

## Practice of Educational Administration Theories in Secondary School of Bangladesh

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### ABSTRACT

The efficient execution of educational programs in schools has made the position of educational administrators increasingly important. Theories offer a conceptual structure that facilitates comprehending, forecasting, and managing behavior within organizational settings. The purpose of this study is to explore the practice of educational administration (EA) theories in secondary school of Bangladesh, and the role of educational administrators. A qualitative approach is used for gaining in-depth understanding in the real-life-situation. Semi-Structure Interview and Focus Group Discussion have been used to collect data. Data have been analyzed using thematic analysis technique. Findings show that secondary schools of Bangladesh are practicing the Scientific Management Theory and System Theory collaboratively through maintaining formal structure. Human Relationship and Behavioral Approach Theory have been practiced in the shadow of formal structure. As well a hybrid approach is being practiced in the schools. The administrators find the challenges to practice these theories. The challenges are lack of infrastructure, scarcity of teaching learning resources, teacher-student-ratio, local conflict, and school managing committee's internal clash. The findings of this study would be useful for educators, educational administrators and researchers in advancing EA theories in education.

Key Words: Education Administration, Theories, Practice, Secondary Schools.

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### Article History

**Received** 15/12/2023

**Revised** 28/03/2024

**Accepted** 02/05/2024

Muktha, A. I. & Wahiduzzaman, M. (2024). Practice of educational administration theories in secondary school of Bangladesh. *Teacher's World: Journal of Education and Research*, 50(1): 135-154. <https://doi.org/0.3329/twjer.v50i1.74908>

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### Introduction and Background of the Study



Theory is a set of statements about the interrelationship of concept that allows us to understand and predict happenings (Troutman & Kerlinger, 1986). Theory as a map might pinpoint the structures of actual occurrences and offer guidance for making decisions (Usoh et al., 2023). Moreover, theory is the realm of educational administration (English, 2003). Theory is necessary to guide administrators in carrying out their administrative activities successfully, as well as improving and refining organizational performance. The educational administrators should be able to make the best use of theories as a decision-making tool rather than relying on only

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experiences or personal interpretation (Usoh et al., 2023). Educational administration is the process of utilizing relevant materials in order to successfully foster the development of human attributes (Pont et al., 2008). Any educational organization goals can be achieved in order to make the use of both human and materials resources with the help of the prominent field of educational administration (Adebayo, 2001). Educational administration has been developing continuously (Griffiths, 1964; & Halpin, 1958). The field of educational administration is no longer neatly defined in the textbooks. Textbooks are characterized by a search for the substance of educational administration for theories which binds them together (Griffiths, 1964). Over the past few decades, scholars have made an effort to conceptualize educational administration as primarily many frames that make sense of the complexity of organizational life and as actual challenges to both study and practice (Anderson & Grinberg 1998).

Educational administration might be called a soft applied field (Berkovich et al., 2020). The notions of quality, productivity and efficiency as well as the methods of achieving them have been appropriated by educational administration (Greenfield & Ribbins, 1993). Educational administration is critical to increasing educational quality in institutions across the country. Educational administration theory has been developing since the 1950s (McCulloch, 1989). Increasingly, theory-based explanation and prediction of educational organization phenomena is a hallmark of educational administration (Lunenburg & Ornstein, 2021). Lunenburg and Ornstein (2021) note that a theory is a claim (generalization) that provides a methodical explanation for a particular phenomenon. They add that theories might be philosophical or scientific, simple generalizations or intricate systems of laws. Significance of a theory is determined on how it is reflected in practices. Theories without practice like map without empty route (Getzels et al., 1968). Whereas practice without theories are like routes without maps are blind. To a greater or lesser extent, EA is defined by the use of theory to explain and forecast occurrences in educational institutions (Lunenburg & Ornstein, 2021).

Secondary education in Bangladesh is currently run mainly from the top down through a centralized administrative system (BANBEIS, 2022). The Ministry of Education (MOE) serves as the highest authority. Although the Directorate of Secondary and Higher Education (DSHE) directly oversee government secondary schools, there are additional school-level policy-making bodies: the School Managing Committee (SMC) for secondary schools and the Governing Body (GB) for higher secondary schools. The head teacher / principal as an administrators and SMC/GB serve as the ground level authority of this top down administrative system. The government secondary schools are entirely managed by the government (BANBEIS, 2022). While most secondary schools are not government-run, they do receive full government funding for their teachers' salary and other activities. Three sub-stages are typically used to classify secondary education in Bangladesh: junior secondary schools (grades 6–8), secondary schools (grades 6–10), and higher secondary schools, also referred to as intermediate colleges (grades 11–12). Government secondary schools and non-government secondary schools are the two main

categories of secondary schools in Bangladesh in terms of management, administration, and finances.

