

Instructional Leadership as Head of the Department at Tertiary Colleges in Bangladesh: Challenges and Solutions

Md. Robiul Islam¹, Protiva Rani Karmaker², Ashim Kumar Paul³

Corresponding Author: Md. Robiul Islam

Abstract: Bangladesh in the 21st century has been experiencing a revolutionary emergence in her educational sector. Her educational institutes including primary schools, secondary schools, higher secondary institutes and tertiary colleges are being nationalized gradually. As a result, especially the tertiary colleges are receiving prominent attention from the educational department of the government for they are to perform momentous responsibility in transforming the youths into skilled manpower. In this situation, the Heads of the different departments at the tertiary colleges are by default in challenging positions to effectuate efficacious leadership in terms of realizing effective instructions. Their accomplished decisions and guidance shape the overall success of the tertiary institutes and as such have significant impact on higher education. In succeeding with leading the departments to an auspicious educational standard, the Heads of the Departments (HoDs) constantly encounter multifaceted challenges which they need to deal with conspicuously. As such, this study carefully considers the day-to-day challenges the HoDs face at the tertiary colleges of Bangladesh and elucidates the prospective solutions to those challenges. Thereby, this research intends to come up with the crucial issues for the department Heads at the tertiary institutes and evoke substantial cognition in the college-level higher education of the country.

Keywords: Head of the Department, Instructional Leadership, Tertiary Colleges in Bangladesh, Challenges, Solutions

Date of Submission: 28-01-2019

Date of acceptance: 11-02-2019

I. INTRODUCTION

The government of Bangladesh has already started working on the implementation of the grant project of United Nations (UN) entitled ‘**Sustainable Development Goals (SDGs)**’ where quality of higher education has been given the top priority. To fulfil the vision of SDGs in tertiary education, instructional leadership plays the most important role for the ongoing well-being of academic life (Jones, 2011). Since the improvement of the quality in the instructional leadership of tertiary colleges is now recognized as crucial, the government of Bangladesh has taken a project called ‘College Education Development Project’ (CEDP) to enrich the instructional leadership by introducing a leadership programme conducted by the University of Nottingham Malaysia Campus (UNMC). However, instructional leadership, in particular, ‘Head of the Department’ (HoD) is fundamental to the effective progress of teaching and learning (Hammond, 1999). Considering the complete development of learners, instructional leadership aims at achieving academic excellence within a particular subject area. In this respect, instructional leaders, particularly HoDs in Bangladeshi colleges, face many challenges arising from specific political and social situations, traditional methods of teaching and other human and non-human factors (Goodwin et al, 2003). Therefore, an attempt has been made to demonstrate the challenges faced by HoDs within tertiary colleges in Bangladesh in this study. The findings of this study will contribute to the understanding of instructional leadership as HoDs, the challenges that affect the implementation of effective instructional leadership and will seek the probable solutions to these challenges (Mason, 2013).

II. BACKGROUND OF THE STUDY

The current higher education of Bangladesh is provided by degree colleges, universities and other specialized professional institutes (Middlehurst & Woodfield, 2004). They add that tertiary education includes general education, medical education, engineering education, agricultural education, madrasa (religious) education, vocational education and distance education. It consists of a three-year pass course and a four year

¹ (Assistant Professor, Department of English, Ishwardi Government College, Pabna, Bangladesh)

² (Associate Professor and Director, Institute of Modern Languages, Jagannath University, Dhaka, Bangladesh)

³ (Lecturer, Department of English, Ishwardi Government College, Pabna, Bangladesh)

honors course for the graduation degree, followed by a two-year master's course for pass graduates and a one-year master's course for honors graduates (BANBEIS, 2010). There are three types of degree colleges under National University (NU) in terms of administration and finance— government, non-government and private and the vast majority (almost 90%) of tertiary education takes place in affiliated degree colleges (Middlehurst & Woodfield, 2004). They also state that the ownership of these colleges is mostly non-government. They further add that although the tertiary colleges are affiliated by NU, the instructional leaders, teachers and staffs are governed by the Ministry of Education (MoE). So, the gap between NU and MoE in academic management and operations bars a smooth presence of healthy and effective learning atmosphere as well as potential instructional leadership practice. However, in Bangladesh, instructional leadership is shaped by the traditional and prevailing heritage of the historical colonial system where a top-down approach to management is exercised (Salahuddin, 2012).

