Instructional Leadership as a Method of Improving Teaching and Learning at Government Colleges in Bangladesh

Dr. K. M. Rezaul Karim
Associate Professor & Head of the Department of Sociology,
Government Michael Modhusudan
College, Jashore-7400, Bangladesh
Email: rezakarim.km@gmail.com

Abstract: The investigation will examine the traits and nature of instructional leadership for the development of the learning-teaching situation in Bangladeshi college education in relevance with contemporary global context. Instructional leaders are regarded as guidance traits which can reshape an institution into remarkable change and progress. Due to its focus on the development of a teaching-learning environment, instructional leadership is essential to direct educationists. The higher education of Bangladesh is facing the challenges of poor physical facilities, insufficient number of qualified teachers, less involvement of teachers in decision making process and weak educational administration. In this respect, an effective instructional leader must handle these challenges for the improvement of the teaching-learning environment at college. The review paper identified that in the government college of Bangladesh, the introduction of instructional leadership practices would undoubtedly be of benefit in teaching-learning. Although, it has been revealed that a significant number of challenges till remain in this context. Initially, these challenges are internal and external in nature. Obviously, the determination for some modification is present, but overcoming the hierarchical structure and intensely centralized system will not be easy. So, the paper recommended that the reformation of the colleges' governance is needed to be pertinent.

Keywords: Instructional Leadership; Teaching-learning; Educational Administration; Policy Reference

1. Introduction

This study intended to identify the leadership trait in the context of college education in Bangladesh with the fitting global relevance. Internationally, instructional leadership has been regarded as an important method of effective development of educational institutions (Hallinger & Walker, 2014). However, as Rigby (2013) points out, the concept is far from fixed or even generally agreed upon. As she says, the effect of any educational institution will depend upon a range of different traits like skills, roles and responsibilities, strategic focus, abilities and behavior of leaders. Supporting the above, Neumerski (2012) mentioned that an instructional leader, principal has some qualities like knowledge in monitoring and supervising, visiting class, specialization in curriculum, selecting vision and the like are historically conceived. Actually, educational leadership is not the creation of present educational system. To identify the instructional leadership culture, it is required to know what

leaders do, how they do, role of situation in influencing their doings. Elaborately, leadership is defined as it affects clarification of a group members on different issues, selection of objective, activities of the institution, motivation and abilities of individual, mutual relations and other common issues (Hoy &Miskel, 2010). In fact, an effective instructional leadership focuses on teachers' instructional strategies for teaching and learning process. Many studies reveal (Elmore, 2000, Smyle et al. 2002) that without practicing instructional leadership at colleges, it is not possible to achieve to aqure quality education which is focused on SDG-4.The primary goal of instructional leader is to produce quality teaching and learning environment.The central argument of the paper will be the instructional leadership can be applied as a method of improving teaching and learning environment.

2. Objectives
The paper will explore the traits and nature of instructional leadership, looking at the extent to strategy for the change and development of teaching-learning in general and it can be applied in higher education of Bangladesh in particular.

3. Methodology
This paper is basically literature survey based study. Qualitative approach has been used here. There are a few researches focused to instructional leadership at higher education in Bangladesh. Regardless of the nature of instructional leadership as a theoretical construct, as a practice, A few evidence found in Bangladesh that it has been argued, (Mansplainer, 2016) retains a centralised educational system in which the overall leaders are remote from the teaching and learning process. It is said that the receptiveness of teachers to a more distributed style of leadership has been noted (Cossiper, 2016). There is a lack of study related to instructional leadership in the perspective of Bangladesh; therefore, much of the literature for this study has been taken from the perspective of developed countries. Two selected case studies have been taken for the collection of in-depth data. The relevant information for the paper collected from secondary sources like books, journals, magazines, reports, websites and other related necessary materials. After classifying, collected data have been interpreted in descriptive form only.

