
Headmaster's Managerial Roles Under School-Based Management and School Improvement: A Study in Urban Secondary Schools of Bangladesh

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ABSTRAK

Penelitian ini bertujuan untuk menerangkan sistem pengelolaan berbasis sekolah perkotaan di Bangladesh, di samping menguji hipotesis tentang hubungan antara peranan pengelolaan kepala sekolah dan peningkatan kualitas sekolah. Selain itu penelitian ini juga bertujuan untuk menentukan hubungan yang kondusif antara peningkatan profesional guru dan peningkatan kualitas sekolah. Data penelitian ini diperoleh dari sekolah menengah perkotaan di Bangladesh yang dikumpulkan melalui angket. Data diambil secara acak dengan melibatkan 127 orang kepala sekolah dan 694 orang guru. Analisis data menggunakan metode linier dan regresi ganda. Hasil penelitian menunjukkan bahwa beberapa faktor peranan kepemimpinan kepala sekolah mempunyai pengaruh yang signifikan terhadap peningkatan kualitas sekolah dan peningkatan profesionalisme para guru. Peningkatan maksimum kualitas sekolah dapat tercapai apabila sekolah dapat memberi penekanan yang lebih terhadap aspek kolaborasi di kalangan guru, pelatihan dalam pelayanan, dan pemantauan yang kontinu terhadap ruang kelas, dan sebaliknya mengurangi penekanan terhadap tindakan inkuri secara individu. Prediksi yang terbaik terhadap peningkatan kualitas sekolah diperoleh melalui disain komprehensif dan peranan kepala sekolah sebagai fasilitator melalui pengelolaan berbasis sekolah. Kolaborasi guru dan pemantauan ruangan kelas membawa pengaruh yang positif dan signifikan terhadap peningkatan kualitas sekolah. Hasil penelitian juga memberi pemberitahuan yang penting kepada yang terlibat dalam membuat keputusan, seperti dinas pendidikan, terutama kepada kepala sekolah dan guru yang mempunyai perhatian yang tinggi terhadap peningkatan kualitas sekolah. Walaupun banyak penelitian yang telah dilakukan tentang pengaruh berbagai faktor peningkatan kualitas sekolah, namun sedikit usaha untuk melibatkan variabel moderator dalam bidang pendidikan, khususnya dengan menjadikan peningkatan profesionalisme guru sebagai moderator. Penelitian ini mencoba untuk mengatasi hal tersebut.

Kata Kunci: sistem pengelolaan berbaris sekolah perkotaan, peranan kepemimpinan kepala sekolah

As a matter of fact, principal leadership has important effects on teachers and students outcomes. Many researchers found greater gains in student academic achievement in schools with strong principal leadership. Thus, principals' leadership is the primary factor contributing to a successful relationship between school-based management (SBM) and school improvement (SI) (Delaney, 1997) This is relevant as the school

principals are the authorized key figures (Amundson, 1988) at site level under the SBM system.

Although SBM is viewed as a positive and successful vehicle of SI, there are uncertainties pertaining to roles of principals in relevance to it. This is due to considerable researchers seems to demonstrate the pivotal position of principalship in school management (Hallinger, 2003; Leithwood & Jantzi, 2000), besides an understanding about what

should also be similar work on roles that principals can utilize to achieve their school's objectives. Unfortunately, as there are vivid basic guidelines, the principals generally play their role as situation demands. It varies from school to school, state to state, and country to country. This study is an attempt to examine some basic roles of school principals' that have common impact on SI.

School Based Management

According to Murphy (1997) SBM is a strategy to decentralize decision-making process to the individuals holding responsibility in schools, which facilitates the empowerment of parents and the professionalism of teacher, shared decision-making among key stakeholders at the local level. Lindquist (1989) argues that variation of the SBM concept seems to be confusing and conflicting. Likewise, White (1989) explains that these variations are regarded through the levels of authority of the actors involved and the areas of control. Cotton (1992) in his model admits that, there are other variations as well. In response to this, he has worked on sixty-nine documents and assembled all definition together. Cotton (1992) defines SBM as a form of district organization that alters the governance of education that represents a shift of authority towards decentralization. Therefore, it is identified that the school as the primary unit of education; changes and moves towards an increasing decision making power to the local school site.