III. PURPOSE OF THE STUDY

The purpose of this study is to examine the instructional leadership practices of HoDs and to determine if any challenges exist to affect these practices. The key research question of this study is:

- What, if any, are the challenges of the instructional leadership practices as HoDs in tertiary Colleges in Bangladesh?

The following sub-questions focuses on the instructional leadership practices of the HoDs.

1. In what ways do HoDs demonstrate instructional leadership?
2. What strategies are used by HoDs, to overcome instructional leadership challenges?

IV. REVIEW OF LITERATURE

The literature review reveals the challenges to instructional leadership of five main themes: vision/mission, managing classroom instruction, instructional time management, congenial academic climate and students' effectiveness and success (Mason, 2013). Instructional leaders generally provide direction, manage resources, support lecturers and students, ensure a sound climate for teaching and learning (Kruger, 2003). They coordinate, assist and evaluate learning program, do action research, develop curriculum, organize in service programs for teachers. Besides, they help teachers to identify, analyze, and solve learning problems, provide timely and constructive feedback, identify strengths and weakness to guide teacher on the way for improvement (Hollinger & Murphy, 1985). They also increase teacher's decision making responsibility, support teacher autonomy, take risk, observe classrooms and protect instructional time. Moreover, instructional leaders monitor student progress, recognize and celebrate student and staff achievements, develop professional opportunities with recourse, create a common vision for improving students' learning (Peter, 1990). They set goal to boost student's achievement, organize and coordinate effective and efficient outcome, maintain good relationships to create collaboration and commitment among teachers (Bennett et al., 2003).

Therefore, adequate skills and training in educational leadership are essential for the improvement of learning opportunities. Besides, healthy environment for teaching and learning reflects confidence, trust and mutual respect for cooperation among staff, students, governments, parents and wider community essential for purposeful effort and achievement (Weber, 1996). Technical skill, human skill, educational skills, abilities and knowledge are essential properties that instructional leaders are to possess (Sergiovanni, 2001).

However, the literature review related to the functions of the instructional leaders reflects the practice and culture of the developed countries. Since Bangladesh is a developing country, most of the practices mentioned in the literature remain absent or partial. Therefore, these issues will be further analyzed in the critical discussion section of the study.

Almost all, the department-based academic activities at tertiary colleges in Bangladesh are done by the direct instruction and supervision of HoDs. Yet, the HoDs are to face huge challenges to do their job. For example, top leading authorities pay little attention to the preparation of HoDs (Sessa & Taylor, 2000). Indeed, most HoDs have no clear understanding of their job responsibilities (Jackson, 1996). In addition, they have very little recognition, power or authority to enforce compliance, reward good work or ensure cooperation (Clarke, 2009). They are often frustrated for their inability to furnish beneficial steps for the teachers in their departments (Friedman, 2011). On the contrary, in many cases, they lack the training to conceptualize leadership (Clarke, 2009). Their role has not undergone much scrutiny or clarification (Hannay and Ross, 1999). Bennett et al., 2007 states that many HoDs do not feel comfortable to take a supervisory role and do not feel that they have the authority to enforce administrative decisions and manage teachers.

Schmidt (2000) also addresses few challenges faced by the HoDs. The HoDs have both administrative and teaching responsibilities but they are often conflicted as to which role to occupy. Role conflict and role ambiguity cause emotional distress and high job dissatisfaction. Schmidt demonstrates that there seems to be some disparity between how the role is viewed by administrators and department heads themselves (Rosenfeld, 2008).

Nothing can affect instructional improvement more than lack of leaders' will, vision and courage (Sergiovanni, 2001). Besides, economic, political, social or technological variations, lack of skill and training, absence of cooperation from superiors and community, inadequate amount of time and resources etc. are cited as challenges to the effectiveness of HoDs. Singal (2005) suggests that negative attitudes, ambiguous beliefs, fragmented or unclear concepts of education, lack of resources and inadequate preparation of teachers are challenges in implementing effective education. Moreover, shorter course length is a challenge in preparing pre-service teachers properly (Chai et al, 2009). Dimmock (2000) states, "Bureaucratic management can restrict the success of the educational institutions and limits development of the teachers".