Educational administration theories are being practiced in all level of educational institutions while taking decision to influence educational system (UNESCO, 2022). The absence of functional educational administration in schools presents a number of administrative challenges for the authorities (Faruk, 2018). School administration mainly performs based on two types of work such as planning and implementing (Allison, 2014). Bangladesh school administration is also working with educational planning through policy making and implementation process (Mousumi & Kasakbe, 2021). Educational administrators are professional who follow a set of ethics and creditable in the field of education (Cooper, 2012). School administrators aim to produce output by adding value to the work process (Shaw, 2006). To minimize conflict and achieve a desirable goal, the administrator must work collaboratively with his subordinates (Bacud, 2020). The Ministry of Education has the ultimate power administration and the head teacher operates the field level authority of a school administration (Rahman et al., 2010).

Thornton (2006) argues that “schools in Bangladesh are shaped by context, particularly the complex mix of colonial heritage, traditional Bengali culture, global change and Islamic influence” (p.183) where a to-down approach to management is exercised. However, the Government of Bangladesh has given stressed on the expansion of quality secondary education through updated and realistic education administration (Ministry of Education, 2010). In addition, effective role of local community and strengthening the functions of School Managing Committee (SMC) are emphasised in the latest national education policy.

National Education Policy (NEP) of Bangladesh 2010 pays significant attention to the role of education administration for ensuring quality education (Ministry of Education, 2010). The aims and objectives of the educational administration reported in NEP 2010 are:

- to strengthen the education system to facilitate in building up a knowledge-based society that can produce necessary innovative ideas directed towards national progress;
- to ensure accountability, dynamism and transparency at all levels of educational administration to make it more effective and free of corruption;
- to improve quality education with the realization of transparency, accountability and dynamism in the educational institutions by ensuring the effective role of educational administration;
- to ensure equitable expansion and qualitative improvement of education for all people of all regions; to develop knowledgeable and skilled human resource for the progressive development of the country.

(Ministry of Education, 2010, p. 71)

These aims and objectives clearly reflect the significance of educational administration and its expected features and roles towards quality education. Particularly for secondary education, it is mentioned in the NEP 2010 that modern, updated, and practical educational administration is all that is necessary for the successful expansion and improvement of quality. While theories provide guidelines for administrations to practice educational administration theories in secondary school in Bangladesh has not been substantially explored in previous literatures. Current reality of practicing educational administration theories in secondary school have not been explored previously in the Bangladesh context. Besides that, what challenges do administrators face and what are the interventions should provide to overcome the issues has not been explored before. This research addressed the gap aiming to explore the practice of educational administration theories in secondary school of Bangladesh and provided some potential solution to mitigate the issues that arises while practicing EA theories in Bangladesh.

### **Objective of the Study**

The specific objectives of the study are to:

- (i) explore the practice of educational administration theories in Secondary School of Bangladesh.
- (ii) find out the role of educational administrators according to the practice of educational administration theories.
- (iii) identify the challenges of practicing educational administration theories in Secondary School of Bangladesh.

### **Theoretical and Conceptual Framework of the Study**

The development of formal education system accomplished the foundation of educational administration theory (Chowdhury, 1997). The educational administration theories are scientific management theory, human relationship theory, behavioral approach theory, and system theory which have been adopted in this study. The theoretical framework includes scientific management theory as the first. (Taylor, 1947) states that administrative practices helped shape the concepts of scientific management theory in education through discipline. Scientific management theory refers to the centered enhancement of efficiency and productivity in the workplace, highly skilled people in their specific area. However, (Fayol, 2016) clearly defined that the scientific management theory compile the organizational structure, hierarchy of authority, their approach to organizational structure efficiency, and job design. Scientific management theory has been identified by considering the hierarchical and centralized structures. It maintains control and stability in educational institutions utilizing a top-down method (Adewusi et al., 2024).