Based on the conceptual ideas of SBM definitions many researchers (e.g. Mojkowski & Fleming, 1988; Peterson, 1991; White, 1989) concludes that:

- The school is the primary unit of change.
- Those who work directly with students have the most informed and credible opinions.
- The school principal is the key figure in school improvement.
- SBM supports the professionalism of the teaching and vice versa, which can lead to more desirable schooling outcomes.

Principal's Roles under SBM

When discussing the roles of principals under school based management, Cotton (1992) has projected four roles that principals practice under SBM. The first role is as 'chief executive officer' whereby it is basically is the act of decision-making

that the principals take charge. Hence the principal as an executive officer primarily, moves forward to discover the problem in the area of authority and then with creative approach and wisdom will devise a relevant solution to overcome it. Subsequently, pertaining to this, Malen, Ogawa and Kranz's (1990, 1990a) show credible agreement to Cotton(1992) pertinent to this matter, through the support of their work in regards to the notion of principals seen as the chief executive officer under SBM. Meanwhile, the second role noted by Cotton is as the collegiality and sharing of authority, when the teachers feel comfortable in exchanging opinion and sharing decision making. In this aspect the principals create a positive climate that encourages teachers to participate in decision-making. Rosenholtz (1985) states that the most effective schools do not isolate teachers but instead encourage a close collaboration through establishing and maintaining a collaborative relationship with school staff, valuing teachers' ideas, and seeking their input. In addition, Hargreaves (1994) also supported the similar idea that teachers are able to implement new ideas within the context of supportive relationship or partnership. Relating to this, it is believed that the principal plays the third role as an instructional manager.

Generally, effective principals have high expectations for school improvement, and support others towards achieving the common goals. The Maryland Instructional Leadership Framework (2005) focuses on bearing this knowledge for school principals to be the manager of teaching and learning in the school. Meanwhile, Cotton advocates that principals' accountability according under SBM must be accountable and acts as the guardian of teachers and students, otherwise, it may cause barriers to open communication, debate and critique (Havnes & Stensaker, 2006).

Wohlstetter (1994) and Mohrman (1993) see evidence of emerging new roles for principals in restructured SBM schools. They argued that principals in SBM School need to balance a variety of roles evolving from direct instructional leadership to a broader role of orchestrating decision-making; which are often through teams of teachers and interacting with a wider range of individuals, including community members and other stakeholders. Principals identifying roles were also depicted in some other works (Ceperly 1991; Clune & White, 1988; Conley & Bacharach, 1990). Drawing on the available research evidences, Cranston (2001)

encompassed six key roles of principal under SBM, of which are leadership in education, management change, outcomes, accountability, people and partnership. Cranston (2001) concludes, with the acknowledgement from Limerick, Cunnington and Crowther (1998), that the general challenges faced by principal in schools are almost similar with leaders of any organizations.

In Bangladesh, School Based Management in fact, is under control of a special community called School Managing Committee (SMC) which consists of 11 members, where 4 guardians' and 2 teachers' representatives are elected through government supervised electoral system. The headmaster acts as the secretary and the local parliament member or his representative works as chairman. There are two other members representing the committee selected from list of donor and educational entrepreneurs. Their functions, responsibility and authority are well distributed. Likewise, a two third majority decisions are practiced in making decision, apart from the freedom to express their opinions in every aspects of school administration other than academic affairs. The headmaster is the sole authority with regard to academic matters. However, a well managed headmaster always encourages the teachers to contribute in academic decision making according to their expertise.