A report of MoE (2010) suggests that lack of leadership knowledge and administrative skills, scarcity of educational materials and finance, insufficient incentive for teachers, problems with promotions, poor infrastructure, inadequate technical support, lack of commitment, insufficient posts, high workload, unwilling to use modern technology, excessive greed, and scarce support or acknowledgement are the common challenges faced by HoDs in Bangladesh. In addition, other challenges faced by HoDs include disconnection with departmental subcultures, norms for teacher autonomy, inadequate preparation of teachers and insufficient training opportunities (McLaughlin & Talbert, 2007). The department head can offer support and facilitate change but how and why, is a matter of debate.

Mahruf et al., 2012 adds few challenges and problems faced by HoDs regarding the introduction of technologies for enhancing teaching and learning in technology-poor contexts. In a country like Bangladesh, where electricity is both unreliable and still not available to more than 30% of the population (UNESCO 2008), numerous practical difficulties are associated with using technology for education.

V. RESEARCH METHODS

This study has been conducted by reviewing official publications both national and international, published and unpublished papers, online resources as well as personal experiences and observations of the researchers. Lessons from the several case studies of home and abroad offer an empirical and circumstantial evidence for the challenges of the Head of the Department at tertiary level education in Bangladesh. A number of official reports (national and international), and a number of online resources were studied, reviewed, retrieved and consulted. Then, the findings were classified thematically to get a picture of the challenges and experiences of Instructional Leadership as the Head of the Department at tertiary level education in Bangladesh as well as in international perspective. Finally, some policy gap has been explored in context of Bangladesh from the lessons learned from the national and international perspectives and some policy suggestions have been forwarded to meet the challenges of instructional leadership as the HoDs.

VI. RESEARCH FINDINGS AND CASE STUDIES:

6.1 International Perspective:

The article (Wilhite, 1990) mirrors an interview of thirty HoDs from ten North Central Region Land-Grant Colleges of Agriculture to justify the challenges faced by the HoDs and their strategy of management. While discharging their duties and responsibilities, the HoDs generally run into many potential problems but those problems could be averted by their frequent interaction and continual monitoring of faculty performance. Besides, problems with new faculty can be resolved through frequent open discussions between the head and faculty member(s), especially the effective HoDs perform particular behaviors in their efforts to enhance the professional growth and development of faculty.

- To overcome the challenges, a HoD follows two strategies. First, he manages the department with a tone of trust, openness and confidence to all the faculties. Second, he views the faculty as the front line troop and serves the faculty by providing them with the environment and the resources they need. Within such environment, the HoDs directly interacted with the faculty members.
- Conflict management strategy is also a great challenge for the HoDs. Regarding this, a HoD anticipates possible problems, and during a six-year period discovers conflicts between a professor and a graduate student. The HoD first identifies two major factors creating this behavior— the faculty member's aggressive nature and his inexperience. He first sits down with the faculty member and discusses the situation. Next, the student is counseled by the department head, and finally, both the faculty member and student are brought together. Several sessions ensue and through continuous dialogue, the conflict is finally resolved.
- Another head shares a case with a faculty member. The department head becomes aware of this particular individual's difficulty performing all the functions that the job description demands. Specifically, his performance in research is inadequate. There are no publications and "some real questions about whether this individual is going to be tenured in the department". The department head assesses the situation, investigates and identifies two major causes restricting productivity: limited resources and a extremely heavy teaching load. Then, the head interacts with that faculty member regarding the importance of research and publication. Later, the department head shifts resources in order to provide the faculty member time to

fulfill his research responsibilities. Finally, the HoD supports the faculty member by providing adequate increment. The article (Salahuddin, 2012) aims to explore how urban secondary school principals in Bangladesh practice leadership in their contexts and endeavors to investigate the void in the theory and practice of secondary school leadership developed in Bangladesh's secondary education. Four secondary school principals' views and practices of leadership are scheduled to gain insight into the beliefs and practices of school leadership in Bangladesh.

