Out-of-field teaching and the associated role of the Head teacher to ensure quality provision within the classroom in a Bangladeshi context

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By
Md Zinnat Ali Biswas
Research Officer
Directorate of Primary Education, Bangladesh
[University of South Wales, UK]
Mobile: +8801689151760
E-mail: zabiswas71@gmail.com

Abstract

The purpose of the study was to investigate the complexities surrounding Out-of-field teaching (OFT) and the related leadership role of the Head teacher in a Bangladeshi context. Several researchers such as Ingersoll, Anna du Plessis have investigated the issue of OFT for example, the implication for educational leadership and school improvement as a 'whole' but overlooked the effective management of Out-of-field teachers (OFTs) through the effective leadership role of the Head teacher/Principal. Out-of-field teaching evolves teachers teaching outside their field of educational qualifications or training or expertise. However, OFT is defined within the context of Bangladesh as being teachers who are trained in one or two specialist subjects for every primary class from year 1 to 5 are supposed to teach out of their field of expertise or qualifications. On the other hand, evidence supports that shortage of suitably qualified teachers and effective management of teachers exacerbates the issue of OFT. Apart from better qualified teachers other than crucial elements that influence OFT are recruitment rules, deployment of teachers and their retention, distribution of teachers, initial training and Continuous Professional Development (CPD), leadership strategies, greater accountability, and performance management. These issues within the provision of quality education in Bangladesh are viewed as critical. A few of the aspects has been discussed in this study through the literature review and analysis of findings. A mixed method research design was used to provide focusing on the aforesaid matters across current perceptions, needs and expectations of different layers of the participants including policy makers. The new knowledge and understanding unveiled through this study could support Head teachers/Principals, OFTs, educational administrators, teacher educators, researchers along with policy makers to develop an in-depth understanding on the problem statement of how to better manage OFT in terms of the strategic leadership role of the school Head in a Bangladeshi context within the provision of quality.

Key words: OFT (Out-of-field teaching), Continuous Professional Development (CPD), Determinants, Leadership Strategies, Performance Management, Quality Provision, School Improvement

1. Introduction

The research intended to investigate the complexities surrounding the issue of Out-of-field teaching (OFT) and the associated leadership role of the Head teacher/Principals. This issue within the provision of quality primary education in Bangladesh is viewed as

crucial. This study endeavour to examine the issue of OFT and its effective management by the Head teacher acknowledging several crucial determinants which need to be considered by the Government in order to promote better pupils' outcomes through the provision of quality. Out-of-field teaching is a cross border issue with developing concerns in countries for example, the USA, the UK, Australia, Europe, Turkey, South Asia, and South Africa. The predominant view of OFT was established from a deficit perspective of teachers within the context of the USA over a half century ago. However, OFT is defined within the context of Bangladesh as being teachers who are trained in one or two specialist subjects for every primary class from year 1 to 5 that belong to age group 4 to 10 plus. On the other hand, shortage of suitably qualified teachers exacerbates the issue of OFT, which is present in a Bangladeshi context. The current situation produces complexities in developing a suitable learning environment within the classroom which impacts greatly on quality improvement in terms of pupils' achievements and considered as a critical, needs to be investigated. Therefore, leadership role of the Head teacher in conjunction with suitable management of OFT such as assignation of teachers, teachers' professional development in ensuring quality provision within the classroom is viewed as a challenge to the development and provision of rapid growth of primary education in Bangladesh. Probably, the study was the first attempt and a unique study within the quality education provision in a Bangladeshi context could contribute to bringing a significant difference so far.

The study examined several crucial interdependent developmental determinants which have implications for better management of OFT alongside Head teachers' leadership ability and included teacher qualifications, initial training, continuous professional development of teachers, teacher educators and administrators, teacher deployment and their retention, shortage of teachers, leadership distribution, accountability of teachers and decentralisation of authority, also teacher identity development are in the focus. These factors were investigated using a mixed method research design through involving a wide-range of participants from the Directorate of Primary Education (DPE) to school level and the concerned stakeholders utilising semi-structured questionnaires, interviews, workshops and related documents analysis from the DPE.

2. Significance and Contribution

Bangladesh is a developing country with a large number of primary settings consisting of 65,902 government primary schools with nearly a 0.35 million teaching workforce which currently educates slightly more than 20 million students (APSC, 2016). More than five thousand officers are directly-indirectly involved in this endeavor. In addition, the issue is transnational, therefore, I believe, the study would contribute to share new knowledge and understanding, unveiled amidst a deep and sincere investigation among several education-related individuals both for national and international. On the other

hand, the research was considered the Government's commitments to build a 'Developed Country' in terms of producing knowledge based pupils in terms of accomplishing quality primary education by 2041 or sooner since Bangladesh is a signatory to the UN MDGs, and SDGs (2015). In this intention, the country has witnessed tremendous growth in the development of primary education sector in terms of student enrollment, attendance, gender equity, graduation of girls' students, reduction of dropout rates, and a successful completion of 5-year study cycle. By the way, in terms of qualitative progress it has not kept pace with the growth of the system (EFA 2015 National Review-Bangladesh) which has been examined into the study.

3. Literature Review

Introduction

The study evolved theory and practice in terms of reviewing literature, related research, and evaluating evidence and the published statistics of Bangladesh primary education within the context of Out-of-field teaching and related role of the Head teacher/Principal in ensuring quality provision. It described the focus of the study on the meaning of OFT for educational leadership; matters surrounding Out-of-field teaching; the role of distributed leadership; teacher recruitment, development and retention matter, and teacher's greater accountability and strategic management by the Head teacher/Principal. The discussion unveiled through reviewing literature how these determinants influence the Head teacher's leadership role in managing particular situation such as Out-of-field teaching in the classroom within the provision of all students' achievements. The study provides the rationale for policy makers and primary educational authorities to consider in terms of policy decisions and policy development on the issue.