Teachers' Professional Development Activities

There is no specific range of dimensions to measure the professional development of teachers that makes different researchers to view this matter in different ways. Nevertheless, some basic components are essential for teaching improvement. Hopkins et al. (1994) put forward two strategies which links staff development to school improvement; firstly, the on-going practices in the school, and secondly, the link and strengthening of other internal features of the school organization. These strategies are recommended to be executed by peer observation, clinical supervision, coaching and in-service training. While Pfannenstiel et al. (2000) suggest that traditional professional development activities are basically ranges from attend workshops, college courses, conferences and meetings. Whereas job-embedded activities are such as observing demonstration lessons, coaching or mentoring, participating in study groups, reflecting specific classroom practices, conducting action research, planning lessons jointly with other staffs and collegial sharing of best practices.

In addition, Harris (2002), in his writing 'Teacher Development for School Improvement' has sorted out some major components of effective staff developments elements; namely teacher collaboration, action inquiry, classroom observation and personal reflection, which include the curricular focus and teachers' study habit. Abdul Jalil Ali (2004) has framed five characteristics of successful professional development for teachers (1) professional development design, (2) professional development delivery, (3) professional development content, (4) professional development context and (5) professional development outcomes. Professional development delivery includes expert presentation, clinical supervision, skill training and action research as some of the knowledge delivery methods. Bredson (1997) reports that professional development objectives require time in the case of school improvement. At present, these professional development activities ultimately lead to school improvement.

School Improvement

School Improvement (SI) is a journey towards excellence on some changing process. These changing domains can be identified from the work of distinguished researchers who worked on different phases of school improvement ever since a decade ago. Most of the domains are almost similar but they are explained in different ways. Some of the researchers have emphasized on changing the school culture such as through included learning condition and related internal conditions, teacher and leadership development and classroom improvement (Miles, Elkhalm, & Vandenberghe, 1987; Barth 1990; Fullan, 1991; Scheerns, 1992).

Creemers (1994) has highlighted teaching and learning process as main determinants of SI. Meanwhile, Hopkins (2001) suggested adapting the management arrangements within the school to support teaching and learning as a strategy for educational change for real improvement is a part of school improvement supported by Harris (2002) who has highlighted a number of important findings about the successful process of successful school change such as teacher development leadership development, improving the learning condition and the school culture.

In relation to framework of School Improvement, Hopkins (2001) draws that in school improvement and school excellence the guiding principles

are leadership and management, professional pathways, teaching, environment, evaluation, students learning, collaborative planning, curriculum assessment of learning are crucial elements. For example, the Australian Capital Territory (2004) has used some of the relevant elements for its SI framework primarily teaching practice, learning and assessment, curriculum, student focus and leadership behavior. In spite of obvious contextual differences and definitional and measurement issues, there is a wide consensus that principal's leadership roles has tremendous impact on SI. It is important, therefore, to understand and determine the influential factors of principals' leadership roles towards the impact on SI.

Since the school principal is the key figure in SI under SBM, the roles and responsibility of the principal greatly influences the SI process. Though the basic responsibilities of principal are the same in most modes but, there are some variations like the aspect where the principal needs to operate differently from previous time (Sullivan, 1988). For these reasons, the managerial roles of principal under school-based management have been the subject of much research in educational setting for SI.

Hypotheses

- Ho1 There is no significant relationship between headmaster's management roles under SBM and school improvement.
- Ho2 There is no significant relationship between headmaster's management roles and teachers' professional development activities.
- Ho3 There is no significant relationship between teachers' professional development activities and school improvement.

Ho4 Teachers' professional development moderates the relationships between the headmaster's management roles under SBM and school improvement.

Method

The population of the study comprises the headmasters and teachers of the secondary schools from the city of Dhaka in Bangladesh. The overall number of secondary schools in Dhaka is 315 with 10634 teachers (BANBEIS, 2006). Meanwhile for the purpose of this study, the number of samples taken was 177 schools (30 schools with the passing rate 75%-100%, 22 schools with less than 25% passing rate, 45 schools with the passing rate 25%-49% and the rest 80 with 50%-74% passing rate in the first public examination in Dhaka). At second stage, 10% of the teachers from each of the 177 selected schools were randomly chosen as participants in this study to respond to the questionnaires given by the researcher. Component of the questionnaires focused on headmasters' roles under SBM, teachers' professional development and SI. The questionnaires were the adapted version of the questionnaires taken from Tanner and Stone (1998) for headmasters' managerial roles under SBM, and Pfannenstiel et al. (2000) for the teachers' professional development.