- One principal mentioned few problems that he faced. According to him, political pressure is a big challenge for his leadership as sometimes politicians or other influential people recommend unethical things. However, he has overcome the challenges by establishing such good traditions that recommendations do not work in his institute.
- Lack of training is also a great challenge for instructional leadership (Salahuddin, 2012). In this case study, a principal has discussed the lack of training for school leadership in Bangladesh and says that there is no compulsory training in Bangladesh to become a principal. He opines that although a B.Ed degree is a must for persons desiring to be principal, and adequate training on leadership is needed. He further adds that traditional educational rules and regulations is another major challenge in promoting effective leadership.
- Besides, the relationship between individuals within the academic environment is also essential (Salahuddin, 2012). In this regard, a principal from another renowned institute argues that for effective leadership, a leader's good networking with the people concerned in different areas is required; this may be relationships with teachers, members of governing body and other staff.

To sum up, the majority of principals indicate that effective leadership is characterized by effective interaction among principals, students, teachers, parents and community members. They report that most of their leadership skills have been developed through experience and intuition rather than training. The challenges in leadership identified by them are lack of physical facilities, too high student-teacher ratio, political pressure, unethical recommendations and lack of skilled personnel. The principals have, however, opined that they attempt to overcome challenges on their own, with the help of existing rules, or by taking government help. Heads of Department occupy a position at the heart of the organization. In the colleges of Bangladesh, HoDs are supposed to take all responsibilities of departmental progress. They need to observe and monitor classroom, manage new technology, attend regular academic meeting, keep departmental records, ensure fair and effective assessment, hold regular faculty meetings with subject teachers, plan and develop departmental resources, manage the departmental budget, promote the welfare of students, formulate the objectives of the department, ensure effective learning climate, lead teacher learning and coach new lecturers to promote the highest standards of subject teaching.

Classroom observation is a significant tool for successful teaching and learning. Academic administrators observe each other's practice, provide feedback and learn from each other in classroom to improve their impact on students' learning. It also aims to make classroom practice more transparent and encourage colleagues to improve teaching and learning. It develops teachers' self-awareness about their own teaching practice and its impact. However, classroom observation by HoDs is very rare in Bangladesh.

However, developing relationships within and outside of the department is also an important responsibility of the instructional leaders. The staff should be energized to cope with diversified faculty in their diversified disciplines. Achieving a balance is one of the supreme challenges for the HoDs as they are to be role models educationally and ethically.

Here, pursuing research is not encouraged as there is no visible effect on the promotion of the teachers. In addition, there is no guideline and legal framework for appointing and empowering the HoDs by the top authority. Only senior teachers of the departments are chosen as the HoDs. The HoDs do not get the financial benefit and administrative privileges as the principals and vice-principals do. It creates role ambiguity and dissatisfaction of mind. Furthermore, there is no budgetary allocation to the department from the government which creates huge challenge for the HoDs. The HoDs maintain all cost of department including book purchase for seminar by the seminar fund. But, the fund cannot be expended by the HoDs alone as it requires a joint signature of Principal and HoDs. So, altercation between Principal and HoDs frequently arise. Moreover, there is no scope for the HoDs to take part in curricula design like the developed countries. Therefore, they can hardly exercise any vision and mission for the department. Besides, the culture of class observation and feedback system is absent here. Also, the HoDs cannot arrange any professional development program for teachers. Even the HoDs cannot play any role in appointing teachers and staff.