Remarkably, Out-of-field teaching typically refers to teachers who teach subjects out of their academic training or experience. For example, a teacher who has been trained in Mathematics is not expected to teach subjects outside his/her specialisation such as English or Bengali. The challenge to better manage OFTs by the Head teacher in terms of their leadership ability requires development to ensure that all classes are taught at an appropriate level and standard by their quality staff across the whole curriculum that could support to lift pupils' outcomes which further contribute to ensure equitability. So far, there is a little research work conducted within a Bangladeshi context on the issue of OFT and the associated role of the Head teacher/Principal in ensuring quality provision. It is not surprising that the "school improvement movement of the last 20 years has put a great emphasis on the role of school Heads (OECD, 2001b, p. 32)". However, within a Bangladeshi context very little emphasis has been given in this regard. Therefore, my effort through this study has concentrated particularly on the quality development of primary education in Bangladesh within the provision of OFT

management by the school Head and that better pupils' outcomes. I have discussed some of those essential determinants and their implications on the issue of OFT and the associated role of the Head teacher/Principal through this literature review in the following sections.

3.1 The Meaning of OFT for Educational Leadership

To reiterate Out-of-field teaching refers to the assignation of teachers to teach subjects for which they do not have suitable training and/or qualifications. The predominant view of OFT was established from a subject knowledge deficit of teachers. On the other hand, researchers concluded that the concept of OFT refers to "highly qualified teachers who become highly unqualified when assigned to teach subjects by the school Head for which they have little training or education'' (Ingersoll, 2001a, p42). However, teachers maybe forced through circumstances to teach science that has major in Bengali or English or any Out-of-field. It is the Head teacher's responsibility in terms of leadership approach to develop an effective school environment in relation to effective learning-teaching within the provision of their available present resources and their suitable use (Darling-Harmmond, 2010, Hattie, 2009). To effectively manage the situation of OFT requires specific leadership skills and if not present can influence to the quality of school and that pupils' outcomes (Hobbs, 2013).

3.2 The Issues Surrounding of Out-of-Field Teaching

The OFT was utilised primarily for the shortage of teachers in either the quantity or quality. I have discussed some of the issues refer to the shortage of teachers and their deployment, availability of suitable training, qualifications and better quality teaching, teacher identity development, divergent accountability and finally teacher recruitment and their retention strategy within a Bangladeshi context into the following discussions.

3.2a Teacher Shortage and Deployment

In Bangladesh within the primary education system the shortage of qualified teachers has been a continuing problem from the very beginning of the country's journey of government primary education settings since 1973. Furthermore, about 26,000 newly nationalised primary schools with about 105,000 teachers in an attempt to fulfil the vision of its national education plan "create unhindered and equal opportunities of education for all" (Working Paper, 2014) which accounts for 5 teachers for every individual school that represents a further deficit of the required teachers. Nearly 23% schools could not meet the student-teacher ratio (STR) of 46:1 and far behind the expected ratio of 1:40 which incidentally is the international benchmark of the EFA global monitoring report (2015) and (ASPR, 2015).

In Bangladesh slightly more than 20 million students have enrolled in primary schools. In accordance with the above ratio we need at least 450,000 teachers but currently it has about 351,000 teachers in our government primary education system (APSC,

2016) which places further strains an OFT in terms of teacher's deployment. In addition, continuous growth of pupil numbers will also impact on the OFT situation in Bangladesh, needs to be informed.

3.2b Out-of-Field Teaching and Students' Performance Matter

Research indicates that teachers with a major in their field of instruction have a higher level of pupils' achievement than teachers who are teaching Out-of-field (Brewer and Goldhaber, 2000). The better content knowledge of teachers greatly influences on higher student achievement (Baumert et al., 2010). However, in the context of Bangladesh more than 40% of the total teachers' workforce has minimal SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate) qualifications (APSC, 2016) with either arts or commerce or from a both background that have to perform classes on Mathematics and/or Science as of OFTs which could influence student achievement negatively. Evidence further shows that students' performance in Mathematics, Science and Bengali is not at satisfactory level (NSA, 2015) for Bangladesh as expected even though teachers have been provided subject based training and probably, this was taken place due to assigning teachers to teach subject (s) Out of their field.

3.3 The Role of Distributed Leadership in Managing OFT

Within a Bangladeshi context the leadership skill of the Head teacher to manage and lead the issue surrounding OFT to ensure quality provision may require consideration of more recent leadership theory. Hattie (2009) indicated that the school environment demands specific leadership models such as distributed leadership. Distributed leadership is a powerful concept of leadership in the educational management arena of the 21st century as it offers a collaborative and sharing approach towards every team member of the organisation (Harris, Gronn, 2008). Distributed leadership is widely known and used largely but not exclusively to extend 'leadership' that is shared within, between and across the organisations' (Harris, 2013a, Harris et al., 2014). Here individuals are developed so that leadership can be shared against their colleagues who will of course include Out-of-field teachers (OFTs).

3.4 Teacher Deployment, Development and Their Qualifications

3.4a Teacher Training and Continuous Professional Development (CPD)

Initial teacher's trainings (C-in-Ed and DPEd) train teachers in subject knowledge but it concentrates less so an actual classroom practices in relation to the lived meaning of Out-of-field teaching. It could be argued that the initial training (C-in-Ed) is not keeping pace with national expectations in terms of quality teaching provision in relation to the curriculum change. Specific and need based professional development programmes for the purpose of developing OFTs is unavailable. Even, Continuous Professional Development (CPD) programs for the school Head is quite absent as is the PD

(Professional Development). The sub-district education officer and their assistants are seemed to be unable to provide an effective leadership and academic support to the school Head in terms of professional improvement provision which could contribute to minimize the gaps in relation to the OFT, needs to be reviewed through policy decisions.

3.4b The Overview: qualifications and quality teaching

The quality of teachers and teaching in the classroom is certainly critical for shaping the children's learning and the whole child development. It is the responsibility of the teacher recruiting authority to ensure that the nation's classrooms and staffed by good qualified teachers who can influence children's learning in terms of quality provision. The quality of teachers may refer to their academic credentials, training or/and their classroom performance that could be assessed by the provision of pupils' achievement. However, there is a little consensus regarding the sense of what constitutes a quality teacher, researchers typically note teacher's academic qualifications that could be easily judged and measured (Ingersoll, 1996). In this manner, literature suggests that better qualified teachers can make a difference for children's learning outcomes at the classroom (Darling-Hammond, 1999).