Findings and Discussions

Testing Hypothesis Ho1

Table 1 indicates that the model as a whole was significant ($F = 15.671$, $p < 0.05$). The adjusted R^2 value of .368 supports that 36.8% of the variation in SI can be explained by the independent variables. Table 1 showed the significant relationship between headmasters' experience and SI ($\beta = 0.160$

Table 1: Relationship between Headmasters' Managerial Roles under SBM and SI

Variables	Unstd co- efficient (B)	Standardized Beta	T value
Strategic planning	.439	.333	2.976*
Supportive	.485	.368	2.669*
Comprehensive planning	.248	.18	1.156*
Shared decision making	.092	.08	.462
Facilitator	-.313	-.243	-1.148
R^2	.393		
Adjusted R^2	.368		
F Value	15.671		
Significant F	.000		

Note: * $p < .05$

$p < 0.05$). The results also implied the presence of significant relationship between strategic planning and SI ($\beta = 0.333$, $p < 0.05$). The supportive attitude of headmasters ($\beta = .368$, $p < 0.05$) was also found more significantly related to SI. The positive value of standardized beta for comprehensive planning ($\beta = .184$, $p < 0.05$) also supported the relationship with SI. The condition indexes, VIF, and tolerance were found to be within acceptable range that ruled out the potential problem for multicollinearity.

Testing Hypothesis Ho2

The model shows the significant ($F = 26.088$, $p < 0.05$) as a whole. The adjusted R^2 value of 0.50 supports that 50% of the variation in professional development can be explained by the predictor variables. The results indicated the presence of a highly significant positive relationship between supportive ($\beta = 0.551$, $p < 0.05$) and teachers' professional development. The predictor variable shared decision-making ($\beta = -0.420$, $p < 0.05$)

and facilitator ($\beta = 0.551$, $p < 0.05$) related to the teacher professional development at the rate of high significant amount. Shared decision making has had significant negative impact on teachers' professional development. The other predictor variables (strategic planning and comprehensive planning) showed no relationship with professional development.

Testing Hypothesis 3

Table 3 as a whole shows the significance ($F = 12.35$, $p < 0.05$) of the model. The adjusted R^2 values of .351 points that 35.1% of the variation in school improvement can be made by the predictor variables of professional development. The results showed the very significant relationship between teachers' collaboration and school improvement ($\beta = .953$, $p < 0.05$). The relationship of other predictor variables such as in -service training ($\beta = .469$, $p < 0.05$) and classroom observation ($\beta = .512$, $p < 0.05$) resulted in the highly significant relation

Table 2: The relationship between headmaster's managerial roles and teachers' professional development

Variables	Standardized co-efficient (B)	Standardized Beta	T value
Strategic planning	.029	.016	.160
Supportive	1.149	.614	4.328*
Comprehensive planning	-.192	.105	-.854
Shared decision making	-.651	-.420	-2.650*
Facilitator	.983	.551	2.919*
R^2	.52		
Adjusted R^2	.50		
F Value	26.008		
Significant F	.000		

Note: * $p < .05$

Table 3: The Relationship between Teachers' Professional Development and School Improvement

Variables	Standardized co-efficient (B)	Standardized Beta	T value
Teachers Collaboration	1.371	.953	3.30*
In service training	.600	.469	1.956*
Action enquiry	.497	.395	1.626
Classroom observation	.766	.512	2.601*
Curricular focus	-1.802	-.1311	-2.62*
Study	-.417	-.274	-.867
R^2	.351		
Adjusted R^2	.324		
F Value	12.35		
Significant F	.000		

Note: * $p < .05$

Table 4: Standardized Regression Coefficients for professional development on the relationship between headmaster's managerial roles under school-based management and school improvement

	Strategic planning	Supportive	Comprehensive planning	Shared decision making	Facilitator
Teachers Collaboration	0.10*	0.01*	-	-	0.04*
In service training	0.07*	0.01*	-	-	0.07*
Action enquiry	-	-	0.03*	-	-
Classroom Observation	-	0.02*	-	-	-
Curricular focus	-	-	-	-	-
Study	0.07*	-	-	-	-

Note: * $p < .05$

with school improvement. Curricular focus ($\beta = -0.133, p < 0.05$) showed significant negative relation with the course of school improvement.