The second theory is human relationship theory considered the opposite theory of scientific management theory. Mayo's Hawthorne studies (1949), offered insights into about employee

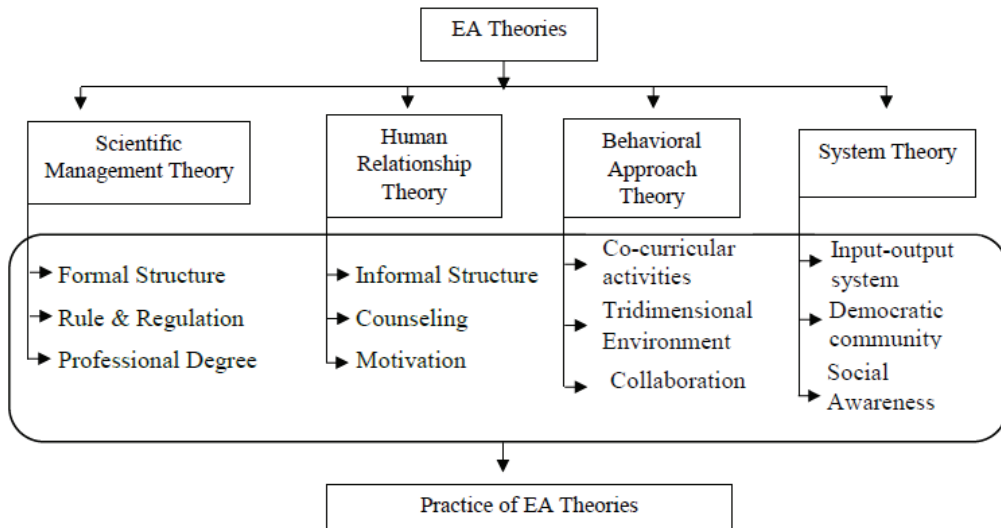
attitudes, moods, and interactions. This study highlighted the importance of interpersonal and psychological factors in the workplace. Maslow's hierarchy of needs (1967), is also highlighted the psychological factors which underpin the human relationship theory concept.

Educational administration theories have been intersecting the theoretical framework as third theory in behavioral approach theory. According to Barnard (1938), organizations are constantly adapting and responsible for internal and external influences. He emphasized the organizational tridimensional environment, including factors like culture or competitions. Due to the dynamic nature of organizations, efficiency and effectiveness increased through synergy among them. The foundation of the behavioral approach to educational administration is a logical empiricist conception of knowledge (Usoh et al., 2023).

System theory is the fourth theory which has been adopted from the educational administration theory. (Persons, 1949) described the organization as a cooperative, interrelated system. This theory adapts and aligns their structure, processes, and practices with the changing demands of their environment. This theoretical approach remains agile and responsive to the challenges of institutions. It's a social process that commonly engages above everything (Likcart, 1971).

So, this study is undertaken within the theoretical framework, which has been structured through the pragmatic adoption of four educational administrative theories without transforming the actual meaning.

A standard conceptual framework helps the researcher in illustrate how basic concepts interact with one another in the reality and it provides examples of understandings and solid thoughts gained through the study of relevant works of literature (Kombo & Tromp, 2006). So, based on the review literature the following conceptual framework was developed and used in this study.

**Figure 1.***Conceptual Framework*

The conceptual framework addresses how theoretical framework ideas have been applied in this research. In this study, the scientific management theory support the educational administrative professional development, formal structure, rules- regulation, discipline and many more ensuring various aspects for the overall well-being. Human relationship theory emphasizes on the mental status, develop and sustain interpersonal relationships in the education system. This theory explore about the coffee breaks, motivation that increases the productivity of any organization than external factors do. The behavioral approach theory is completely different doctrine from the scientific management and human relationship theory. It's about the efficiency and effectiveness where collaboration, co-curricular activities, solidarity (freedom of communication and choice) are the main object of the theory). Finally the system approach theory is a new enriched shade of scientific management theory. This theory indicates that all schools are open system. According to the open system theory input, transformation process, output, and feedback deal with many problems to ensure social justice.