4. Statement of the Problem
4.1 Instructional Leadership in Government Colleges of Bangladesh
Instructional leadership plays a significant role to achieve the target of SDG-4 in higher education of Bangladesh (Jones, 2011). In colleges of Bangladesh, Principal, Vice-Principal, Departmental Heads and teachers act as instructional leaders. But, the role and responsibility of the principal are more visible than those of others at colleges. Principals are expected to conduct a wide variety of functions though it is not clear which roles and responsibilities are most essential for principals to enhance teaching and learning (Sebastain&Allenswoth, 2012). Because, the general teachers are not conscious enough about the concept and practice of instructional leadership and they think, principals are administrators or managers than leaders. In Bangladesh, educational leadership is formed by the tradition of British colonial rules under which

position is important (Thornton, 2006) and top down approach to management is exercised (Salauddin, 2012). Hossain (2019) also claims that the leadership is positional in most of the schools and colleges of Bangladesh. Unfortunately, several studies on leadership are failed to notice the role of the leadership in colleges (Smith and Wolverton, 2010). In most cases,instructional leadership in Bangladesh focuses clearly on primary and secondary level education. In contrast, studies on educational leadership in college education of Bangladesh are relatively ignored and limited in number. Findings of the study of Afroz (2019) strongly supported the statement. Besides, the empirical evidences clearly prove that colleges in Bangladesh are performing poor leadership and management. Noriey(2016) affirms that both universities and colleges in particularly eastern countries perform poorly in leadership and management. The main issue of college leaders (principal) is that they are not playing their role properly, and they need to understand leadership.

4.2 Improvement of Instructional Leadership in Government Colleges

Though the proper leadership practices are intended to influence the college education system, but instructional leadership is yet to expand much in Bangladesh.The recent trend of education considers colleges as a social centre and principals act as the leader (Hossain, 2019). As a leader, principals hold some sort of authority which they have inherited from self-experiences and the practices of senior colleagues. Besides, principals embrace the official administrative characters for the enhancement of the colleges. However, the instructional leadership practice is limited to management and the general concept of good principal as an administrator is attached to autocratic or democratic style of leadership. In this regard, Bargh et al. (2000) rightly observed that institutional leadership is clearly dependent on managerial skill rather than collegial leadership. As a result, there are question marks on not only the presence of instructional leadership in Bangladesh, but also what type of instructional leadershipcan be present when it can be found. So, it is required to develop the exercise of instructional leadership in government colleges of Bangladesh.

4.3 Fostering CPD in Government Colleges through Instructional Leadership

To develop continuous professional development (CPD), educational leader can play an important role in college education of Bangladesh. In the process, leaders, teachers and staffs can produce a teaching and learning environment which will ultimately accelerate professional development. Hallinger (2010) explored relationship of instructional leadership and teaching learning on the basis of reviewing past literature. Assessing the present reality of education of Bangladesh, it is suggested that teaching and learning need to be improved in the higher education, especially in colleges of Bangladesh. Continuous professional development can play a significant role in improving the teaching-learning process in the colleges. An active instructive leadership can be originate to highlight staff meetings and data-based gatherings for the improvement of their abilities. In this process, continuous professional development will be gained. Eventually, the teaching and learning will be improved.

5. Review of Literature
5.1 instructional leadership

In fact, there is no universal definition of instructional leadership (Rigby, 2013). Elaborately, instructional leadership involves in the planning, evaluation, coordination and improvement of teaching-learning process (Robinson, 2010). It highlights on the major functions related to educational institution to teaching-learning, by explaining vision, objectives, instructional functions and improvement of the institutions' environment (Hoy &Miskel, 2008). Murphy (1988) claims that the responsibility for leading teaching and learning has moved from being a principal-focused activity to one that is the responsibility of a wide range of actors which has received general agreement (Rigby, 2014). However, as Harris (2003) points out, leadership distribution is ultimately dependent on the assent of those in hierarchical positions.

Observing the various factors related to instructional leadership, Honrg & Loeb (2010) prepared a broad definition that would seem to be suitable for the colleges providing higher education. A distributed pattern that activates the talents of a wide range of staff members would gain the general endorsement of recent researches on the matter. So, instructional leadership, as the combination of those sets of activities, can control, manage, administer, and improve syllabus and instruction for the betterment of teaching-learning.