Testing Hypothesis Ho4

As indicated in Table 4, only nine significant moderators of the possible 30 interactions effects (5 professional development x 5 managerial roles 1 school improvement) were detected significant. These represents about 30 % of the possible cases examined, however teacher collaboration and in service training were appeared as moderators with greatest numbers of moderating effects (3 each). This was followed by action enquiry, classroom observation, and study with one each. Taken together, these findings indicate that the teachers collaboration, in service training, action enquiry, classroom observation, and study enhance the relationship between headmasters' managerial roles and school improvement in this research.

Individual Effects

The impact of headmasters' strategic planning, supportive role, and comprehensive planning under SBM has been found to have significant and positive impact on SI. The result indicates that the headmasters of Bangladesh city secondary schools, as the leaders of schools recognizes the need for and importance of strategic planning to achieve the desired improvement in the schooling system. The result underpinned the necessity of strategic planning for headmasters to lead the school into incremental improvement by streamlining the non value added functions. They developed SI plan, stayed abreast of the work, promoted the vision and mission, orchestrated meetings and recognized all successes under their strategic planning roles. Through this, the headmasters are

able to formulate their holistic school design as a relevant set under SBM and exercise strategic planning around a coherent set of values. They also supported their teachers in order to improve their basic commitment for the balanced development of the schooling outcomes. By ensuring proper time management and conducive teaching learning environment, the headmaster can inspire teachers to engage themselves for self development and consequently contribute to SI. This implies that comprehensive managerial style for headmasters can contribute to SI. Comprehensive planning - the necessary management tool for headmasters under SBM disperses information among various managing groups to perform the day to day task at site level. A rigorous SI can be attained through headmasters' comprehensive managerial style. Consequently, a proper implementation and utilization of comprehensive planning leads a school to the path of quality improvement. It also increases the flexibility in improving students - teachers' quality and societal needs.

Regarding the impact of headmaster's managerial roles under SBM on teachers' professional development, it was found that principal's supportive role has positive significant effect on teachers' professional development activities. This finding reveals that teachers' professionalism can be improved to an expected level with headmaster's support. Headmaster's support enables the staff to concentrate on the core task (Cardno, 2005) which is self development, and paves the way to gain high quality knowledge about effective teaching and learning that is applicable and practical in the classroom (Hargreaves, 1999). Professional development, a constant and paramount concern (Hoyle, 1990) has a greater importance for sustaining and advancing the school outcomes. So, the headmaster support, to provide

school with larger scale of staff development on a continuous basis has positive relationship in maintaining a self and orderly environment for the high achievement in the school. In turn, this will increase the flexibility in response to the demands of clientele needs. But there must be the awareness that teachers need to be honoured with and supported before honouring the students (Hord & Boyd, 1995).

The findings have also determined the partially supported positive significant relationship between teachers' professional development activities such as teacher collaboration, in service training, and class room observation and school improvement. Teachers' collaboration is one of the most important activities of developing teachers' professionalism. Teachers' collaboration, a critical component of organizational learning (Moran, Uline, Hay & Mackley, 2000), has a very positive and significant high level effect on school improvement. The reason behind that is the crucial practices among teachers include reflective dialogue, open sharing of classroom practices, the development of a common knowledge base for improvement and collaboration on the development of new material and curricula. As teachers' collaboration in problem solving critically analyses the teaching method, discussing students' work and participate in peer coaching, will enhance their thinking process and transform individual knowledge into organizational knowledge.