6.2 Challenges of Instructional Leadership Practices: HoD's Experience

The HoDs at higher education in Bangladesh are facing multiple challenges that affect the success of their role. More precisely, role ambiguity, uncongenial working environment, insufficient professional

development and resources, inadequate knowledge about their role, insufficient pre-service preparation, absence of passable mutual trust amongst the colleagues, lack of interpersonal relationships, rigid educational framework, scarce knowledge on pedagogical contents, large class size, teachers absenteeism etc. are found accountable for the managerial ineffectiveness of an academic HoD. On the other hand, the prime challenges of instructional leadership are absence of vision, will, courage and motivation accompanied by lack of training, leadership knowledge and skills, scarcity of stakeholders' co-operation, absence of spirituality and insufficient resources. The ideological, technical and human soft skills are the most important components of skills that an instructional leader should possess. Besides, communication and cooperation are also important components. The challenges of instructional leader's effectiveness are lack of willingness to assess staff, organize the community, courage to undertake, as well as reluctance to devote more time for instructional issues.

Furthermore, the main challenge for the HoDs is to establish a collective focus on learning together with problem solving and conflict management. However, they can face challenges when they hold basic values for improving learning. Therefore, a high level of understanding and skills in critical areas of learning, belief in human capacity, effective instruction and support, commitment to equity and belief in professional support are very effective tools by which they can manage the challenges to effective learning.

The HoDs lead institution with the help of two major skills: internal (love, devotion, wisdom, courage, will force etc) and external skills (environment, policy, training, experience, etc). For sustainable development in instructional leadership practice, the main components of HoDs (mind, knowledge, and strategy) should be developed. However, this study has made some recommendations about challenges of instructional leadership as HoDs. These recommendations are particularly related to policy-makers, principals and the HoDs.

Effects (Challenges)	Causes
a. Emotional distress and high job dissatisfaction	<ol style="list-style-type: none"> 1. negativity of mind and excessive greed 2. role ambiguity 3. lack of discipline 4. lack of confidence, trust and mutual respect 5. lack of positive climate 6. insufficient incentive and problems with promotions for teachers
b. Challenges in implementing effective education	<ol style="list-style-type: none"> 1. insufficient support 2. lack of administrative skills 3. lack of mission and vision 4. lack of pedagogical knowledge 5. lack of leadership knowledge 6. lack of digital knowledge unwillingness to use modern technology 7. bureaucratic interference 8. poor infrastructure 9. inadequate technical support 10. insufficient posts 11. political influence 12. conflict
c. Limits development of the teachers	<ol style="list-style-type: none"> 1. high workload, 2. lack of training 3. lack of pedagogical knowledge 4. lack of leadership knowledge 5. unclear concepts of education

VII. RECOMMENDATIONS AND SUGGESTIONS

The study finds that negativity of mind and lack of courage and will force are the main challenges of instructional leadership as HoDs. It is well known that negativity of mind cannot be controlled without mentoring and spirituality. We recommend that instructional leaders should be given spiritual training (demonstration on building a free mind through proper handling of ego, greed, jealousy, anger, self-centredness etc) and mentoring by spiritual mentors. In middle age, this type of training was given to make highly wise and positive minded leaders at Paharpur and Moinamoti in Bangladesh. UNESCO declared Paharpur as world heritage sites in 2008. Thus, re-establishment of mentoring system can be a solution.

The study also reveals that most of the HoDs at tertiary colleges in Bangladesh do not have proper training on leadership and guidelines regarding administration. As a result, they are not aware of their roles and responsibilities. Therefore, the pre-service and in-service training of department heads should be ensured. Besides, new HoDs orientation with the involvement of experienced HoDs is also suggested accordingly. Above

all, to avoid role ambiguity, letters of appointment to HoDs should include detailed specification of roles and responsibilities.

Lack of pedagogical knowledge is another vital challenge towards instructional leadership effectiveness. However, to meet the challenges, promotion system (based on entry-level merit list) should be changed as it does not encourage professional development. Promotion based on research experience and publication of article in journal should be initiated immediately at tertiary colleges. Additionally, the HoDs encourage, support and monitor the activities of their faculty. Also, HoDs should be chosen based on their management skills.

More importantly, the HoDs should be properly encouraged and trained on the use of ICT tools and accordingly, provided with the facilities to ensure a supportive learning environment for the students in order to meet the challenges of the 21st century.