## Methodology

This study is conducted using qualitative approach to gain in-depth knowledge about practice of educational administration theories in secondary school of Bangladesh. In qualitative research, attitudes, opinions, and behaviors are evaluated subjectively (Kothari, 2004). Indeed, researchers can examine social world through the texture and weave of daily life as well as the

participants' experiences, understandings, and imagination (Mason, 2002). On the other hand, methodology views on (Morrison, 2012); qualitative research is a theory or a collection of ideas about the dynamics of how and why researchers acquire knowledge in a study setting. Three non-government secondary schools representing three demographic areas in Kishoreganj rural area, Kishoreganj city and Dhaka city are selected conveniently for this study. The participants of this study included three head teachers (HT) from three schools, three groups of Ten School Managing Committee (SMC) members and two upazila education officers (UEO). Researchers selected Dhaka city and Kishoreganj through convenient sampling as they are currently living in Dhaka and Kishoreganj as easy to collect data from the targeted population. Semi-Structure Interview and Focus Group Discussion have been used to collect data from three head teachers from three secondary schools, two upazila secondary education officers and three groups of school management committee members. Data have been analyzed using (Braun & Clarke, 2006) thematic analysis technique. Both deductive and inductive approach is followed for thematic analysis. The researchers has developed sort initial codes to organize the data and then interpreted in several of themes. In consideration of deductive approach researchers analyzed data using the conceptual framework.

In this study, all ethical procedures have been followed to conduct this study to maintain data trustworthiness. Researchers try to ensure the participants' privacy and confidentiality alphanumeric characters are used instead of using name. For example, HT1 Stands for Head Teachers One, In Focus Group Discussion SMC1S1 stands for SMC member one School one, and UEO1 stands for Upazila Education Officer One. This study encompasses limitations, for instance, the administrative structures of Bangladesh's secondary schools vary widely. Only three non-government secondary schools in Kishoreganj and Dhaka city are linked to the study. Only three head teachers from three different schools, three SMC member groups, and two secondary education officers provided data for the study. As a result, it is unable to generalize the results. Consequently, the entire context of Bangladesh's secondary school system is never fully revealed in this study.

## **Findings**

### **Practices of Scientific Management Theory and Administrators Role**

Based on analysis of data findings indicated that scientific management theory is practiced by the educational administrators following the formal structure, maintaining rules & regulations, and nurturing professionalism.

#### ***Follow formal structure***

Findings from the analysis of data indicated that almost all the participants have completed their professional degree Bachelor of Education (B.Ed.) & Master of Education (M.Ed.) from the renowned institutions. The completed courses from professional degrees added value in

their academic and administrative role.

For example, HT2 said:

I have completed a M.Ed. degree from IER. I have benefited from the courses on educational administration and leadership in education. I have understood the responsibilities, duties and role of a school administrator how to manage an institutions properly which helping me in my daily work. I have done many training. Recently I will be calling for training on new curriculum in the future.

The statement of the participant's acknowledge that through a formal procedure called degree completion helps them a lot to enter in professional life.

### ***Maintain rules and regulations***

Findings suggest that the superior and subordinate administrative process has been a part of the educational administration. Administrators have educational qualification follow a formal structure based on the salary scale, rules and regulations through chain of command are also the evident during the interviews of head teachers, opinions of school managing committee members FGDs. For examples:

SMC1S1: Administrations follow a formal structure based on the education qualification where there is hierarchy based salary scale.

SMC8S2: If there is a division process everyone takes the responsibilities of their own work and there is no complexity. It is must have to follow the administrative structure.

SMC10S3: It is necessary to have rules, regulation and classification hierarchy system otherwise staffs won't follow the chain of command.

Similarly, another SMC member (SMC2S) added that "Without following the administrative process there will be problems and institutions can't be managed well".

However, they particularly pointed out that it must have to be followed the administrative structure in the schools otherwise; there will be many problems in educational institutions.

### ***Nurturing professionalism***

Findings indicate that formal professional degree as well as different types of formal trainings paly significant role towards practicing professionalism. One example from data extract is provided here as an example:

HT1: As a head teacher, I have undergone several trainings programs in educa-



tional administration. I have specially trained for 21 days on in-service training about management and administration at Meymenshing Teacher's College. Besides, as an administrator, I received 15 days administration training under the National Academy for Educational Management (NAEM). I have done 7/8 types of training including Performance Based Management (PBM) training and basic training at Upazila and secondary school.

### **Role of Educational Administrators Practicing Scientific Management Theory**

Findings indicated that, almost all the administrator agreed about that they strive to fulfill their duties and responsibilities manually despite the difficulties including budget, academic routine and many administrative duties to ensure quality of education. For example, HT2 said,

I have to work with good manners and behavior as an administrator. Sometimes it is difficult to fulfill the responsibilities but I have to take out order to everyone's work from them. I approved the school budget in a systematic process by discussing with the staffs. According to the subject teacher convenience, I have to organize the academic routine. Besides, I visit the classes regularly to monitor student's teacher learning activities.