5.2 Instructional Leadership and CPD

Instructional leadership is crucial to enhance professional practice (Wood and Thomson, 1993, Speak, 1996). At present, educationists are trying to redefine the functions of principal focusing on effective teaching-learning to lead a professional community (Blasé &Blase, 2004).To create healthy connections with learners and the team, encouragement of professional improvement and advancement of teacher leadership are necessary. An instructional leader can perform an active role to trigger the continuous professional development through his close supervision and monitoring. Principals are found of taking at thought or group-based leadership style and induction or work-based leadership approach for the promotion of an effective teaching-learning environment. Principals are found to reshape the aim of general staffs trainings and have data-based meetings for staff improvement and professional development of the teachers.

5.3 Effectiveness of Instructional Leadership

Many studies show that an effective instructional leader has a clear vision of college goals, and as acommunicator, includes those goals through pragmatic decisions which influence college activities. A fruitful instructional leader focuses on teachers' instructional tactics for active teaching and learning. The practices of instructional leadership in establishment of curricular goals, knowledge of qualified teachers, active involvement with staff on the improvement of

instructional skills and continual monitoring of institutional performance are main elements. The effective leader also inspires the attainment of students by encouraging, fostering and supporting a college program and instructional activity favourable to students' teaching-learning and professional development of staffs (Dufour, 2002). But, vision of leadership, management of classroom, arrenging the time, sound academic environment and effectiveness and success are the major challenges of improving instructional leadership. As an effect, the complete development of education in colleges is being hampered due to lack of instructional leadership practices. An effective instructional leader has to maintain establishing of goals, improving knowledge of quality instruction, increasing of staffs' instructional skill, monitoring performance of the institution, ability to resolve problems for the betterment of teaching and learning and so on.

6. Case Studies

It has been mentioned earlier that a scanty amount of study has been directed on instructional leadership especially in higher education of Bangladesh. Some studies related to educational leadership have been conducted to describe the strengths and weaknesses of instructional practices. But, these studies did not focus on how leaders implement instructional practices in education and how those culture chain networks with student achievement. For this reason, some case studies will be reviewed. These case studies will emphasize on the development of instructional leadership in teaching practices as well as student learning.

6.1 Case Study-1

The first literature focuses on instructional leadership based on the case study of Malaysia's Research Universities which is conducted by Mehmaz Fahimirad, Khairuddin Idris and Sedigheh Shakib Kotamjani in 2016. The study tried to determine the practices of instructional leadership in teaching and learning environments in selected universities. The study also aims at evaluating the roles and responsibility of instructional leaders and to conceive effective instructional leadership for theimprovement of instructors in higher education. Though the research was carried out in a qualitative approach for the collection of data, it allowed an in-depth analysis of instructional leadership which is currently practised in higher education. The study provides some basic ideas and thoughts regarding future guidelines for leadership and this will assist to develop the value of instructional leadership in teaching and learning.

The researchers considered current practices in a few pre-selected research universities. However, in the study, leaders from selected universities provided as unit of analysis and Deputy Vice-Chancellors/ Deputy Rectors are the participants. For the collection of primary data, an intensive interview using a structured interview schedule was directed, exclusively with instructional leaders. Moreover, some technical and strategic plans, resources and papers allied to academic as well as administrative policies of universities were also used. But it is questionable that how far the findings were relevant to a more distributive notion of instructional leadership, as advocated by many

researchers as the optimum route to educational or professional improvement.The fact that the research focused on the 'lived experiences' of the participants causes doubts about generalizability to be a natural reaction to the results. The study discovered that instructional leaders play a significant part to conceptualize the learning-teaching activities in higher educational institutes and the obligation of leaders is to oversee instructors, academic and administrative duties. Instructional leaders provide opportunity for professional development of instructors coordinating an advisory team which meets regularly. It is also found that the higher educational institutions arranged effective programs for academic improvement, adopted ethics of effective teaching-learning and formulated sound learning environments for learners. For the exercise of these principles, academically supportive culture is needed. Eventually, making a good learning environment depends not only on well-educated, healthy individual academics but also on a professional community which runs together to establish a student-centred tendency.

Developing engagement of instructors to promote teaching and learning, leadership functions towards the future of the universities. In fact, educational leadership acts as an important part in teaching-learning and academic development. These caveats in place, the findings were of a piece with the prevailing tone of studies in this area. A strong logic that leaders should focus on the processes of teaching and learning came through. Even more attractively, the researchers discovered that instructional leaders have a major role to play on the culture of their organisations. Focusing on distribution in contemporary thinking on this matter, this clearly suggests that an instructional leadership organization is one in which a significant leadership impact can be detected. It is being somewhat arguable as to what is the source of the leadership, the principal or other teachers.