This practice increases the level of professionalism by changing what teachers actually do during the course of the day. Such collaborative activities become routine and authentic means of school growth and improvement. This study also found a direct significant effect of teachers' in-service training on school improvement. The reason for this is that in-service training is an essential element for teachers' professional growth. Teachers participate in school or government sponsored workshops and conferences to enhance their teaching quality. This capability directly promotes a new vantage point to meet the classroom needs for school improvement. Under classroom observation, teachers gain feedback for their classroom activities. All schooling activities are "students' centered" learning and the students have direct contact with teachers. If classroom teaching is successful, the whole schooling effort is successful. So, from classroom observation, teachers can record and review their classroom behavior, develop their awareness,

observe others in action, and choose the best teaching technique for themselves.

Moderating Effects of Teachers' Professional Development

The result of moderating effect of different dimensions of teachers' professional development on school improvement will be discussed below according to different dimensions of headmaster's managerial roles.

a. Moderating Effect of Teachers' Collaboration

The overall findings denote that the relationship of some dimensions of headmaster's managerial roles such as strategic planning, supportive and facilitators and school improvement are moderated by teachers' collaboration. Since the headmaster's strategic planning, supportive and facilitators' roles in the context of Bangladesh city secondary schools, have come to encapsulate a range of activities associated with key management process which draw together institutional values and goals. The headmaster, supported by teaching staff, formulates the vision for the school and then translates it into action. Headmasters involve the embodiment and articulation of this vision and its communication to others in the form of strategic planning. So the moderating effect of teachers' collaboration on the relationship between headmasters' strategic planning and school improvement can be explained in two ways: i) when headmasters practice their strategic planning role from low to moderate level, the impact of strategic planning on school improvement is greater for the schools where there is less presence of teachers' collaboration. When headmaster applies his strategic planning role from moderate to high, the impact of strategic planning on school improvement is greater for those schools where there is great presence of teachers' collaboration. ii) The impact of strategic planning on school improvement is always positive and is greater for those schools where headmasters put more emphasis on teachers' collaboration.

b. Moderating effect of in-service training

The overall findings show that the relationship of strategic planning, supportive, facilitator role and school improvement are moderated by teachers' in-service training. In-service training, the most successful teachers' professional development activity moderates the relationship between headmasters's and school improvement. This phenomenon reveals that headmaster's strategic

planning and in-service training are compatible. Schools which have more and more trained teachers, gain more benefit from the headmaster's managerial side for his supportive strategic planning to ensure a conducive teaching-learning environment. Accordingly, the findings indicate that the relationship of headmaster's facilitator role and school improvement is moderated by in-service training. The result implies that the impact of facilitator role on school improvement is greater, when the headmaster emphasizes on the participation of teachers in their in service training. It clearly points out that headmaster's facilitator role coupled with in service training has a high impact on the school improvement.

c. Moderating Effect of Action Enquiry

Action enquiry does appear to moderate the relationship between headmaster's comprehensive planning and school improvement. The result shows that the effect of comprehensive planning on school improvement is greater in those schools where action enquiry exists. This phenomenon also reveals that headmaster's comprehensive planning and action enquiry are compatible. This is because under comprehensive planning, headmasters monitor school activities and observe the day to day operation staying abreast with the teachers. Since the headmaster works with teachers at field level, he has the scope to help teachers to identify their own problem and helps to find the solution. Schools practicing individual action enquiry can gain from headmaster's comprehensive planning as he is working with the individual teacher closely. It denotes that when the level of headmaster's comprehensive planning is low to moderate the impact of it is greater for those schools that practice action enquiry on a small scale, but when the level of comprehensive role is applied from moderate to high, it has greater impact for those schools that practice the action enquiry in large scale. The findings clear the idea that headmaster's comprehensive planning doubled with action enquiry will bring significant school improvement.

d. Moderating effect of classroom observation

The moderating impact of teachers' classroom observation on the relationship between headmasters' supportive roles on school improvement is apparent when the headmaster extends his supportive role from low to moderate. When headmaster's supportive attitude is increased from moderate to high, the impact of his supportive role is greater in those schools where

there is more classroom observation. Classroom observation corrects teachers' teaching defects and gradually penetrates them to perfection. Classroom observation itself has also a very positive effect on school improvement. Thus headmaster's supportive role coupled with classroom observation makes a very positive platform for school improvement.