In addition, both education officers described about their duties & responsibilities that they distribute the command from higher level to regional level consistently. They perceived that they have the more opportunities to improve the quality of administrative system of the schools. For instance, UEO1 went on to say:

I distribute the command and instruction from higher level to grassroots level given by the Directorate of Secondary and Higher Education (DSHE) via letter or social media communication. I visit and monitor schools. I try to look after the classes of the teachers whether they are taking to the classes timely or not. As well as I see the administrative condition of the school how the way they have been maintain the rules and regulation.

### **Practices of Human Relationship Theory and Administrators Roles**

Educational administrators practiced human relationship theory in the secondary schools through following informal structure; ensuring class and tiffin break also providing different kinds of motivation & counseling activities which reflected this theory importance.

#### ***Pursuing informal structure***

Findings shows that if a teacher need to leave for any emergency reason it is approved by the SMC by creating a gap routine to maintain the classes. For example, HT2 expressed his words

in this way,

A teacher gets 21 days leave per year. Occasional leave of 3 days is managed according to the schools rules. Even if a teacher needs to take a leave for any reason it is approved by the management committee. In this case, I create a gap routine and hand it over to another teacher to manage the class as per as the application.

### ***Ensuring class break***

Participants experienced about the students and staffs need to stay long time in a school that's why they are provided by tiffin, sports and prayers break. Some data extracts are provided here as examples of their views:

SMC1S1 said: "In our rural area there have a lot of underprivileged students. Many students come to school without eating breakfast so tiffin break is necessary".

SMC6S2 said: "Teachers give 45 minute classes, which require a break. Teachers need a break to prepare for the next class and to perform their prayers. There is no alternative to taking a break for to have a light snack or play sports".

SMC10S3 said: "Students and teachers stay in class for up to 10 am to 4pm. So if they don't get break, they will become sick. A tiffin break is important for preventing hunger providing energy".

Administrators agreed that students and teachers both need some free time. They believe relaxation is essential for a healthy body, enjoyable learning environment. Without break the effective teaching learning activities will not be possible in the schools.

### ***Provide motivation and counseling***

Administrators have also sensed their attitude about student's motivation during the class time also experienced & solved various adolescence problems. For example, SMC4S1 said,

I solve various adolescent problems of the students when they came to me. People are religiously oriented in our country. Guardians of the students want to seat boys & girls separately. I try to operate gender sensitive education with the help of school authority. Nevertheless, my school administration has determined to ensure inclusive education.

## **Role of Educational Administrators Practicing Human Relationship Theory**

Administrators perceived that in-service trainings provide quality of education. According to

them, in some emergency cases they need to take immediate decision. If teachers need to take leave for special reason another alternative teacher take the classes.

HT3 mentioned: If there are multiple teachers available, I try to make an effective class by giving the subject to another teacher according to the importance of the subject. The government needs to take proper initiative to support the institution where the maternity leave has been granted. It would be better to have an alternative teacher recruitment process. Besides, Parental leave is good for everyone but it is not so urgent for men in Bangladesh.

However, administrators are concern about to keep alternative teacher mainly focused about their leave. According to them parental leave is important for everyone. For example, UEO2 stated that, “Granting leave need to be more decentralized. Not only maternity leave for women but also men and women both need grant for a parental leave”.

Additionally, findings show that participants have been concerned about the fact both parent need time to take care of the newborn baby. They are trying to come out the traditional gender discrimination thought that only mothers should take care of the child. So, parental leave should be applicable for both Man and Women.

### **Practices of Behavioral Approach Theory and Administrators Roles**

Findings indicated that educational administrators practiced behavioral approach theory through diverse co-curricular activities, cultivating tridimensional environment and also navigating the collaborative work.

#### ***Active in co-curricular activities***

Based on the findings, it is evident that all the three secondary schools administrations organize different kinds of co-curricular activities. For examples,

HT1 admitted: “I manage different kinds of co-curricular activities. I organize various competitions with the collaboration of all administrators such as winter sports, annual cricket laboratory. We try to ensure the participations of all”.

Consequently, administrators have experienced student-teacher friendly environment through this co- curricular activities. One of the school head teachers expressed in this way,

HT2: As our school is one of the leading schools in the district, we are exemplary in co-curricular activities. My school has received award from the president for our outstanding performance in dance, music and national level competition. Our School has also become champions in volleyball and weightlifting. There

are two Bachelors of physical education (BPED) teachers in our schools which are not present in any other schools.

