the topic.

A semi-structured interview was conducted with Five teachers (Professor-01, Associate Professor-01, Assistant Professor-02, and Lecturer-02) from three faculties namely science, Arts and social science, and business studies. Simultaneously, thirty students (15 male and 15 female) from the undergraduate level participated in the focus group discussion separately. A purposive sampling method was used to select participants.

Each discussion was continued for 50 to 60 minutes with 10 students. An open-ended questionnaire was prepared for semi-structured interviews whereas close and open-ended questions were applied in the focus group discussion. The venue was Kurigram Government College which is located in the northern part of Bangladesh adjacent to the great Bramhaputra River. In addition, the college is affiliated with the National University, Gazipur. A thematic approach has been applied for the analysis of the data collected from the questionnaire.

Findings

The whole academic activities are executed under the direction of the principal at KGC. Teachers and departmental heads are to consult with the principal to receive any initiatives. Overall, there is no exercise of leadership at present and there is an urgency to begin the concept of TL to robust the efficiency of the college.

Departmental heads are not used to sharing problems on teacher leadership with teachers in Bangladesh as well as KGC. Hence, the expected atmosphere is not created yet. The principal has not enough time to concentrate on the issue due to excessive pressure on official work. There is no budget allocated by the Government to arrange programs like seminars, and workshops at KGC like other colleges in Bangladesh.

The major challenge in implementing TL conception at KGC is insufficient teachers. It would be difficult to run the conception with limited teachers. Teachers have no idea about TL. Furthermore, fresh teachers have to conduct classes without training. The principal and vice-principal have to keep themselves busy with administrative activities.

The principal and teachers are not strong enough to implement the teacher leadership concept. Relationships among teachers and administrators should be open as well as equitable to clinch an advantage from the learning window, and regular interaction between colleagues and, the teaching team carries immense importance (Printy & Marks, 2006). Again, a convenient atmosphere is not established to identify potential teachers. Monem & Muhammad (2010) state that the university grants commission is unable to provide funds for the colleges under national universities on seminars, symposiums, training, and research in Bangladesh. Hence, the kinds of activity are very tough to implement at KGC.

However, teaching is such a profession where mental satisfaction is urgent which is absent among most of the teachers. Most of them think that they are doing a job only. Teachers' lack of interest, lack of shared objectives, lack of trust, and low confidence are also considered barriers. The lack of facilities in comparison with the others civil service officers may be the cause for their dissatisfaction.

Some strengths in KGC support to implementation TL idea. The area of KGC is large. There is a library, digital lab, and seventeen creative clubs for conducting co-curricular activities. Teachers are brilliant enough to accept new ideas and keep pace with the changing atmosphere. All the teachers have passed the highest competitive civil service examination in Bangladesh. Among them, some are experienced in teaching as they have received training in pedagogy from the National Academy for Education and Management (NAEM), Dhaka.

Principal bears a luminous sense and dexterity to execute the college task adroitly. He is capable enough to influence positively of all teachers and involve them in the right way. However, there are another three government colleges situated near KGC that can help to launch the practice of PLC by the role of principal. Hord (2009) claims that the principal can define purpose, create space for accommodation, and give support to reviewing, studying, and interpreting data which are considered the basic requirements for the foundation of PLC.

The whole administrative activities of KGC are run by the decision of the principal. Vice-principal assists the principal in accomplishing the activities. The principal conducts a few classes. The same thing happened to most of the principals of government colleges in Bangladesh. They like to think of an administrative officer, not the teacher leader after possessing the chair. Consequently, the TL concept can't reach a satisfactory level. Administration can create a direct impact by introducing the notion of TL through the support of resources and collaborative approaches (Duval, 2017).

The practice of the TL concept depends on the desire of the principal. Normally, the principal instructs teachers and departmental heads to conduct class properly in meetings. Heads and teachers conduct the class on the traditional method. Therefore, the attributes of TL are almost absent in teaching and learning. Few departmental heads try to transform experience to novice teachers. Sometimes teachers get opportunities to practice the concept in teacher and academic councils. However, the practice of the TL concept depends on the initiatives of the principal.

Recommendations

Bringing positive change in twenty-first-century higher education, the implementation of the TL concept is obligatory (Collins, 2014). Teachers can gain a deeper sense of understanding which puts forward them to act as perfect leaders (Simkins, 2005). However, the improvement of teacher professionalism, student learning, the teaching system, and ultimately the lives of the professionals will be achieved by the empowerment of teachers through the implementation of TL (Wells, 2010).

Actual guidelines for using TL can encourage teachers to move forward with the goals and ideals. Teacher leaders can develop the quality of teachers and staff through quality and motivational efforts. Teacher leaders can identify the weak students and receive special care with keen monitoring for improvement. Here, Kapur (2003) identifies some goals to use the concept effectively: Based on the research findings and ideas from the literature review some probable recommendations are given below.