Evidence further reinforces that a teacher's performance in terms of quality provision is not only depend on their qualifications but also is influenced by the Head teacher's management decisions (Day, C., 2016). Research indicates that teachers with a major in their field of instruction have a higher level of pupils' achievement than teachers who are teaching Out-of-field (Brewer and Goldhaber, 2000). The better content knowledge of teachers greatly influences on higher student achievement (Baumert et al., 2010). However, in the context of Bangladesh more than 43% of the total teachers' workforce has minimal SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate) qualifications (APSC, 2016) with either arts or commerce or from a both background that have to perform classes on Mathematics and/or Science as of OFTs which might have an impact across the all pupils' achievement. Abe (2014) certainly stated that there is an effect of teacher's qualifications on students' performance in Mathematics.

In that, evidence shows that students' performance in Mathematics, Science and Bengali is not at satisfactory level (NSA, 2015) as expected even though teachers have been provided subject based training by the Government of Bangladesh. Therefore, it desires to examine further weather subject knowledge teacher deployment particularly, for Mathematics and Science is required or not within the quality provision in a Bangladeshi context.

4. Research Design and Methodology

The inherent nature of this phenomenological study was to share the essence of OFT by considering the role of the Head teacher including their leadership approaches. Other issues such as teacher based knowledge, teacher recruitment, professional development and retention, and divergent accountability of teachers have also been considered. The differential sample of participants should provide factual information based on their day to day experience. The main questions were further sub-divided into three sub-questions that focused on the main issues surrounding OFT and the concomitant Head teacher's leadership role. In an endeavor to research the reality of OFT and impact of the Head teacher's role was examined through adopting a mixed-methodology as a research design within the focus on a hermeneutic phenomenological approach. While using the hermeneutic phenomenological method, a researcher can deeply investigate the subjective experiences of participants such as OFTs to explore origin of objective nature of the things as experienced by individuals or groups, across their life world stories (Kafle, 2013).

Mixed methods approach applied for finding research problem and answer of research questions. In the recent development mixed methods approach has become very popular in educational research and investigation alongside the long established qualitative and quantitative approach. A mixed methods research designs is an approach to collect, analyse, and mix both quantitative and qualitative methods in a single study or a series of studies to better understand the research problem and questions, made an advanced and distinct procedure of investigation (Creswell & Plano Clark, 2011). The study was involved 20 participants, among them 14 Head teachers and 2 Out of-field teachers from the 14 govt. primary schools, concern Divisional Deputy Director, UEO and AUEO, and policy related personnel such as Director from the DPE. Since the study has focused mainly on the Head teachers' leadership role about the OFT management, I, therefore, considered a minimal sample size of OFTs (2 OFT) for participating in the study but it had not been limited in the practical situation. On the other hand, it was considered various methods of data collection for example face to face interviews, documents analysis from school level to the Headquarter, keeping notes, observing class routines about OFTs' assignation at class level etc. for the purpose of good matching the study confirming data triangulation which have further been contributed to find out the truth and real-life meaning of the problem statement so far. Incidentally, the class routines from schools and other documents analysis from the Headquarter such as APSC and NSA, face to face interviews with school Heads and the OFTs have confirmed teachers' views and expectations about Out-of-field teaching and OFTs' professional growth.

To make a comparative study between high and low performing schools in terms of quality provision a convergent parallel design of mixed methodology was used. In the

quantitative section two variables were considered namely the Head teacher's qualifications and professional training correlation with the performance of grade 5 students in the PECE (Primary Education Completion Examination). Secondly, deployment of OFTs within the classroom correlation with the performance also in terms of grade 5 students in the PECE was used for making a comparison between these two variables through a statistical representation. These two approaches were utilised simultaneously and data analysis conducted side by side for finding a more authentic results.

I believe, the aforesaid method has provided better comparison and understanding of research problem than either type of individual approach, which could provide more acceptable and authentic outcomes of the study. One data collection form supplies strengths to offset the weakness of other form which was the rationale for this design and offers more complete understanding of research problem results from collecting both qualitative and quantitative data simultaneously (Creswell, 2014).

Mixed method design diagram:

Qualitative Data	>>	Results	<<	Quantitative Data
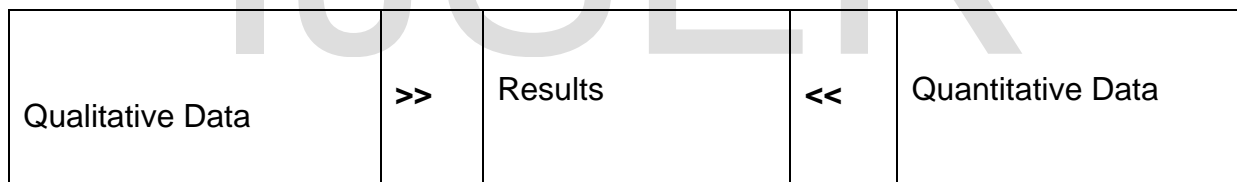
Parallel/ Simultaneous Designs: Qualitative and Quantitative methods, equal and parallel (Tashkkori, et. al, 1998, p.44).

In the qualitative part data has been collected through semi-structured interview as a qualitative approach by interviewing individual participant and at the same time, statistical data has been gathered from the same investigations field for gathering a detailed information about the context in relation to pupils' performance using some essential documents of the DPE for example NSA and APSC. In this research method, I could have the opportunity to collect statistical data from latest APSC and NSA report of the DPE, which referred students subject based learning achievement, number of OFTs and Head teacher's leadership strengths which had been compared to the ratio of Out of-field teaching positions of individual school. The comparison was made through describing the qualitative and quantitative findings side by side. Documents analysis say; Staff meeting regulations, class routines, subject wise students' performance

records (year final exam. records) observation could help to triangulate data for good match of the study.

In the previous study of Anna du Plessis (2017) on the topic of Out of-field teaching and educational leadership, I reviewed, were taken qualitative method which might have question of complete picture of the context. Therefore, the issue of ambiguity in mind, I was more concerned to avoid this type of argument and would try to present a complete picture of the research problem to the practitioners and to make them better knowledge and understanding of the notion. The dilemma might have come to approach the method in the practical field but it was acknowledged the sensitivity of hermeneutic experiences informing the taken for granted attitude towards Out-of-field teaching and the Head teacher's associated leadership role. As the data collection tools interview guidelines, observation protocol and a field diary were maintained to ensure that interviewees reflect on the same question and participants were observed according to the same protocol. All semi-structured interviews were recorded, conversations and staff meetings were recorded in the field diary immediate to the conversations and meetings.