The study further finds that some strategic plans should be developed and implemented to meet the challenges. The strategic plans are discussed below:

1. The vision and mission should be defined by the HoDs to improve their department outcomes;
2. Teachers' negative attitudes should be changed by mentoring services of the HoDs;
3. Participatory-based short-term trainings can be provided to motivate teachers;
4. The HoDs should strengthen their relationship with flexible attitude;
5. More time should be spent in classroom observation;
6. A supportive and connective culture should be promoted;
7. The HoDs should take care of personal integrity and credibility;
8. The HoDs should develop their decision-making ability;
9. Existing culture and practices should be followed and enhanced;
10. Financial and material supply should be ensured timely;
11. The HoDs should be empowered to perform to the best of their ability to improve departmental success;
12. The role ambiguity should be minimized by giving them instructional power;
13. The workload of the HoDs should be reduced by making them free from teaching load
14. More posts in colleges should be created immediately and new lecturers should be appointed accordingly;
15. Physical infrastructure of the institutes should be developed to ensure a healthy learning and administrative environment; and
16. Student-teacher ratio should be maintained according to the National Education Policy-2010 of Bangladesh.

VIII. SUGGESTIONS FOR FUTURE RESEARCH

As this study may be of interest and use to policy and decision makers, authority of academic institutes, various stakeholders and especially researchers of SDGs and CEDP regarding effective instructional leadership, the limited scope of this study should be developed. A more comprehensively qualitative examination of the instructional leadership practices and challenges should be carried out accordingly. Continuation of studies might be conducted to assess the impact of challenges on instructional leadership as the HoDs. Besides, more research on this topic with a quantitative analysis of student success data with regard to challenges of instructional leadership as the HoDs would establish a statistical relationship between instructional leadership challenges and student learning.

IX. CONCLUSION

This study reveals that most of the HoDs are assigned the post with no management training, skills and knowledge. Additionally, the mission of educational institutions is not formulated by identifying and addressing potential barriers to its effective realization. Therefore, improving teaching skill, giving positive directions to teachers with constructive suggestions and materials were less effective. Moreover, the practice of instructional leadership effectiveness is hindered by lack of adequate skill, training and knowledge and resources making difficult for the HoDs to comment on the technical and educational aspects of instructional improvement. There are many challenges for instructional leadership in Bangladesh. Although the education system has been continuously changing since independence, the leadership in this field still retains some colonial views and demands. Hence, it is important for Bangladeshi policy makers to avoid replicating the colonial situation. Principals need to move away from traditionally positional leadership to a more distributed leadership approach to build capacity for further success.

ACKNOWLEDGEMENT

We would like to express our gratitude to NU and World Bank for funding and implementing the CEDP project as well as the Ministry of Education, Bangladesh helping carry out this research thereby.