### ***Uphold tridimensional environment***

Almost all the administrators pointed out that not only the subject knowledge but also the other related subject they need to be knowledgeable for the sake of grow interconnection with students. Administrators are concern about to fulfill their duties in the tridimensional environment through self-satisfaction. In addition, administrators mentioned about that they used different kinds of teaching learning method for active learning.

### ***Navigating the collaborative work***

Findings also indicated that most of the administrators are interested to work with collaboratively. They have different kinds of committee to manage collaborative work because they thought collaboration is the best practice of the school. Moreover, both education officers have been agreed about the fact that to attain the school goals and objectives all the administrators works collaboratively. For example, SMC10S3 said,

Based on the time, different kinds of temporary and permanent (academic, advisory, supporting, controlling, cultural, biodiversity) committees are formed in our school to ensure administrators participation. We like to work together to foster our school learning environment.

## **Role of Educational Administrators Practicing Behavioral Approach Theory**

Qualitative data reflected that each school is doing amazing work on co-curricular activities. According to the administrators, they work collaboratively & organize different kinds of sports and competitions. For example, one head teacher (HT3) said “I have one of the best school where practiced co-curricular activities. I try to organize at least two big programs in annually. Additionally, television program, quiz competition, national day program, art exhibition, celebrated significantly. I work with the collaboration of both the teachers and students for ensuring their participation”. Similarly UEO1 added that, “As higher authority we provide them any kind’s administrative support”.

Data indicated that the learning environment of the schools are scattered although administrators are working to reduce the scarcity. According to SMC8S2: “The learning environment in our school is scattered. We are working to reduce the scarcity through conducting with the SMC”. Most of the administrators are concern about the new experimental based curriculum. According to them, they are hopeful that the work oriented based teaching learning activities & TVE will be skilled enough. For example, SMC6S2 said:

“The current education system gives more emphasis on CGPA5 than acquiring skills.

That's why the qualitative value of education has been decreasing. We are working to improve this situation in this case new experimental curriculum will be better to help us hopefully”.

Administrator's optimistic about to ensure the learning environment and quality of education should be focused more on TVE sector. Through Technical and vocational education students will be skillful enough to sustain in the competitive world. They also having hope about the new curriculum framework 2023, where mentioned about work oriented based education.

### **Practices of System Theory and Administrators Roles**

Findings from the analysis of data indicated that system theory is practiced through the process of input-output system, anticipating democratic community and conducting social awareness programs which are necessary for system theory.

#### ***Pushing input-output system***

The Head Teacher concerned about the input-output system as he pointed out that, “Nowadays to survive with the competitive world we need to make more skilled human resources for the development of the country”.

This statement indicates that in schools, students are more focused on subject knowledge. They need both theoretical and practical knowledge. Students with the input of theoretical and practical knowledge will be more skilled, which increases the output of competent human resources.

Education officers agreed that they try to focus on the Technical and Vocational Education (TVE). Other SMC9S3 mentioned about that “According to the current education system, we are helping students to learn with a pen in their hands. In addition, we provide them innovative and creative education to become career oriented”.

#### ***Feature of democratic community***

Participants added that they belong to a democratic community and working to achieve the economic goals. According to the diverse environment they face various types of problems like fundamentalism, child marriage, eve teasing, drug addiction, rural and political clash and conflicts. For examples,

HT1 said: I address various issues related to child marriage, drug addiction and eve teasing. I hold meetings with local committee members and work to raise their awareness. In this case, frequent conflicts occur in our rural area. I work together with SMCs and create social awareness through meetings without resorting to the application.

HT3 said: “Sometimes in the class period, students create violence. I called their guardians in the schools & solved these types of problems promptly”.

The findings reveal that, secondary school students are in adolescence. At this age, they easily get excited and influenced by their pair or others groups and create because of personal, academic and societal issues. In these circumstances, administrator’s issues call up meetings with their parents and SMC and try to solve the issues.

### ***Create social awareness***

The analysis of the data findings indicated that all the administrators called meetings and work together to create social awareness. For example, SMC10S3 admitted that:

“We carry out various awareness-raising activities such as tree plantation program. We have also a cleanness committee to ensure a green Campus. Also we have a cleanings committee to ensure green campus”.