The interview data was analysed through grouped into themes and sub-themes. The thematic interpretive analysis was examined participants' experiential claims (Smith, Flowers, & Larkin, 2010). In order to confirm the clear and true interpretation of data was driven by a 'commitment of turning to an abiding concern' (Van Manen, 1990, P.31).

5. Results and Discussion

5.1 Leadership Role, Accountability and Strategic Management

Table1A. Leadership Role and Accountability: The role of effective leadership has an impact in managing the issue of OFT.

Table1A:

Sl. No.	Aspects/Fields	Strongly Agree	Agree	Disagree	Strongly Disagree
7	I believe that schools should take responsibility for the development of out-of-field teachers	6	10	3	1
		30%	50%	15%	5%
8	I would rather deploy one teacher in class level 1-3 where the teacher teaches children all their subjects	3	6	6	5
		15%	30%	30%	25%

9	I believe that current system of using a subject specialist to teach all classes above level 3 need not be changed	7	10	3	0
		35%	50%	15%	0%
10	I believe when a class does not do well it is difficult to attach responsibility to the teacher	5	12	3	0
		25%	60%	15%	0%
11	I believe that effective management of OFTs influences students learning outcomes	13	7	0	0
		65%	35%	0%	0%

Analysis:

Results show that almost all the respondents agreed with the view that it was the school's responsibility to support and develop out-of-field teachers. Some of the Head teachers mentioned that school authorities such as SMC (School Management Committees) should provide better support to the Head teacher in order to develop the capacity of OFTs. Among the respondents several Head teachers, an AUEO and the Deputy Director (1) disagreed with this point of view stating that SMC does not have such authority and potential to manage the situation effectively.

However, Deputy Director (2) and an UEO strongly agreed with the view that schools should have enough developed authority to manage the situation of OFT. About fifty percent of participants agreed with the notion of deploying one teacher to a class where he/she teaches children for all their subjects in lower age class level 1-3.
On the other hand, slightly more than of fifty percent respondents disagreed with this point of view with older children for class level 4 and above. However, further almost all respondents perceived that it is difficult to attach responsibility when a teacher does not do well in his/her class. This creates a tension between the school responsibility and the perception of deploying one teacher to a class where he/she performs all the subjects.
Discussion:
The discussion will be made into two sub-headings which has a link to each other stated below:
> 5.1a The effective management of OFT and teacher accountability matter.
> 5.1b Deployment of one teacher to teach all subjects in class level1-3 and assigning subject specialised teachers in class level 4 and above.

5.1a The Effective Management of OFT and Teachers' Accountability Factor:

The Deputy Director (1) admitted "*within a Bangladeshi context schools do not have authority to develop their teachers as required. Moreover, the SMC is not capable enough to perform their role and responsibilities, a remarkable percentage of the SMCs*

seems to be inoperative and a large number of Head teaches do not have their potential to carry their role properly". Several Head teachers and AUEOs supported this perception and suggested to enhance capacity through management training.

On the other hand, Deputy Director (2) affirmed "*school authority that is SMC as well as Head teacher should be given more responsibilities and empowered them to create a school as a learning organisation in order to achieve pupils' outcomes".* Several Head teachers and Upazilla Education Officer supported this argument and UEO stated that schools should be empowered and enhanced management capacity of SMCs. One Head teacher (P3) mentioned "*sometimes I try to do better for my school and submit some necessary requirements to our UEO and AUEO sir, such as teacher adjustment with other schools to manage OFT but I did find little response. Therefore, I felt that schools should have some authority to manage this challenge".*

Within a school that is built learning as an organisation could evolve a new dimension of responsibilities in terms of decision making and development planning for an effective school as a whole (Mulford, 2003). Therefore, greater responsibility through a leadership distribution among the team would support people's voice in the growth of schools in terms of pupils' achievement.

Key points:

- ❖ It is crucial to develop school as a learning organisation in order to manage OFT through enhancing management capacity of SMCs.
- ❖ Greater responsibility should be confirmed for the school teachers and local educational administrators in terms of disciplinary standard, ethical standard, and external-internal relationship.

   5.1b Deployment of One Teacher to Teach All Subjects in Class Level1-3 and Assigning Subject Specialised Teachers in Class Level 4 and Onwards:

Acknowledging the implications of deploying one teacher in his/her classes to teach all subjects one Head teacher (P11) admitted "*It is good idea to fix one teacher to teach all his/her subjects in classes and I do practice this in my school for class level 1 and 2 though our curriculum and authorities do not support. I think it could minimise the situation of OFT in the school". Moreover, I can attach greater teachers' responsibility utilising this practice in my school".*

Several Head teachers agreed with this point of view and stated that it is possible to make teachers' better accountable in class level 1-3. But for the upper classes such as class level 4 and onwards we need better qualified teachers with specific subject knowledge. Head teacher (P2) noticed "*our teachers have little scope of experiencing suitable subject specific training except for a 6 days' orientation at the URC (Upazilla Resource Centre) which has variable quality".*

Several Head teachers and Deputy Director (2) disagreed with this view of deploying one teacher to teach all subjects. Head teacher (P7) mentioned *"my class size is with 70-80 students, so it is difficult for one teacher to teach children effectively"*.

An AUEO (1) noticed *"we can introduce this in practice if there a provision could be made within the curriculum otherwise our higher authorities may not approve it"*.

Accountability is at the heart of contemporary approaches to the governance of public services as well as the teaching profession. It is currently difficult to attach responsibility without introducing performance related accountability mechanisms such as target setting, closely monitoring by internal and external inspectors, using teacher performance profiles, regular evaluation and giving feedback for further development. In addition, within the context of educational institutions ethical accountability of the teacher could also add value in terms of the results based performance within the school (Levitt, R., Janta, B., Wegrich, K., 2008).