Sound Learning Atmosphere

Educational leaders recognize the demand to thrive in the shape of learning aura. The finest learning and performance of students will be intensified by the teacher through the establishment of a sound atmosphere. Unfortunately, there are huge challenges that have to face in achieving knowledge due to the constraints of a sound learning atmosphere in Bangladesh (Mahmud, 2010). Most importantly, scarcity of ICT resources, load shedding of electricity, and strenuous to involve learners in online classes Mahmud (2010) further added. But the scarcity of technical materials is over now. The barrier for creating sound leaning atmosphere is the large size of the class. The construction of the national policy may reduce the problem.

Improvement of Teaching & and Learning Process

Restructuring the organization, disseminating leadership and the involvement of huge staff constitute substantial possibilities for learning. The centralized educational system in Bangladesh and limited staff are the barriers to improving the teaching and learning process. Consequently, the dissemination of different ideas including leadership is unthinkable to implement here. Hence, a decentralized organizational pattern, recruitment of enough staff, and dissemination of different ideas will aid in ensuring quality education in Bangladesh.

Initiatives for Teacher's Quality Development

Making provision for building a variety of opportunities likewise training, the workshop is significant. Moreover, maintaining discipline in university surroundings for teachers is crucial. Disciplinary ambiance will establish mutual understanding and amicable relationships among individuals.

Here, the willingness of a leader to exchange what he is thinking with colleagues and partners is also influential. Barrett & and Breyer (2014) display that the usual goal can be obtained by way of sharing ideas. Every individual has different talents. Whenever it can be shared, the possibilities of thriving knowledge among colleagues will extend.

Barrett & and Breyer (2014) argue that principals can receive high-standard instruction through faculty meetings. Despite this, teacher leaders can invigorate students to go overseas for higher study. Subsequently, they will induce faculty and staff members to study tours so that they can entice students to go abroad (O'Dell & Hwang, 2008). O'Dell & Hwang (2008) further state that leaders are required to gain knowledge of the global world besides discipline areas. We can contemplate a leader as real who takes care of teachers, upgrades the institutional aura, and is capable of refining learners' performance through the practices of behaviors, motivational efforts, considerate mentality, and the notion of stimulation. Lumad (2017) sketches that transformation of knowledge, encouragement of teamwork, ethical values of leaders, and finally diversity in knowledge can set up an unambiguous effect in teaching and learning among teacher leaders. Leadership cannot be taught, it must have to be earned by the achievement of self-awareness and a settled vision (Post, 2017). Consequently, there is no alternative for the teachers to attain the caliber of self-efficacy and fixed goals to bring positive influence in teaching and learning.

Use of Internal Fund

If the principal bears the expenditure from the internal college fund, the possibility will be opened for arranging the seminar or workshop to introduce the concept of TL. Since the fund is not enough principal have to face challenges. The Ministry of Education can allocate special budget for this purpose only. King (2011) demonstrates that principals should have played the job to meet the demands of teachers. Importantly, King (2011) argues that teachers would feel comfortable having autonomy with sound economy and collaboration in the teaching and learning process.

Training & Seminar

The principal will arrange basic training or seminars for teachers to introduce the idea first at KGC. The inclusion of training on TL can nurture leadership practice in educational institutes (Seltz, Director, & Slade, 2015). Without achieving the basic idea of TL it will not be possible for teachers to create influence in teaching and learning. It can be arranged twice a year in the college hall room. However, fresh teachers join the college without training. Principals can arrange basic training on pedagogy including the TL concept for them. Funding provided by the Ministry of Education for this purpose will support principal to take the initiative.

Special Care for Weak Students

The principal will have to ensure extra care for weak students of KGC as the quality of education at KGC will depend on the performance of both bright and weak students. Hence, the principal can arrange an extra class of two hours every week only for the weak students. Moreover, the principal must instruct the teachers to show equal behavior and importance toward bright and weak students in the class. Encouraging behavior of teachers toward weak students leads them to positive achievement whereas less attention of teachers toward weak students creates disappointment (Ajaib & Yousaf, 2018). However, it would be very difficult for the principle since the lack of teachers. Here, the extension of post pattern for the teachers will be helpful in this regard.

Achieving Credibility and Trust

Teacher leaders will have to to achieve the trust and credibility of students more. If they can, it would be easier for them to make influence inteaching and learning. Tschannen-Moran (2004) explains that teacher leaders can influence the behavior, engagement, learning, and dropout rates of students through the achievement of leadership attributes. Tschannen-Moran (2004) further states that achievement will be high when the relationship between students and teachers is strong. Teacher leaders can achieve the credibility and trust of the students through their positive classroom behavior, personal and intellectual characteristics, effective interaction style, and instructional approaches (Hamachek, 1999). Furthermore, teachers of KGC have to ensure feedback on the performance of students. Davis & Dargusch (2015) suggest that teacher leaders would be able to achieve credibility and trust of students through detailed feedback with logical explanations of students' answer papers or assignment writing.