6.2 Case Study-2

This study has been conducted by Islam etal. (2019) on the challenges and solutions of instructional leadership practice at tertiary college education in Bangladesh. This exploratory research intents to come up with the crucial issues for the departmental heads at the tertiary educational institutes and suggest sconsiderable observation in the college-level higher education of Bangladesh.The prime goal of the study is to critically examine the challenges and experiences of instructional leadership of head of the departments and to evaluate the effects of these practices.

The results and discussion of study provide indication that instructional leaders usually provide away, manage the resources, aid to teachers and learners, and confirm congenial atmosphere for better teaching and learning at college education.The study reveals, the roles and responsibilities of the instructional leaders imitates the practicing culture of developed countries. The practices remain absent in Bangladesh.The study also identifies some issues that affect the role and responsibility of principals at higher education in Bangladesh. These are in absence of pre-service preparation, lack of administrative and managerial skills, un pleasant working environment, deficient professional development and resources, insufficient

skilled personnel, absence of proper training, in attentiveness to classroom observation and feedback, poor interpersonal relationship within and outside of the college, political pressure, unethical references, lack of academic knowledge etc. Contrary, the majorobstacles of instructional leadership are lacuna of clear mission, lack of inspiration and motivation, absence of training, insufficient leadership knowledge and skills, absence of devoutness and scanty resources.

The study suggested adequate and proper administrative training for the principal on instructional leadership is a crying need. So, training programme, workshop and seminar for the leaders should be arranged. Instructional leader should define the mission and vision clearly to improve their college outcomes. Besides instructional leader needs to be more careful about hispersonal integrity and credibility and decision-making capacity at the right place in the right time. He must follow and enhance the existing culture and practices as well.

Though the education system has been changing gradually since the independence of Bangladesh, the leadership in education still depends on colonial ideas and concepts. So, it is significant for the decision makers of Bangladesh to avoid imitating the colonial tendency. Besides, college leaders need to change from positional leadership to distributive and democratic leadership method to shape capability for further achievement in college education.

It is undoubtedly a significant study in educational leadership particularly at higher education in Bangladesh. Because the goal of the study is the formation of leadership in higher education in Bangladesh. The study analyses some basic challenges and suggestions of instructional leader clearly.It is popularly known that principals are instructional leaders at colleges of Bangladesh and as a representative of Ministry of Education, they are undoubtedly playing a crucial role, but the study regarded departmental heads as instructional leaders. It is observed form the practice that every leadership type has also some potential strengths which is noticeably uncovered here. Although the study has some limitations, but this will help academicians as well as to the researcher understand the problems and prospects of instructional leadership especially in college education in Bangladesh. The findings of the study also subsidise in several ways to understand instructional leadership and provide a basis for future study in the same field. It has been stated earlier that the number of studies on instructional leadership at college education is very limited. In this perspective, some of the findings and observations like perspective and challenges of instructional leader, strategic plans for the implementation of instructional leadership at college education are very much relevant to the evidence of present paper.

6.3 Guideline for using instructional leadership

Instructional leadership arises when the principal offers guideline, materials and aid to teachers and students for improving teaching-learning environment. Basically, effective instructional leadership is the means of quality teaching and

the leaders confirm a congenial atmosphere of learning and teaching in their institutions (Krugar, 2003). Supporting it Blasé &Blase (2000) identifies that well networking among the teachers is necessary for successful teaching. Actually, principals and teachers are the instructional leaders who need to be trained, skilled and should have managerial capacity. But there is less possibility for the teachers to obtain leadership training in our country. So, training has to be made accessible for the teachers focusing on instructional leadership. As a result, they can meet their internal and external obstacles using rules and regulations of ministry or through their own capacities. Besides, the selecting procedure of teacher is needed to be modified or a new evaluation technique of teachers is essential to be established. Consequently, the teachers should not only be considered on managerial and institutional features, but also on empirical experiences about educational issues. Side by side, clear cut job description is needed for educational leader for the betterment of college education. The features like idea of leadership, academic excellence, good learning culture, student involvement and performance etc. are essential for establishing instructional leadership.