All respondents acknowledged that the ongoing system of using subject specialised teachers to teach all classes need not to be changed. Deputy Director (2) admitted *"a subject based teacher has an in-depth knowledge on the specific subject area which can influence his/her teaching performance and thus pupils' outcomes. A subject knowledge teacher has a higher degree of confidence in terms of performing teaching which could reduce out-of-field teaching in the school"*. It was acknowledged by all participants that the effective management of Out-of-field teachers by the Head teacher will impact on pupils' achievement. They mentioned that OFTs' assignation in terms of their training and experience could approve better management of OFT.

Figure1: Assignation rate of OFT and the associated students' performance in terms of PECE results in 2016 of the investigating Upazilla (Sub-District).

Category of School	Total Teachers	Assignation of OFT (%)	Students' Performance (%)	Remarks
A	9	22.23	100	
B	5	51.66	51.85	
C	4	70	41.67	

Figure1 indicated that higher rate of OFTs assignation tends to a lower rate of students' performance. On the other hand, lower rate of OFTs' assignation indicates a higher rate of students' performance associated with the PECE results of a particular Upazilla. Therefore, it shows a negative correlation between the rate of OFT assignation and

pupils' performance. The statistical presentation also indicates that the lower of school's performance the higher rate of OFT and vice versa. Therefore, effective management of OFTs in terms of their suitable assignation could benefit to the pupils' achievement.

Head teacher (P7) mentioned "*I do maintain close relationship with my AUEO, SMC and parents and I have recruited 2 Para-teachers with the help of SMC which contributes a lot to manage OFT*". Head teachers can include specialised teachers in the training to develop OFTs in addition to external or further formal training. UEO and AUEOs could manage this situation through creating smaller group clusters consisting of 5/6 schools could offer wider experience and create a sharing environment within this new cluster that may have a beneficial impact in better managing OFT. Further Head teachers' effective leadership skills could help to produce a suitable strategy in teacher retention and provide a greater satisfaction in their (OFTs') professional lives to have greater impact in managing OFT (Anna du Plessis, 2013).

Key Points:
  ❖ More careful assignation of OFTs by the Head teacher could allow effective management and offer greater satisfaction in their (OFTs') professional lives which might have impact on teachers' retention.
  ❖ Teachers could be better deployed with the use of a single teacher to teach children for all their subjects to at least class level 1-3. The ongoing system of using subject based trained teachers to teach in upper primary level (class level 4 and above) should remain available.

5.2 Teacher Qualifications and Quality Teaching
Discussion:
The discussion will be made into two sub-headings which has a link to each other stated below:
    5.2a Better teacher qualifications and effective teaching in managing OFT.
    5.2b Teachers' subject matter knowledge and teacher effectiveness in terms of pupils' outcomes.
  5.2a Better Teacher Qualifications and Effective Teaching in Managing OFT:
Teacher qualifications significantly influence student achievements (Kene, et al., 2006), Ingersoll (2004) and many other researchers concluded that the qualifications of teacher are found tied in terms of better pupils' outcomes. A good teacher is measured by certification, performance on academic examination and experience, on the other hand an effective teacher is measured by his/her students' performance or achievements. However, quality teaching of teachers and effective management of OFTs by the Head could be developed through introducing CPD.
Head teacher (P3) mentioned "*I do not have suitably qualified teachers in my school. Among 6 at least two teachers have minimal qualifications probably as a result of the*

existing recruitment rules, certainly they are out-of-field teachers". An UEO stated "*I am facing challenge with a good number of out-of-field teachers as a result of school nationalization, more than 150 teachers have been added to my Upazilla education system".* Deputy Director (1) *affirmed ''inherently we are continuing to meet this challenge of recruitment of under qualified teachers through the provision of current recruitment guidelines".* However, he added there are number of remedies to resolve this challenge such as reviewing recruitment rules, more careful deployment of teachers in relation to their qualifications, offering specialised PD program for the OFTs, creating a smaller clustering school etc. Head teacher (P10) stated that certain provision of golden handshake maybe offered for extreme underperforming teachers even though providing every possible supports to them.

Key Points:

> ❖ To recruit good quality teachers, the Govt. should review current recruitment guidelines within a provision of good academic qualifications requirement. Further, creating opportunities for some PDs and introducing performance management strategies by the Head teacher could benefit to manage OFT should be considered.

5.2b Teachers' Subject Matter Knowledge and Teacher Effectiveness in Terms of Pupils' Outcomes:

It could be argued that teachers having with good subject based knowledge are found more confident in terms of subject content knowledge and additionally perhaps this also applies to pedagogical content knowledge which does have impact on the creation of good learning environment. Head teacher (P5) admitted "*I have three subject based trained teachers who are performing better and that has impact on students' learning".* Head teacher (P5) also stated that OFTs are mostly under qualified in terms of academic qualifications and teaching delivery because of their poor subject knowledge even though they have been given subject based training. Deputy Director (1) refers to the NSA (2015) & ASPR (2015) and mentioned that our children are not performing well at our expected level particularly in Mathematics, Science and Bengali even though we are providing subject based training to our teachers. He empasised this needs to be investigated in a Bangladeshi context whether subject knowledge teachers are more effective for primary level or not and a quality judgment is needed of ongoing subject based training.

Key Points:

❖ Whether subject knowledge teachers are more effective or not in terms of their classroom performance in a Bangladeshi context and quality evaluation of this training need to be investigated.

5.3 Teacher Deployment, Development and Retention

Discussion:

The discussion will be made into two sub-headings which has a link to each other stated below:

5.3a The reconstruction of recruitment rules through a change of policy

5.3b The development of OFTs across subject specialisation through the provision of improved initial training

5.3a The Reconstruction of Recruitment Rules Through a Change of Policy:

In many countries, recruitment of qualified teachers is considered to be important to children's learning and have become targets for educational reform (OECD, 2005). All countries including Bangladesh are determined to improve their schools as effective learning organisations. No doubt, among other resources, teachers are considered central to school improvement efforts. Head teacher (P1) stated that to ensure quality learning we need a sufficient number of better qualified teachers in our school.

She (P1) admitted *"I am handling a mixed qualified teacher workforce in my school with several OFTs. It is really difficult to manage the situation of OFT without a number of equally qualified teachers"*.

