TRANSFORMATIONAL LEADERSHIP AND THE PRIMARY EDUCATION OF BANGLADESH

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ABSTRACT

Leadership is such a technique and procedure by which anyone can lead or guide a small or big group or organizations in a systematic and disciplined way. This study will consider leadership and transformational leadership. Educational leadership is the new paradigm in the early part of the twenty first century. It brings radical change in the formation of schooling and educational institutions. This requires trained and committed teachers but they need the leadership of highly effective principals with the support of other senior and middle managers. In this study have discussed about the leadership, which is linked to vision and values, what is the vision for the curriculum in Bangladesh, how value and aims underpin this vision, leadership barrier aspect vision and values. It has also discussed about the Transformational leadership, strengths and limitation of TL. How this thing used in educational system, how can effective TL and how remove the barrier from the primary education. In this regard, Bush (2008) defines leadership must have a vision that must be communicated for securing commitment among the members of the organization through the meaningful communication and paying attention to institutionalizing vision for being successful.

Keyword: Bangladesh; Primary Education; Transformational Leadership

1. INTRODUCTION

Educational leadership means influencing others action in achieving desirable ends leaders is people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach exciting new goals leadership takes much ingenuity, energy and skill. Cuban (1998) has defined leadership is the technique of inspiring other people to act in specific conducts to acceptable achieve the positive goals. It is inspiration to other people who are achieved many kinds of way which affect the leadership. It is the way who is exercise leadership may be identifying a series of co action which things is linked with near the particular objective. Accordingly, to Sharma and Jain (2013) Leadership is a process by which a man influences other to accomplish an objective and direct the association in way that makes it more cohesive and coherent. Leadership is a process whereby an individual influence a group of individuals to achieve a common goal.

2. STATEMENT OF PROBLEM

First limitation is lacks conceptual clearness: according to Tracey and Hinkin(1998) the transformational leadership covers such a wide range of activities and characteristics like including creating a vision, motivating, being a change agent, building trust, giving nurturance, and acting as a social architect. But it is difficult to define thus due to lacking conceptual clearness.

Second Tejeda, Scandura & Pillai, 2001, limitation is - it has no clear description of measurement process about transformational leadership. The four factors of transformational leadership have Four l’s: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Correlated highly with each other which mean they are not distinct factors.

Third- Bryman, 1992, transformational leadership treats leadership as a personality trait or personal predisposition rather than a behaviour that people can learn. If it is a trait, training is approach becomes more problematic because it is difficult to teach people how to change their traits.

Fourth – Antonakis (2012), consider of the transformational leadership is link with associated positive outcomes. The other side studies have not yet clearly established a causal
link between transformational leaders and changes in followers or organizations.  

Fifth –According to Avolio, 1999; Bass & Avolio, 1993, the transformational leaders some time have to play a direct role in creating a change on a vision, and advocating new directions also some time transformational leadership is made for elitist and antidemocratic.

3. METHODOLOGY

The definition of transformational leadership is similar to socialized leadership that means they are both concerned with the collective knowledge. The authentic transformational leadership is a process which positively associated with group ethical climate, decision making, and moral action. Transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This kind of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential.

According to Northouse 2016, the transformational leadership is concerned with emotions, values, ethics, standards and long-term goals. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them.

According to Boss & Riggio2006) Transformational leaders stimulate and inspire their followers to achieve extraordinary outcomes by empowering them and aligning the objectives and goals of the individual followers, the leader, the group and the larger organization.

There are a lot of causes to not build up Transformational leadership in our country perspective.

1. Insufficient fund: everybody knows Bangladesh is a poor country. So, people of the school community are facing poverty. They live hand to mouth. So, it is impossible to build up slip programme successfully.

2. Inactive managing committee: some time managing committee are not participating properly for that slip programme is cannot do successfully.

4. Lack of skilled head teacher: head teacher is not all time trained up. So that SLIP (school level improvement programme) programme knowledge is not sufficient.

5. Shortage of proper plan; the member of SLIP committee is not all time prepared. They do not know how to pre-plan the project and how the outputs come from it.

4. LITERATURE REVIEW

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are educated to build a perfect curriculum its must be in sure that this area include Expressive Arts, health and Wellbeing, languages, mathematics, religious and Moral Education, sciences, social Studies, technologies. According to the writer curriculum means the experience and outcomes are set out in lines of development that describe progress in learning. Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes.

It is the meaning of that where we standing, where our ambition and where should we go and where it found the proper guide line for our right future achievement. An aspiration description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. See also mission statement. A vision statement is "An inspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action."

Bea et al. (1992) draw on the work of Bennis and Nanus (1985) to articulate ten emerging generalization about leadership four of which relate directly to vision:

1) Outstanding leaders have a vision for their organization.
2) Vision must be communicated in a way which secures commitment among members of the organization.

3) Communication of vision requires communication of meaning.

4) Attention should be given to institutionalizing vision if leadership is to be successful.

These generalizations are essentially normative views about the centrality of vision for effective leadership.