### **Role of Educational Administrators Practicing System Theory**

Administrators experienced various problems & played diverse role to solve the problems. According to them, they are playing role together to reduce gender discrimination, child marriage, and drug addiction. Moreover, they are highly determined to ensure inclusive education, environment sustainability. For example HT2 pointed out that:” Student comes to us with their personal problems. Firstly we try to understand the problems personally with the students. Then we call the parents and try to find out the solutions even if the problems don’t solved we solve the locally by managing committee”.

Participants mentioned about some rare incidents happen to hamper the students teaching learning activities like Child marriage and gender discrimination are among them. In some cases, they have raised their voices against child marriages and gender discrimination. Any kinds of academic, personal, societal and political issues they tried best to solve the problems step by step to consult with SMC.

### **Practices of Hybrid Approaches Theory and Administrators’ Roles**

Findings reveal that almost all the educational administrators practicing educational administration theories through their subconscious mind. Apart from practicing the four theories like scientific management, human relationship, behavioral approach and system theories, they are practicing a combination of different components of different theories considering the situation of education system. Educational administrators practiced this hybrid approach theory through helping the revamp of new curriculum, breathing spell into tiffin break, and take into account the teachers emergency which are worthy aligned with a new hybrid approach of

educational administration theories.

### ***Helping to revamping the new curriculum***

Qualitative data indicated that the new curriculum of Bangladesh launched in 2023 is very helpful to ensure the qualitative education. For example UEO1 said that, “we are hopeful about the new experiential curriculum creative, innovative and critical thinking skills will be prevail”. On this perspective HT3 added that, “I have done many training and recently I will be calling for training on new curriculum in the future”.

### ***Breathing spell into tiffin break***

Respondents described the students and teachers stay in class for up to 10AM to 4PM. Every teacher takes their classes nearly 45 minutes. They expressed a lack of break to prepare for the next class and to perform their prayers and light snacks. According to SMC1S1, “if the teachers and students don’t get any break they will become sick. So, a tiffin break is important for healthy body and mind”.

### ***Taking into account the teachers’ emergency***

Head teachers perceived that in sudden emergency cases teachers need to leave. For example HT2 said that, “If a teacher needs to take a leave for any reason it is approved by the management committee”. Absence of the teachers head teachers allowed other teachers for taking the proxy classes. In this context, another HT3 mentioned about that “If there are multiple teachers available, I try to make an effective class by giving the subject to another teacher according to the importance of the subject”.

## **Challenges of Practicing Educational Administration Theories**

During the interview, nearly every administrator mentioned several challenges they have when using EA theories. According to the administrator, liaising with SMC members is an intricate procedure. There are times when dictatorship wins out, and those who have nothing to say but support it covertly. Nonetheless, certain national political concerns had an impact on SMCs across the nation. They have been there for a while and lower the standard of education by founding the SMC purely for the purpose of recruitment as one of the UEOs (UEO 2) said.

Some of the obstacles, according to administrators, are center on the issue of the teacher-student ratio. They noted that there aren’t enough classrooms due to the enormous amount of kids. Many schools nationwide are using a system established by the Non-Government Teacher’s Registration & Certification Authority (NTRC), but teacher appointments are not made on the basis of the student-teacher ratio. Due to a teacher shortage, during a 20-day interim leave for any teacher the school administrator experiences challenges to manage the class. In that instance, they are responsible for overseeing other educators while those particular teachers

are not there. Even though some schools lack the funding to hire part-time instructors, school administrators occasionally need to designate them.

Another challenge identified by the all three head teachers are lack of physical facilities and infrastructure. For example one head teacher (HT1) said “we don’t have a good laboratory for the students of science group as well as we don’t have equipment”. Another head teacher (HT3) said “due to space and infrastructural issues, not all students are able to participate in co-curricular activities”.

The student assessment system as a challenge gained the attention of two administrators. Their concerns over the summative assessment results from the practical exam were mild. In certain cases, they had to use force to award the kids full grades despite their subpar performance. They expressed concern on the statement that

A few administrators concurred that religious discrimination is the primary cause of gender disparity in schools. Parents want that males and girls be kept apart.

Even in the age of free markets, everyone is racing against the clock to get a GPA of five. The current educational system is becoming increasingly certificate-based, which is a loss of the educational experience’s qualitative worth. All the three head teachers and two UEOs showed their concern about these issues.