7.0 Implementation of Instructional Leadership

7.1 Benefit of implementing instructional leadership

For the development of college education of Bangladesh, it is a requisite for the improvement of instructional leadership. Because,instructional leader can inspire the progress of the staffs, teachers and students in the institutions, enable the mutual interaction and get ready to create a democratic environment (Kesan and Kaya, 2011) which ultimately leads to ensuring quality education. According to case study-1: instructional leaders must be expert in learning events, engagement projects, planned developments of study initiatives, structures, and growths of quality and priorities, which are linked to their objective to endure development in working environment. They must also confirm the changes that have been approved on are executed fruitfully and they are continuous and workable (Scott et al. 2008). On the other hand, Bush (2007) mentioned an educational leader should be formed for growth prospects as he is conscious about the institution, atmosphere, instructional methods and the level of achievement of these processes. Can (2007) rightly pointed out that instructional leader has clear idea and concepts on administrative processes and current changes and, he tries to implement these processes. Eventually, instructional leaders deliver opportunity for professional development of instructors at higher education. Reviewing the different research findings, focus has been placed on contextualizing the applications for educational leadership development in colleges of Bangladesh. In this way congenial climate for teaching and learning will be created and quality of education will be confirmed at higher education in Bangladesh.

7.2 Implementation of instructional leadership in government colleges

It is noted that in the last 20 years Bangladesh has evidenced a remarkable change in education especially, in higher education. Instructional leadership can organize groups of college leaders in Bangladesh in a specific direction. Generally, if one

person stands up to lead a group of people, they can be better made an encouraged to do what is wanted to be done. For the implementation of instructional leadership in government colleges of Bangladesh, some important issues can be highlighted based on the review of related literature and selected case studies.

It is mentionable that both case studies demonstrate that skill and training in educational leadership are useful for the development of teaching and learning programme: the detail in case study to reveals that humanitarian, pedagogical, administrative and managerial skills and academic knowledge are essential factors for the interpretation of instructional leadership at colleges (Sergiovanni, 2001). A part from this, dedication to job, specific mission and vision, proper training, pedagogical and leadership knowledge, effective communication skill, stakeholder's co-operation, devoting more time for instructional issues, positive attitude towards teachers, staffs and students may help to apply the instructional leadership in colleges of Bangladesh. Some researches reveal that congenial and student friendly environment, adequate academic knowledge of the teachers should be considered as essential elements of instructional leadership. The organizational support like continuous power supply, abundant modern technology, plenty of teachers and classroom, residential facilities of the students are also required to achieve the benefit from the instructional leadership. Endorsement of all kinds of academic and logistic provisions, relating the students with the sound academic surrounding, leads to implement the effective instructional leadership at colleges (Theo, 2011). This statement is supported by case study1: the role of instructional leadership has an impact on students' learning and improvement of the quality of teachers and staff's performance. This can be achieved through increasing inspiration, assurance, skills, knowledge and working environment.

7.3 Strengths in Government Colleges to Support the Implementation of Instructional Leadership

In spite of having some challenges for the implementation of instructional leadership government colleges in Bangladesh have some strength as well. In the colleges, principal is the sole authority of providing the annual confidential report for the teaching and non-teaching staffs. As the representative of the Ministry of Education, he can recommend transfer of any teaching and non-teaching staffs to another institution for the welfare of the related institution. He also holds the power to supervise the academic matter as well as environment of the college. It is said that an institution means a teamwork, so principals have the strength to include all teachers and non-teaching staffs in various committees for the developmental activities at colleges. All these strengths lead to the implementation of instructional leadership at college education. But in many cases, the role of leader is questionable. Some principals have no knowledge and capacity to direct the institution and behave like an instructional leader.