Deputy Director (2) refers to APSC (2016) and mentioned *"we are facing challenge with a large number of under qualified teachers in terms of their differential teaching delivery. So we need to put effort on policy reform to improve this situation"*. Several Head teachers noticed that they are facing teacher shortages for a long-time because of the result of a centralised recruitment policy which could have impact in managing the issue of OFT.

Improving the efficiency and equity of schooling, depends in large measure, on ensuring that a better qualified workforce is attracted to the teaching profession, and that all children have equal access to high quality teaching as their rights (OECD, 2005). Bangladesh is determined to reach the target of quality primary education for all her children and is committed to the agreement of the SDGs (2015) by 2030 and that the restructuring of teacher recruitment guidelines focusing on teachers' pre-service training will be required as part of this journey.

Key Points:

- ❖ To ensure better qualified and experienced teachers including Head teachers with pre-service training or a teacher degree the Government should review current teacher recruitment guidelines within a provision of mandatory required qualification.
- ❖ Empowering the District Primary Education Committees (DPEC) to appoint teachers in order to fill the vacant positions within a quicker time frame.

5.3b The Development of OFTs Across Subject Specialisation Through Provision of Improved Initial Training:

In Bangladesh arguably there are major concerns concerning teacher qualifications, continuous professional development, and school needs in terms of quality teachers. Respondents stated that there was a lack of quality initial training for teachers. Little attention was given to the development of OFTs. Head teacher (P2) mentioned *"the initial C-in-Ed training is more likely traditional and it focuses less on actual demands of the teacher. There is a little concentration given on subject knowledge matter to the initial induction training such as C-in-Ed and DPEd program".* An UEO and both Deputy Directors stated that there is an argument regarding the ongoing teacher training organised by PTIs and URCs which have variation in quality and currently there is no effective evaluation tool available to monitor the effectiveness of this training. They further noticed that currently professional development (PD) training for Head teachers, AUEOs and UEOs is not available.

Evidence shows that professional development (PD) through short training program concentrating particularly on subject knowledge within the school or small cluster could lead the better results in terms of teachers' professional development (Recruiting and Retention of Teachers-fifth report, 2016-17, UK). This training could be provided by a mixture of Head teachers, Assistant teachers and AUEOs who are subject specialists with good pedagogical knowledge.

Key Points:

- ❖ Continuous Professional Development (CPD) program for teachers particularly for OFTs should be offered by a mixture of Head teachers, Assistant teachers and AUEOs within the school or local clusters.
- ❖ Greater attention should be given to the improvement of initial training including allow of subject knowledge.
- ❖ Structured Professional Development (PD) training should be made available for local educational administrators such as UEOs, AUEOs, Instructors and Head teachers.

6. Conclusion and Recommendation

The final chapter discusses the conclusions and recommendations of this dissertation into a critical analysis of the out-of-field teaching and the associated role of the Head teacher in terms of policy implications and reform through organisational development. This chapter will review several key findings related to the three sub-research questions associated with the main research question. The attempt of this investigation was to research the day to day experience of the respondents including Director/Deputy directors, Upazilla Education Officer, Assistant Upazilla Education Officers, Head teachers and Out-of-field teacher through a mixed method research design.

In the recommendation section I consider the implications of the key findings in effectively managing the issue of OFT by Head teachers and educational administrators. Recommendations for further research in these areas were also identified.

The main research question stated in chapter 3 and three sub-research questions following the main research question were stated bellow;

 ➢ What is your current perception of Out-of-field teaching in quality provision?
 ➢ What challenges do you face as a Head teacher to effectively manage the Out-of-field teachers in terms of their deployment, development and retention?
 ➢ What changes or recommendations would you make to ensure better management of the issue of OFT within the school across the pupils' outcomes?

6.1 What is your current perception of out-of-field teaching in quality provision?

This section examined the current perceptions and greater understanding of the participants on the issue of OFT and its effective management.

Key Results:

 ❖ Disconcertingly some higher authorities and Head teachers are not acknowledging the issue of OFT as being critical. This is because of the topic and the issue surrounding OFT have not been freely discussed or acknowledged in open debate. The potential negative aspects of OFT however needs to be raised with the educational community and its impact on quality.

 ❖ Whilst the 1983 teacher recruitment rules have been partially updated as recently as this year they now should be further reviewed to ensure equality of qualification requirement for both male and female teachers. This is now possible because females are becoming as equally qualified as their male counterparts. However, the 60% quota should remain to ensure greater accessibility for female teachers.

❖ Local administration namely Upazilla and District Primary Education Officers currently have the authority to redeploy teachers. However, smaller clustering of schools could be more responsive to meeting individual school needs but would involve greater development of individual Head teacher and that school.

Discussion

The findings and discussion support the conclusion that some higher authorities and Head teachers do not acknowledge the issue of OFT and its management as critical in primary education sector within the quality provision. Most of the participants perceived that they (higher authorities) have previously placed little emphasis on the issue of OFT.

Out-of-field teacher recruitment is currently viewed as a strategy to fill the vacant positions and supply an adequate number of teachers using existing recruitment rules. However, retention of the 60% female quota should remain to ensure greater accessibility for female teachers was highly recommended by almost all the respondents.

Some Head teachers assign class teachers to teach without fully considering the teacher's academic background and training and in addition do not support their OFTs effectively. The findings confirmed that many of the Head teachers have little understanding about the issue of OFT. Moreover, some Head teachers do not include the assistant teachers' voice as a critical part of feedback their leadership of the school. Almost all the respondents emphasised that greater school autonomy could accomplish better results in terms of managing OFT. Local educational administrators namely UEO and DPEO have the authority to redeploy teachers within their location but working with schools in a smaller group could provide greater degree of flexibility.

Restructuring to a smaller cluster system could produce benefits for teachers, learners and educational authorities. This clustering could also be more effective and responsive for the professional development of teachers. This could influence Head teacher's leadership effectiveness to better manage OFT (Anna du Plessis, 2005) and this could support the lifting of schools from low to high performance.

Further analysis of findings

Analysis emphasises that local educational authorities such as DPEOs, ADPEOs, PTI professionals, UEOs, AUEOs, Instructors, Assistant Instructors and Head teachers are not consistently performing their role which has resulted in inconsistency of professional development and career growth. In this sense restructuring of existing recruitment rules for the whole system and organisational reform through policy decisions should be considered.