## **Discussion and Conclusion**

EA outlines an effective administrative system for educational institutions. Educational administrators are responsible for creating an enjoyable environment for learning, nourishing collaboration amongst personnel, and complying with rules and regulations. Practices EA theories assist administrators in emphasizing their leadership role by articulating a clear vision that aligns with community stakeholders and fosters institutional purpose (Adewusi et al., 2024).

According to findings of this study, educational administration ideas are unconsciously implemented in all secondary schools in Bangladesh. Behavioral approach, system theory, human interactions, and scientific management are the four main ideas that have been applied on a regular basis. In a similar vein, (Callahan, 1962, as cited in Wisener, 1992) claimed that educational administration originated as a discipline strategy with special consequences for regular schools. According to the current study’s findings, secondary schools in Bangladesh continue to operate under a formal framework. Everybody is required to abide by the policies and procedures of the school, which had an annual educational plan that includes the budget, academic schedule, syllabus, extracurricular activities, etc. Head teachers run the schools in accordance with the hierarchy, and teachers hold professional degrees. The conclusions are therefore corroborated by the scientific management theory, which is applied in the field of education (principal, teacher, student evaluation, content, teacher administrators) to work for the improvement of students,



subject-wise classification of teachers, determining the rate of student teachers, creating teacher manuals and ensuring the overall welfare of the education system in the classroom that means formal structure (Herson, 1979).

In Bangladesh, school administrators typically face many obstacles in carrying out their duties and obligations. Salahuddin (2012) offered proof based on the results of his investigation. He argues that local obstacles, particularly those posed by local political leaders active in the SMC and GB, and government regulations frequently make it impossible for the secondary school administrator (head teacher/principal) to operate autonomously. According to the rules, the local Member of Parliament or his or her representative usually takes on the role of chairman of the SMC or GB of a school. Furthermore, people with authority and wealth make up the other members of SMC or GB (Salahuddin, 2012, p. 62). The head of school faces two main obstacles in carrying out its administration: unethical proposals and political pressure. The results of this investigation corroborate Salahuddin's assertion. Moreover, additional difficulties with applying EA theories have been noted. The school administration faces difficulties from both the inside and the outside. The budget, curriculum, teaching methods, budget, parents, teachers, and student body all pose internal problems. Administrators encounter external obstacles mostly from the school managing committee, concerned ministries, and their field offices. As a whole major challenges identified in this study are student- teacher ratio, lack of educational equipment, local unrest, internal conflicts within the school management committee, and difficulties in hiring new staff.

This study is an attempt to explore how educational administration theories are practiced in Bangladeshi secondary schools. Drawing on the results of this investigation, it can be concluded that while upholding formal structure, all three of Bangladesh's secondary schools have been observed to be collaboratively applying system theory and scientific management theory. The application of behavioral approach and human relationship theories have been done in the shadow of formal structure. The results also imply that schools are clearly addressing the issue of the education system with hybrid techniques of theories. School administrators are finds experiencing several challenges towards practicing EA theories, such as inadequate infrastructure, a dearth of resources for instruction, a high teacher-to-student ratio, local unrest, internal conflicts within the school management committee, and difficulties in hiring new staff.

The findings of this study indicate several challenges towards practicing EA theories in the schools. Some recommendations have been made based on the findings. Improving infrastructure facilities in the schools, arranging mid-day meal (feeding program) considering long stay of students and teachers in the schools, promoting in-service trainings for the head teachers on educational administration theories and practice, scoping continuous professional development for the head teachers, and strengthening cooperation from SMC and UEOs are recommended to address. Exploring the enormous opportunities for future research in this field is also recommended.

Because this research is qualitative, its findings cannot be broadly applied. Nonetheless, the study's findings present a situation in which EA theories are used in Bangladeshi secondary schools. Firstly, the application of four fundamental ideas of educational administration and the significance of doing so in Bangladeshi secondary schools have been revealed by the findings. It would provide some basic understanding of the field of educational administration theories in the context of Bangladeshi secondary schools. Second, the study's conclusions demonstrated the many ways that educational administration ideas are put into practice in secondary schools. Bangladeshi secondary school administrators can adopt the required guidelines to advance their administrative roles and put theories of educational administration into practice. Ultimately, the results demonstrated the range of difficulties encountered by school administrators as well as the potential actions they may have taken as well as proposed to put theories of educational administration into practice. This would encourage more consideration on the part of the higher administrative authorities and school administrators to take the required actions for improved application of EA theories. The results also highlight areas of interest for future work for researchers, administrators, and educators who are interested in furthering EA ideas.

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