Professional Learning Community (PLC)

Building PLC among the teachers of KGC will certainly bring an extra dimension to teaching and learning. The attributes of leadership will be developed through this practice. Teachers of KGC will be able to work on improving teaching and learning with cooperation. Hellner (2008) states that PLC provides a pathway to secure the benefits of institutes, teachers, and students. Hellner (2008) further added that PLC can improve the research and technological atmosphere as well as the self-management system.

Mentoring the Activities

Mentoring is a process where skilled teachers support less experienced and novice teachers. The departmental head and senior skilled teachers of KGC will play the role of mentor whereas the rest of the teachers will be mentees. Mentor teachers will open the door to discuss problematic issues and instruct properly so that mentees can adjust to the situation. The activities can be continued for the whole year. Through mentoring, mentor teachers also achieve an experience that helps them to ensure a positive influence in the teaching and learning process. Huling & Resta (2001) opined that mentoring programs are not only substantial for novice teachers but also for mentor teachers. Mentoring has a positive influence on the decision-making process and strengthens the capacity and quality of the organization (Huling & Resta, 2001).

Teaching Award

After joining the college, teachers try to devote themselves to the betterment of education. Unfortunately, no award system exists in KGC. If the Principal declares an award each year for the devoted teachers, they will be inspired and work for the amelioration of students. Otherwise, they will lose the zeal to dedicate themselves. The accountability, creative attempt, and interest in promoting teaching excellence will be strengthened if the teaching award tradition starts in any educational institute (McNaught & Anwyl, 1992).

Action Research Activity

Teachers of KGC have to face several problems in the classroom. The problems can be solved by the application of action research. Aldridge, Fraser, & Sebela (2004) state that teachers can

understand the facts that happened in the classroom and the kind of experience helps them to confront the challenges in teaching and learning problems. However, action research provides an opportunity where teachers can apply theoretical knowledge to practical (Aldridge, Fraser, & Sebela, 2004).

Overall Recommendations to Overcome the Challenges at KGC

The challenges would be overcome if some strategies could be adopted by the principal. A collaborative and sound learning climate should be created by the principal where teachers can comfortably share their teaching practices and strategies. Sophisticated ideas on pedagogy by the teachers can bear rapid advance. Here, the principal will have to arrange a seminar, training, or workshop for the teachers to introduce the basic idea of TL conception. In 2010, the national education policy was formed to strengthen the quality of education. The educationist considered the year as significant since scholars, policy maker and skilled practitioners contributed to the creation of the policy argued by Mojumder (2021). Mojumder (2021) again argued that this policy concentrates on uplifting the quality of teacher education based on the education policy (NEP-2010). Furthermore, based on the idea of NEP-2010, the prepared Five Year Plan (FYP), Reports on Education, Education Strategy 2021, National ICT Policy 2015 will contribute a lot, as claimed by Rahman (2019). However, the expected outcome did not ensure in Bangladesh. Hence, the enactment of NEP-2010 will bring a positive change in the implementation of teacher leadership.

Apart from this, if Ministry of Education instructs college authorities in a formal order to arrange seminars, training, and workshops regarding the establishment of TL conception as well as allocate funds, positive change will be ensured. Through the arrangement, the teacher will receive a proper idea about the concept. However, formulating national policy for the execution of TL by the Ministry of Education is obvious. Recruitment of sufficient teachers by the recommendation of MOE can solve the problems. Building an amicable relationship among teachers, students, colleagues, and administration is obligatory. Following this collaborative strategy, if the teachers discuss the problems of teaching, their efficiency will be polished. Teachers gain adequate marks in the Annual Confidential Report (ACR) whether they accomplish responsibility wholeheartedly or not. Only a few teachers accomplish their tasks sincerely. The rigidity of the principal for proper evaluation of teachers' activities will bring positive output. The situation will be changed if the principal gives marks in ACR on the true basis of the responsibilities of teachers.

Conclusion

TL has a strong relation with the achievement of teaching and learning (Berry, Daughtrey, & Wieder, 2010). The study focuses on the implementation of TL in teaching and learning at KGC and suggests effective procedures based on the present learning climate. The study takes help from a literature review and case studies. The combination and exercises of best practices likewise training & seminars, special care for weak students, application of technology, achievement of trust and credibility, professional learning community, mentoring the activities, application of dispersed leadership, declaring teaching awards and action research activity can play a great role in implementing TL at KGC. There are some challenges considered as barriers discussed in the study. However, recommendations of the supervisory bodies or the policy prepared by policymakers can create the path of implementing TL conception. Unfortunately, there is no

supervisory body or policymaker in Bangladesh to implement the idea. To attain the vision of 2041, Government and professional sectors related to education should come forward to improve the existing condition. Nonetheless, there are some hierarchical obligations and a heavily centralized system. Hence, it would be very onerous to secure change within the shortest possible time. Initiatives of principals can bring effective changes in this circumstance at KGC. If the principal is dedicated to fostering TL among teachers within his limitations, a positive change must come.

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