6.2 What challenges do you face as a Head teacher to effectively manage the out-of-field teachers in terms of their deployment, development and retention?

This section examined the challenges faced by the Head teacher in managing the issue of OFT in terms of several surrounding factors.

Key Results:

- ❖ Head teachers need to ensure that their OFTs have a structured program of CPD and maintain a current professional development profiles (PDP).
- ❖ A review of current initial training (C-in-Ed and DPEd) considering the importance of subject based knowledge should be addressed.
- ❖ To ensure better qualified and experienced teachers including Head teachers with pre-service training or a teacher degree, the Government should review current teacher recruitment guidelines to ensure mandatory required qualifications.
- ❖ More careful assignation of OFTs by the Head teacher could allow effective management and offer greater satisfaction in their (OFTs') professional lives which might impact better on teachers' retention.
- ❖ A more structured Professional Development (PD) program should be made available for UEOs, AUEOs and Head teachers.
- ❖ Better management of OFT could ensure through enhancing the management capacity of SMC.

Discussion

Teachers are the main resource children have to guide them through effective learning (Hattie, 2009). The results of the study and literature confirmed that generally OFTs are not as effective as the in-field teachers. OFTs tend to lack suitable content knowledge which might have a negative influence on pupils' outcomes. On the other hand, suitably qualified teachers could be out-of-field because of ineffective management by the Head teacher. Therefore, it could be concluded that the situation can be managed more effectively through initiatives taken by the Head teacher such as suitably assigning OFTs and providing CPD with the use of subject specialised teachers.

Almost all the respondents agreed that introducing target based performance; close monitoring by the internal and external auditors such as Head teacher and AUEO; and using teacher performance profiles for the development of teachers professionally should provide an element of accountability. Similar performance tools should be used for fixing responsibility and accountability of local educational authorities and questions such as what schools in your location are most at risk? and what are you doing about it?, should become common place etc.

Results show that initial training for newly appointed teachers and further teachers' professional development places little emphasis on teachers' subject knowledge. Subject based training offered to primary school teachers at local URC level was judged to be of mixed quality.

A teacher needs to feel confident in terms of content and pedagogical knowledge and these elements are critical components of any new training program.

Recruiting teachers with pre-service training and good qualifications should impact positively on pupils' outcomes. In addition, recruiting teachers with pre-service training and experience could address the issue of absenteeism in the school. Using this recruitment strategy could be an element of cost effective educational reform policy.

Almost all the participants agreed that OFTs are in an unsuitable position currently in terms of their job satisfaction and professional identity which has been further exacerbated by insufficient and unsuitable professional training. They currently have little opportunity for professional development.

It is remarkable that about 16-19% new teachers leave their profession within the just 3-5 years after joining the teaching profession (Education Review Report3, 2014). Reasons cited more were poor job satisfaction, low status, poor salary, work load, little scope of promotion, poor working environment and organisational culture, leadership role of Head teachers and a minimal professional development opportunity. However, Head teachers' effective management such as creating a positive environment utilising leadership distribution to ensure professional development of OFTs, introduction of performance management should influence greater retention in their (OFTs') profession.

Further analysis of findings:

From the results analysis it could be added that alongside the above discussion there are some correlated factors which need to be mentioned for further consideration. In order to better manage OFTs it is important for the Head teacher to develop closer professional relationship with local educational authorities in order to ensure greater support to the school. Provision of a CPD program for educational administrators and management training for SMCs' members should be considered in this regard. Greater responsibility should be devolved to Head teachers and local educational administrators in terms of performance management strategies.

6.3 What changes or recommendations would you make to ensure better management of the issue of OFT within the school across the pupils' outcomes? Key Results:

- ❖ Whether subject knowledge teacher recruitment is more effective or not within a Bangladeshi context needs to be investigated and this should include the effectiveness of ongoing subject based training.
- ❖ Teachers could be better deployed with the use of a single teacher to teach all their subjects to at least class level 1-3. The ongoing system of using subject based trained teachers to teach in upper primary level particularly class level 4 and above should remain.
- ❖ Delegating the autonomy to the District Primary Education Committees (DPEC) to ensure a more rapid appointment procedure.
- ❖ Continuous Professional Development (CPD) training for teachers particularly for OFTs should be offered by a mixture of Head teachers, Assistant teachers and AUEOs within the school or within new clusters.

Discussion

Hattie (2009) claimed that a good teacher-student relationship impacts positively on classroom management. From the evidence gathered I would argue that teachers with sound pedagogical content knowledge feel more confident to build close interpersonal relationships with students, challenge them and successfully get them engaged with the subject matter which impacts on pupils' outcomes.

More than fifty percent of respondents agreed that it is useful to deploy one teacher to teach a class where he/she will teach children for all their subjects. They emphasised that it builds close interpersonal relationship with children and additionally could support better accountability strategies. The Participants also suggested be continuing ongoing system of teaching by subject trained teachers for the class level 4 and onwards should remain.

Teacher shortages are a tremendous challenge of primary education in Bangladesh. The current centralised recruitment policy could be argued that it does not keep pace with local demands. Therefore, District Primary Education Committees should be empowered as required through policy revision. The DPECs could follow the central administration by using software based recruitment procedure and maintain a suitable teacher panel. This could be cost effective and has the potential to more quickly respond to fill vacant positions.

All the participants agreed that continuous professional development (CPD) of teachers particularly for the OFTs is essential in order to quality teaching delivery. However, Darling-Hammond (2010b) stated that professional development programs are often not high on the priority list of the educational authority for OFTs. Particular attention in terms of short training should support them to develop professionally and become in-field.

Therefore, it should be offered CPD program especially for OFTs by a mixture of Head teachers, Assistant teachers and AUEOs within the school or new clusters.

6.4 Analysis for Recommendations

The Overall findings could be summarised through several useful recommendations in terms of four layered implications such as the Government level, Local level, School level and Teacher level. The implications are rooted within the educational practice and implementation and the implications for policy development and reform. Changing organisational culture in terms of OFT management should be a central element of any reform.