Instructional leader provides opportunity for professional development of instructors and develops congenial teaching and learning atmosphere at higher

education (case study-1). As Horng & Loeb (2010) argue, for instructional leadership to flourish in an institution, there is a needs to be a constant exchange of different ideas and concepts related to teaching and learning among academics, sponsored by those in leadership roles-wherever that leadership might emerge. As case study-1 demonstrates, this should be constructed into the culture of the institution in question, to the extent, indeed, that an instructional leader needs to be a culture changer. In this regard, Bangladesh government colleges have not traditionally been hospitable to this type of leadership (Dutta & Islam, 2010). Rigidly hierarchical, resistance to the kind of distributed leadership which is beneficial for the preparation of the environment for successful instructional leadership has been the regulation. Spillane et al. (2005) rightly observed leadership is not only functions of leaders' individual character but rather is distributed among leaders and followers. Given the highly centralized nature of the Bangladesh system (Salahuddin, 2010), finding an environment that is similar of that described in the case study would be difficult, even in the less regulated private sector.

7.4 Potential challenges to the implementation of instructional leadership in government colleges and the way to overcome it

Though instructional leaders promote direction, resource management, assist teachers and students, and confirm a friendly environment for teaching-learning (case study-2), there are several barriers to implement the instructional leadership in colleges of Bangladesh. The conservative tendency of principal and lack of administrative skill is one of them. In this respect, Salauddin (2012) argued that insufficient stock of knowledge of principal's attitude, lack of training are main barriers for the improvement of leadership in colleges of Bangladesh. Besides, lack of qualified leaders and limited scope of administrative training in education, absence of proper training for the principal (Bangladesh Education Commission-1974) are also creating obstacles to implement the instructional leadership. More practically, less administrative and financial power of the principalis a major challenge for the implementation of instructional challenges in colleges of Bangladesh.Some college teachers think that their workload makes an obstacle for them to be a leader. Mostof the principalsalso acknowledge that their work pattern creates abarrier for instructional leadership (Ersozlu&Saklan 2016).

From the review of literature and case studies some new potential but important challenges are identified such as irregular trend of promotion of the teachers, lack of research experience in education, less administrative and financial power of leader, flexible attitude of leader, lack of interpersonal skill etc., which are closely related to working environment. As a result, the teacher leader is not capable of playing his responsibility rightly in college education of Bangladesh. However, the necessary change in mind-set of leader is not impossible.

Indeed, most of the research articles reviewed for this research was carried out in secondary and primary schools, but there is no reason to trust that it could not be extended to higher education. The key finding was that majority of the teachers

supposed that training is required to be provided for the leader for establishing leadership in their institutions. This suggests a recommendation for implementation, and it is that instructional leadership is unlikely to appear in college education instinctively. So, suitable administration and leadership related to training needs to be provided. The teachers in the Malaysian research universities described in the case study-1, likewise, benefited from the leadership-focused training. This, again, has an impact on student outcomes (though, as was stated in the previous section, that a correlation, not a causal link, was all that could be proved in this instance). Though the case-1 depicts instructional leadership has an the effect on learners' outcomes and raise standard of teachers' performance, Hallinger's (2011) studycannot be ignored.The instructional leader has a direct impact on the students' success of effective educational institution. Certainly, in some contexts, it has demonstrably not worked (Aliakbari, 2016). So, possible caution should be kept in mind at the time of applying it to Bangladesh. Further research, perhaps, the setup of pilot projects, is necessary.

8. Summary of the findings

In searching an answer to the question as to what impact of instructional leadership can have on the government college educational process, several issues have been identified. The relevant literatures rightly recommended that instructional leadership has a key role in successful teaching and learning (Ersozlu&Saklan, 2016), even with their being some rebellious voices. The consensus supports present notions of the term that emphasizes distribution of leadership. The same inclination was visible in the case studies. In this context, both case studies were a little more problem-oriented, the evidence for impact on college related education being somewhat deficient. As far as government colleges of Bangladesh are our prime concern, the introduction of instructional leadership practices would undoubtedly be of benefit in teaching-learning. Although, it has been revealed that a significant number of challenges tills remains in this context. Initially, these challenges are internal and external in nature. Obviously, the determination for some modification is present, but overcoming the hierarchical structure and deeply centralized system will not be easy. So, it is recommended that the reformation of the colleges' governance is needed to be pertinent. Principal is the suitable person to bring change in academic environment of colleges in Bangladesh. His investment in the instructional leadership mission and vision is essential. In this regard, it is possible that traditional ideas of instructional leadership will be in evidence before leadership appears as more of an institutional performance (Hallinger& Murphy, 1993). This is not certainly undesirable; the recommendations in the implementation section will need a strong 'champion'-definitely, they will only happen if the head of the institutional hierarchy approves them. It may be, then, that improvement will come in points. Initially, principal-centred leadership will bring about change, followed, in time, by greater involvement from a range of stakeholders. The paper might have implications for leadership practice in higher education in Bangladesh.