5. RESULTS AND DISCUSSION

5.1. Vision linked to value

The management team of the organization has the responsibility for two things establishing and protecting the overhang purpose fundamental values and ethical principles which govern the activities of the organization. Vision and values are the foundation of the organization and with the planning for the future. Bush (1998, 2003) links leadership to values or purpose while management relates to the implementation or technical issues. The vision of Bangladesh primary is quality education all.

5.2. Vision curriculum in Bangladesh

The Bangladesh government declared by constitution in 17 no article that primary education is must compulsory for all and free. For this purpose, government take the initiative many kind of national education policy for several times. In Bangladesh many organization this policy is implementing. At last UN declared 1992 that every country should get primary education. For this purpose, government tried to develop national education policy 2010. Government also take challenge that primary education is must for everyone. The people’s republic of Bangladesh took a vision that ensures quality education for all children. Values of Primary Education of Bangladesh- Physical, Mental, Social, Ethical, Humane, aesthetic, Spiritual, Emotional development of a child through develop Nationalism, Scientific, Creative mind and motivate to setup a dream to lead a better life.

5.3. Values/aims underpin the vision

The constitution of the People’s Republic of Bangladesh has been occupied into reflection of national education policy 2009. The primary purposes of this policy are directed toward the farming of human values. This education policy should be on a basis for an education system which is suitable for the distribution of education that should be pro-people, easily available, uniform, universal, well planned, science oriented and of high standard according to the constitutional directives. It should be work as a strategy to counter various difficulties. With this idea the curriculum vision of Bangladesh aims strengthen will be as follows.

In the outline of the constitution all level education should build up learners to be care full of freedom, sovereignty with identity. The learners should be lead morality, human cultural, scientific with social values are established at personal and national level. The learners should be developed the knowledge of our liberation war and development patriotism and nationalism to the quality full education. Also ensure curriculum activity, human resources, disasters, ideal cultivation, Bengali language, science with new technology, religious technique, cultivation of ICT, human rights, quality leadership etc.

5.4. Explanations of the 4Is

According to Bass (1985), there are four factors engaged to become a good transformational leadership. This are called 4Is which is explained below;

- Idealised influence: This kind of leader act as strong role models, they also have high standards of ethical and moral conduct, also they are respectable person and trusted person. He must provide a clear vision for the follower.
- Inspirational motivation: This kind of leader act as communicate high expectation, inspire followers to committee to the vision. They also enhance team sprite through collegiate decision making.
- Intellectual stimulated: This kind of leader act as help followers see the big picture and how they connect to the leader, organisation and goal.
- Individualised consideration: This kind of leader act as coach and mentor staff, also they delegate to promote growth.

In fundamental nature, transformational leadership produces greater effects than transactional.
Consider the strengths & limitation of Transformational leadership:

In its present stage of development, the transformational approach has several strengths:

➢ First, according to, Lowe & Gardner, 2001, transformational leadership has been a great focal point of big baize body of leadership. It is a series qualitative study of prominent leaders and chief. Content analysis of all the articles published in Leadership Quarterly from 1990 to 2000 showed that 34% of the articles were about transformational or charismatic leadership. It is a very interesting thing (Lowe & Gardner, 2001).

➢ Second, transformational leadership must lead intuitive appeal. Follower is attracted to transformational leadership because it makes sense to them. It is attractive that a leader will provide a vision for the future.

➢ Third, Bryman, 1992 considered, transformational leadership treats leadership as a process that occurs between followers and leaders. Followers gain a more prominent position in the leadership process because their attributions are instrumental in the evolving transformational process.

➢ Fourth, Avolio, 1999; Bass, 1985, discussed the transformational approach provides a broader view of leadership that augments other leadership models. Many leadership models focus primarily on how leaders exchange rewards for achieving goals- with the transactional process. The transformational approach provides an expanded picture of leadership that includes not only the exchange of rewards, but also leaders’ attention to the needs and growth of followers.

➢ Fifth, according to Howell & Avolio, 1993; Shamir et al., 1993, transformational leadership places a strong emphasis on followers ‘needs, values, and morals. Burns (1978) suggested that transformational leadership involves attempts by leaders to move people to higher standards of moral responsibility. It includes motivating followers to transcend their own self-interests for the good of the team, organization, or community.

Finally, Yukl (1999) considered, there is substantial evidence that transformational leadership is an effective form of leadership.

6. FINDINGS

People’s Republic of Bangladesh announce National Education Policy 2009 is seeks to prescribe conducts through the citizens can be groomed to become leaders in pro-people development plans and development of the society. This education system is such things that which should be bear on pro people, easily available, uniform, universal, well planned, science oriented with high standard accordingly to the constitutional directives.