REFERENCES

- [1]. Jones, G.D. (2011). *Academic Leadership and Departmental Headship in Turbulent Times, Tertiary Education and Management*, 17:4, 279-288, DOI: 10.1080/13583883.2011.605906
- [2]. Hammond, P. (1999). *How can a Head of Department Affect the Quality of Teaching and Learning?* TTA Teacher – Researcher Grant Project 1997/98. www.leeds.ac.uk/educol/documents/000000933.htm
- [3]. Goodwin, R.D., Jacobi, F., Thefeld, W., (2003). *Mental disorders and asthma in the community*. Arch. Gen. Psychiatry, 1125–1130.
- [4]. Mason, V.P.,(2013). *Challenges to Instructional Leadership Practices: Superintendent and Principals' Experiences*. A Thesis, Degree of Doctor of Education. University of Calgary, Alberta.
- [5]. Middlehurst, R. and Woodfield, S. (2004). *The Role of Transnational, Private, and For-Profit Provision in Meeting Global Demand for Tertiary Education: Mapping, Regulation and Impact: Case Study: Bangladesh*. Commonwealth of Learning 1285 West Broadway, Suite 600 Vancouver, BC V6H 3X8 Canada. <http://www.col.org>.
- [6]. BANBEIS (2010). *Educational structure of Bangladesh*. Retrieved from http://www.banbeis.gov.bd/es_bd.htm
- [7]. Ministry of Education, (2010). www.moedu.gov.bd
- [8]. Salahuddin, A. N. M. (2012). *Challenges to effective leadership of urban secondary schools in Bangladesh: A critical study*. Institute of Education and Research, University of Dhaka, Bangladesh.
- [9]. Kruger, A.G. (2003). *Cultivating a culture of learning and teaching. An Educator's Guide to School Management Skills*. Van Schaik: Pretoria.
- [10]. Hallinger, P. & Murphy, J. (1985). *Assessing the instructional leadership behavior of principals*. Elementary School Journal, 86(2), pp. 217–248.
- [11]. Peter, S., (1990). *The Fifth Discipline: the Art and Practice of the Learning Organization*. New York: Doubleday.
- [12]. Bennett, N., Anderson, L. (2003). *Rethinking Educational Leadership*. London, United Kingdom: Sage Publishing Ltd.
- [13]. Weber, Y. (1996). *Corporate cultural fit and performance in mergers and acquisitions*. Human Relations, 49(9), 1181-1202
- [14]. Sergiovanni, T. (2001) *Leadership: What's in it for schools?* London: Routledge Falmer
- [15]. Sessa, V. I., & Taylor, J. J. (2000). *Executive selection: Strategies for success*. San Francisco, CA: Jossey-Bass.
- [16]. Jackson, S.A.(1996). *Toward a conceptual understanding of the flow experience in elite athletes*. *Research Quarterly for Exercise and Sport*, 67(1), 76-90
- [17]. Clarke, K. A. (2009). *Secondary school department heads as teacher leaders: A study in suburban Ontario*. <https://dr.library.brocku.ca/bitstream/handle/10464/4207/>
- [18]. Friedman, H. (2011). *The myth behind the subject leader as a school key player*. *Teachers and Teaching: Theory and Practice*, 17 (3), 289-302.
- [19]. Hannay, L.M. and Ross, J.A. (1999). *Department Heads as Middle Managers? Questioning the Black Box*, *School Leadership & Management* 19(3): 345–58.
- [20]. Bennett, N., Woods, P., Wise, C., Newton, W. (2007). *Understandings of middle leadership in secondary schools: A review of empirical research*. *School Leadership & Management: Formerly School Organisation*, 27(5), 453-470. doi:10.1080/13632430701606137
- [21]. Schmidt, M. (2000). *Role theory, emotions, and identity in the department headship of secondary schooling*. *Teaching and Teacher Education*, 16 (8), 827-842. doi: [http://dx.doi.org/10.1016/S0742-051X\(00\)00029-9](http://dx.doi.org/10.1016/S0742-051X(00)00029-9)
- [22]. Singal, N. (2005a). *Responding to difference: Policies to support 'inclusive education' in India*. paper presented at the Inclusive and Supportive Education Congress 2005, University of Strathclyde, Glasgow
- [23]. Chai, C.S., Teo, T., & Lee, C.B. (2009). *The change in epistemological beliefs and beliefs about teaching and learning: A study among pre-service teachers*. *Asia-Pacific Journal of Teacher Education*, 37(4), 351–362.
- [24]. Dimmock, C. (2000). *Designing the Learning-Centred School: A Cross-cultural Perspective*, London: Falmer Press.
- [25]. McLaughlin, M. & Talbert, T. (2007). *Building school-based Teacher Learning Communities. Professional strategies to improve student achievement*. New York: Teacher College Press.
- [26]. Mahruf, M. C. Shohel & Kirkwood, A. (2012). *Using technology for enhancing teaching and learning in Bangladesh: challenges and consequences*, *Learning, Media and Technology*, 37:4, 414-428, DOI: 10.1080/17439884.2012.671177
- [27]. UNESCO (2011). *Country Programming Document for Bangladesh 2012-2016*. Derek Elias, Head and Representative, UNESCO Dhaka.

- [28]. Wilhite, Myra S., (1990). *Department Heads as Faculty Developers: Six Case Studies. To Improve the Academy. 210.* Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska . <http://digitalcommons.unl.edu/podimproveacad/210>

Md. Robiul Islam. " Instructional Leadership as Head of the Department at Tertiary Colleges in Bangladesh: Challenges and Solutions. " IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 24 no. 02, 2019, pp. 01-08.