Conclusion

The inference can be drawn from the study that the quality education is an indicator for the development of a country. It is also a precondition for achieving sustainable development goals. In addition, it suggests that making sure of quality education is impossible unless appropriate instructional leadership and congenial teaching and learning climate can be implemented. Since, instructional leadership displays a vigorous function in the teaching-learning process in higher education. While educational knowledge is required for effective leadership, only it is not considered enough. A leader must also create trustworthy relationships if they are eager to produce and sustain improvement in teaching and learning.The findings might provide a significant source of information for leaders of colleges and aspiring higher education leaders to reflect on their leadership. Moreover, the research outcome denoted that policy makers of Bangladesh should take initiatives to integrate befitting instructional leadership more firmly into the field of higher education of the country. Expectedly, it will also assist the concerned authority to develop quality education as well as instructional leadership in training, teaching and learning in the government colleges of Bangladesh.

REFERENCES

Ahmed, M., Zulfi, A. A. & Hossain, I. R. M. S. (2017), Perspective and challenges of collaborative leadership at secondary schools in Bangladesh, *Journal of Humanities and Social Science*, Vol. 22(11), pp. 19-24

Aliakbari, M. &Amoli, F. A. (2016). The effects of teacher empowerment on teacher commitment and studentachievement, *Mediterranean Journal of Social Sciences,* Vol. 7 (4). pp. 646-657

Bangladesh Education Commission-1974, Government of Bangladesh

Bargh, C, Bacock, J. Scott. P. & Smith, D. (2000).*Universityleadership: the role of thechief executive*. Buckingham: open university press

Barth, R. S. (2001). *Improving schools from within*. San Francisco: Jossey-Bass. pp. 132

Blase,J. &Blasé, J. (2000).Effective instructional leadership: teachers' perspectives on how principals promote teaching and learning in schools, *Journal of Educational Administration.* Vol. 38(2).pp.130-141

Burns, J. M. (1978).*Leadership*, New York: Harper and Row, pp.66

Bush, T. (2007). Educational leadership and management:theory, policy and practice, *South African Journal of Education*, 27(3). pp. 391-406

Bush, T. &Coleman, M. (2000). *Leadership and strategic management in education*. London: Paul Chapman, pp.152

Coldren, A. & Spillane, J.P.(2007). Making connections to teaching practice, *Education Policy*. Vol. 27(2). pp.369-396

Dufour, R. (2002). The learning-centered principal, *Educational Leadership*. Vol.38(2). PP.12-15

Elmore, R. F. (2000). *Building a new structure for school leadership*. The Albert Shanker Institute

Ersozlu, A.&Saklan, E. (2016), Instructional leadership in higher education: how does it work, *British Journal of Education*. Vol. 4(5). pp.1-15

Fahimirad, M., Idris, K.&Kotamjani, S. S. (2016). Instructional leadership and instructor development : acase study of malaysianresearch universities, *Geographia: Malaysian Journal of Society and Space*, Vol. 12 (10). pp.101-112

Hallinger, P. (2011). Leadership for learning, *Journal of Educational Administration*. Vol. 49 (2). pp. 125-142

Hallinger, P. (2010). Developing instructional leadership. In *Developing Leadership*, springer, Dodrecht pp. 61-76

Hallinger, P. (2003). Leading educational change: reflections on the practice of Instructional and transformational leadership, *Cambridge Journal of Education*, Vol. 33(3), pp. 329-252

Hallinger, P. & Murphy, J. (1985). Assessing the instructional leadership behavior of principals, *Elementary School Journal*, 86 (2), pp. 217-248

Harris, A. (2003), Teacher leadership as distributed leadership: Heresy, Fantasy or Possibility. *Journal of School Leadership & Management.*Vol. 23 (3). pp. 313-324