There are many kinds of leadership barriers to achieving curriculum vision/values in Bangladesh as follows:

The specific subjects like Bangla, English, moral science, Bangladesh studies etc. not include the curriculum tightly. Committee of experts not is formed to develop curriculum and course contents of all subjects. The committee not act with critical examination and appropriate attention. The ratio of teachers and student is not 1:30 so the leadership is not achieving proper curriculum vision. Leadership teaching methods will be joyful, attractive and learn fully if that not possible then it should be barrier. Safe and caring environment is also needed for proper curriculum vision. To prepare subject-based textbooks, supplementary text materials, exercise books and teaching aids requirements of every subject and class. All textbooks must be flawless and written in easy and lucid language, directed towards creating an interest in the students. It is also requiring to the blind children will be prepared following the Braille method. If it may not possible then the leadership curriculum should not find the proper vision. Mid-day mill is needed to proper education. Residential facilities needed for teachers. The ethnic children can learn their own indigenous languages if it not possible the leadership curriculum cannot be successful. Assistance is needed to provide marginalize facilities.

Indigenous children have to set up in these areas inhabited by ethnic people, both in hilly or plain lands in some areas. To create special attention is to fulfil the special needs of the physically challenged learners teachers should be facilitate with the special teaching methods and needs of various types of challenging learners specially street children and other ultra-deprived children: Every child must have needed free education materials, free lunch and stipend so that leader
ship should be in proper guide line of curriculum. Many occurrences happened in rural areas so that the teachers cannot fulfil the curriculum vision properly. The proper leadership with curriculum vision methods of innovation for effective teaching, evaluation and implementation will be encouraged and supported.

Student assessment is not properly done by the related people. There will be continuous assessment system, Class III & four onwards, quarterly, half-yearly & yearly examination systems will be in place, class 5 & class 8 held a public exam which is not necessary.

Improvement of schools, monitoring for quality education & community participation it is important to ensure the community participation in the development activities of school the SMC (School Managing Committee) which is empowered then it became more active, it is a great barrier.

Teacher’s recruitment system is one of the main barriers of the effective curriculum value. Teachers joining qualification should be highly educated. Minimum qualification should be graduates. The other way teachers’ promotion is one of the barriers to make proper curriculum because they are not finding promotion they cannot set their mind and they become frustrated.

The supervision and monitoring of education within the school; the proper supervision one of the barrier of achieve the right curriculum value. If the school or institution not visited frequently by the head teachers they cannot find the proper guidelines or advice.

7. RECOMMENDATIONS

The Upazila education officer is the leader of the whole Upazila primary education section. He can show transformational leadership by many ways. Many kinds of work they have done by the order of government. They have minimum 150 primary schools in their area. They have done many kinds of outstanding work in my job responsibility. There are average 1000 teacher are working in their area. He is the drawing and disbursement man of the school of my community. There is one education officer, average seven assistant Upazila education officers in head teacher of his areas. Also minimum 120 staffs in their areas schools. There is a monthly meeting held up every month in their upazila. They are the participant of the meeting. Their main work is all time connected the high official for transfer the information. They advise assistant teacher and all SMC member how to relate with the teaching and learning with the students and maintain the school. The educator has also visited the structure of building of the school. They also give the 1-5 students in my primary school stipend project. They are the main responsible person of the project. His all sub ordinate and assistant teacher are part a great role to distribution of the stipend. This is the transformational leaderships example where the guardian motivated by him. He is also attending the Upazila monthly coordination meeting where all public leader, union chairman, Administration, Upazila chairman attended the meeting and discuss the development of the primary education development. Also, they play a vital role of school feeding project. Where, they motivated the community to keep their children in school for mid-day meal. It is a kind of the system who protects the drop out of students in primary education. There are another job responsibility of head teacher is to serve the slip programme where they play a vital role for the preparation of the plan and approval of the head master proposal.

There are many ways to ensure the slip programme successfully as a transformational leader we idealised influence on the follower. Some time as a head teacher, the educator give inspirational motivation to the community and the follower. The method of transformational leadership some time they interact stimulation to the follower. They play an individualised consideration to successfully build up the SLIP programme. To make effective SLIP programme successfully they have played a strong role models. The community and other stuff they connect with them as a person with highly ethically and morally. They should always be respected and trusted by my school surrounding people. They provide a clear vision for the follower of SLIP committee. Sometime provide inspirational motivation like communicate high expectations with the committee, inspire followers to commitment of the vision.

8. CONCLUSION

This study highlights some key ideas on leadership for practitioner, researchers and others. For this kind of activities, it identifies leadership by its contribution to outcomes and its influence on followers. The aim of contribution
this range of approaches is to widen the scope of conceptualisations and theoretical viewpoints from which practitioners and researchers may understand school leadership. In this study the most encompassing approaches to the transformational leadership is concerned with the process of how certain leaders are able to inspire followers to accomplish great things. It also suggests that how leadership barriers to achieving curriculum vision in Bangladesh and critically explore how the transformational leadership with reference to its practical experience in Bangladesh. In future we found many up grading theory of leadership which is linked to the visions and values. Also learn about the transactional leadership and transformational leadership. If we ensure the experience of transformational leadership in our educational section or our job area, we earn many things from it. The school, communities, public and civil society also get beneficiary from it.

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