e. Moderating effect of study habit of teachers

The moderating role of teachers study habit appears on the impact of headmaster's strategic planning and school improvement. This impact appears only when headmasters practice their strategic planning role from low to moderate level; the impact of strategic planning on school improvement is greater for those schools where there is less presence of teachers' study habit. When headmasters apply their strategic planning role from moderate to high level the impact of strategic planning on school improvement is greater for those schools where there is a full range of teachers' study habit. The impact of strategic planning on school improvement is always positive and is greater for those schools where headmasters put more emphasis on study habit.

Implications

In general, Bangladesh lacks empirical research in educational areas especially in secondary educational management. Although, the SBM has been in existence in non-government secondary schools for a decade in Bangladesh. Even though so, there is no research conducted in this area or related areas by local research bodies, such as the Institute of Educational Research (IER), National Institute of Educational Management and Administration (NIEAM) or Bangladesh Institute of Development Studies (BIDS). It is hoped that this study may be able to contribute to the development of SBM. This work constitutes a precise description of the extent of SMB practices in the city secondary schools of Bangladesh. The researchers believe that the insights from this study are further stressed by realistic depictions of headmasters' managerial roles to understand the complexity of their work (Noddings & Witherell, 1991).

This study suggested that, for the urban secondary schools of Bangladesh to achieve desired improvement, the emphasis on quality without improving the managerial system would be like building a *castle in the air*. In Bangladesh, the site level management is mostly headmaster

centered especially in terms of academic decision. Hence this is good initiative and positive for SI process. However, it is not so simple for headmasters to carry out the tasks. Developing and monitoring headmasters' capabilities require conscious effort both from headmasters and teachers. The headmasters must know the variables that strengthen their capacities to make informed decisions.

This study reveals that some of the headmasters' managerial roles were highly influenced by the SI indices. Consequently, the headmasters of secondary schools in Bangladesh may consider adopting these managerial roles more often and in a consistent manner, as opposed to what is currently being practiced either partially or at a low level. Many headmasters in Bangladesh's urban secondary schools have the misconceptions about shared decision making under SBM. They viewed that shared decision making means the participation of all teachers in all decisions. The idea was good and welcomed by teachers but the study result indicated a different picture. Shared decision making has no or to some extent negative impact on SI. In reality, evidence indicated that potent headmasters involve teachers in decision making, taking into account the teachers' expertise areas, professional capacities, and strategies (Dinham, 2007).

Suggestions for Future Research

Although this study was a systematic approach to find out the relationship between headmasters' managerial roles under school-based management and school improvement, it could not cover all the important issues regarding this field. Despite this study there is still little known about the relationship between headmaster's roles and school improvement. So the following suggestions are recommended for future researchers:

- i) This study has used the sample of city secondary schools of Bangladesh but it would be more interesting to use the same questionnaire in rural and sub-urban schools of Bangladesh and also include some other developing countries which are practicing school-based management in their education system. It will be useful to generalize the findings of this study.
- ii) As this study only focused on the traditional teachers' professional development activities

as moderators, thus the researcher suggests that conducting a field study incorporating teachers' technological skills as moderator in the relationship between headmaster's managerial roles and school improvement may open a new avenue for further research.

- iii) This study used school improvement as indicator. Though the adopted questionnaire was designed covering all the possible areas of school improvement indices, the researcher suggests that using the specific measurement such as student performance, curriculum development, student engagement, teachers' efficacy and teachers commitment may be considered more adequate.

Conclusion

The general findings can be concluded by stating that there is a positive relationship between most of the dimensions of headmaster's managerial roles under school-based management and school improvement. Further to this it was found that, there is also a positive relationship between some dimensions of teachers' professional development activities and school improvement indices. Moreover, the impact of headmaster's managerial roles on school improvement is contingent on some of the teachers' professional development activities. Previewing the overall results of various hypotheses testing, it can be suggested that the preliminary objectives of this study have been obtained.

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