Hossain, M. Z. (2019). Education leadership in Bangladesh from British period till today: lessons for theprincipals of schools and colleges in Bangladesh. *Journal of Humanities and Social Science*, Vol.24 (10). pp. 79-84

Horng, E. & Loeb, S. (2010), New thinking about instructional leadership, *Kapparmagazine*, Vol. 92 (3). pp.66-69

Hoy, W.K. &Miskel, C. G.EgitimYonetimi, cited in Ersozlu&Saklan (edi.) (2016), Instructional leadership in higher education: how does it work,*British Journal of Education*. Vol. 4(5). pp.1-15

Islam, M. R., Karmaker, P. R.& Paul, A. K. (2019). Instructional leadership as head of the department at tertiary colleges in Bangladesh: challenges and solutions, *Journal of Humanities and Social Sciences*. Vol. 24(2), pp. 1-7

Jones, G.D. (2011), Academic leadership and developmental headship in turbulent times, *Tertiary Education and Management*. Vol. 17(2), pp. 279-288

Kesan, C. & Kaya, D. (2011). Instructional leadership. *Buca Education Faculty Journal*, Vol 30, pp.20- 37

Kruger, A.G. (2003). Instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools. *The African Journal of Education*. Vol. 23(3), pp. 206- 211

Leathwood, K. (2000). The effects of transformational leadership on organizational conditions and student engagement, *Journal of Educational Administration*. Vol. 38(2). pp.112-129

Lumby, Jacky (2013). Distributed leadership: the uses and abuses of power, *Educational Management Administration and Leadership.* Vol. 6 (1), pp.131-141

Mujis, D. & Harris, A. (2003). Teacher leadership-improvement through empowerment? an overview of the literature, *Educational Management & Administration*, Vol. 31(4), pp. 437-448

Murphy, J. (1988). Methodological, measurement and conceptual problems in the study of instructional leadership. *Educational Evaluation and Policy Analysis*, Vol. 10(2), pp. 117-139

Neumerski, C. M. (2012). Rethinking instructionalleadership: areview.*Educational Administration Quarterly.* Vol. 49(2), pp. 310-347

Noriey, Ismail. (2013). A case study of leadership in higher education institutions in Kurdistan, Masters dissertation submitted in the University of Wolverhampton, 2013

Ng, F. S. D., Nguyen, T. D., Wong, K. S. B, & Choy, K. W. W. (2015). Instructional leadership practices in Singapore. *Social Leadership and Management.* Vol. 35(4), pp.388-407

Rigby, J. G (2014). Three logics of instructional leadership. *Educational Administration Quarterly*, Vol. 50 (4). pp. 610-644

Robinson, V. M (2010). From instructional leadership to leadership capabilities: empirical findings and Methodological challenges.*Leadership and Policy in Schools*, Vol. 9 (1). pp. 1-26

Salahuddin, A.N.M. (2011). *Perceptions of effective leadership in Bangladesh secondary schools: moving towards distributed leadership?* Unpublished Mastersthesis, University of Canterbury, Christchurch, New Zealand.

Salahuddin, A. N. M. (2012), Challenges to effective leadership of urban secondary schools in Bangladesh: acritical study, *Critical Literacy: Theories and Practice*, Vol. 6 (2), pp.50-65

Sebastian, J. &Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: astudy of mediated pathways to learning, *Educational Administrative Quarterly*. Vol. 48(4), pp. 626-663

Sergiovanni. T. J (2001). *The lifeworld of leadership*, London: Jossey- bass, 1989

Smylie, M. A. (1997),Research on teacherleadership: assessing the state ofart. In B.J. Biddle et al.(eds) *International Handbook of Teachers and Teaching*, Netherland: Kluwer, pp. 521-592

Speck, M. (1996). Best practice in professional development for sustainededucational change. ERS Spectrum. Vol.23. pp. 33-41

Spillane, J.P., Sherer, J. Z. &Coldren, A. F. (2005). Distributed leadership: leading practice and the situation in Hoy &Miskel (eds.) *Educational Leadership and reform,* pp. 149-167

Thornton, H. (2000), Teachers talking: the role of collaboration in secondary schools in Bangladesh, *Compare*. Vol. 6 (2), pp. 181-196