6.4.1 The Government level implications for policy development and reform
6.4.1a Organisational Development

Recruitment Rules: Pre-service training/teacher education requirements

Pre-service teacher training or teacher degree and good academic qualifications could support to gain prior pedagogical knowledge and subject content knowledge. These should support teachers to feel more confident in their practice. Therefore, DPEd/B. Ed should be considered a pre-requisite qualification for recruiting assistant teachers and B. Ed/M. Ed should be considered a pre-requisite for employing Head teachers.

Teacher Employment: qualifications for male and female teachers
Recruitment of equally qualified teachers to at least graduate level for both male and female should be required in terms of reviewing existing recruitment rules. However, provision of the 60% female quota should remain to ensure greater accessibility of female teachers is further recommended.

Secondly, referring to the NSA (Notational Student Assessment Report, 2015) report and research findings it could be concluded that students' performance in mathematics and science is not at expected levels. Therefore, more mathematics and science teachers should be appointed in order to address the issue of OFT.

6.4.1b. Capacity Building

Improved Initial training: For newly appointed teachers

The research results show that currently initial training (C-in-Ed/DPEd) is placing little emphasis on teachers' subject matter knowledge. Additionally, local level URCs are providing subject based training to the teacher which was arguably of mixed quality. Therefore, in order to better manage OFT subject based content should be incorporated in the initial training (C-in-Ed/DPEd) for newly appointed teachers. Capacity should be developed to all PTIs in order to offer DPEd program for more teachers instead of C-in-

Ed training. These changes should be reflected in policy level through government's initiatives.

Continuous Professional Development (CPD) Program: for OFTs including other teachers

Evidence shows that professional development through short training programs could lead to better ongoing training for the teacher. Therefore, CPD program focusing on subject matter knowledge particularly for OFTs and newly nationalised teachers should be offered by a mixture of Head teachers, assistant teachers, AUEOs within the school or local clusters.

Structured Professional Development (SPD) Program: for educational administrators

In order to ensure quality journey a success it is crucial to develop the capacity of local educational authorities such as UEOs, AUEOs, ADPEOs, Instructors, Assistant Instructors and Head teachers through providing more structured professional development training. This recommendation should not only be restricted for the mentioned officers but it should include other field level education officers.

6.4.1c Administrative Reform
Decentralisation: greater school autonomy

The research suggests that decentralisation of authority to greater school autonomy in terms of restructuring to a smaller cluster consisting of 5/6 schools under the existing cluster system could benefit OFTs deployment. Within this smaller cluster, Head teachers and AUEOs should be authorised to temporarily redeploy teachers within the agreement by those Head teachers. This will require further acknowledgement by the Government through policy decision.

Decentralisation: district primary education committees

The DPECs should be suitably empowered with greater autonomy in order to ensure a quicker recruitment of staff which would offer a cost effective strategy. The District Committees could use software based recruitment procedure following the central administration and should maintain a suitable teacher panel for need based recruitment.

Decentralisation: local educational administration

Upazilla (Sub-District) education administration should be more empowered in terms of greater autonomy on administrative and financial authorities with more flexibility through the educational reform by the Government.

Delegation of Power: curriculum improvement or modification

There should be given flexible authority to AUEOs, Head teachers and class teachers to adapt the curriculum to better meet local demands and expectations in terms of local cultures, heritage, history, demographic situation and economic condition of particular areas such as Char, Haor, and Hilly areas.

Performance Management Strategies: fixing accountability

The evidence supports that accountability is central to contemporary educational reform. Utilising target based performance frameworks, close monitoring by internal auditors and external auditors (higher authorities), and also using performance profiles for developing capacity of all layers' professionals including teachers would develop accountability. Further, smaller group clustering using 5/6 schools could also support accountability strategies.

6.4.2 The Practice Implications for Local Level Educational Administration

6.4.2a for Divisional Deputy Directors and District Primary Education Officers:

Both DDs and DPEOs need to be more actively involved in the issue of OFT. They should develop a comprehensive development plan through involving Head teachers, local educational officers and concerned stakeholders and be required to set their own targets in terms of a performance management framework. They should submit yearly targets as well as long-term targets through the developed plans to the DPE which are then shared with the subordinate offices. They should also generate quarterly, half yearly and yearly progress reports and summit to the higher authorities. Both DDs and DPEOs should use distributed leadership in practice by changing the present administrative culture. They should use a professional data base setting a complete MIS for producing strategic plans within the quality provision. Both DDs and DPEOs should provide all necessary support with a high professional manner to their subordinates in order to better manage OFT.

6.4.2b Implications for Upazilla Education Officers

The research emphasised that in order to ensure quality primary education Upazilla Education Officers and Offices should be considered central to the whole development. All UEOs should develop their Upazilla Education Plans (UPEP) focusing on the issue of OFT and its management. The development plan should include vision and stated direction to guide the Upazilla education development. The development of Upazilla education planning, teacher deployment and distribution strategies, constructing an Upazilla Data system for strategic planning and infrastructure development initiatives should be prioritised areas for the UEO.

The Upazilla education offices should be considered the Hub of educational change and development. The UEO should use distributed leadership in practice by changing culture in terms of change management behaviour. They should be appraised and should also be made part of a performance management strategy.

6.4.3 The Practice Implications for School, SMC and Cluster Level

Implications for the Head Teacher and Schools:

The research supports that there is a critical relationship between the Head teachers' leadership and better management of OFT. Head teacher's leadership distribution matters as it can influence the improvement of school in terms of utilising the capacity of staff as well as managing the challenging climate both internal and external within in which they work (Improving School Leadership: OCED, 2008). An effective school leader should provide support to staff in setting short-term and long-term goals in terms of learning and teaching through developing a School Improvement Plan locally called SLIP (School Leaning Improvement Plan).

The Head teacher should practice target based performance for the staff, introduce close monitoring and mentoring to staff, to offer teacher professional development (PD) strategies and use a school data base for planning purpose. A good school Head should build interpersonal relationship with staff and AUEO to manage OFT. The school Head should generate progress reports for quarterly, half yearly and yearly stating school growth and area (s) for further development.

Implications for the SMC:

The SMCs should also extend their support and create greater opportunities in terms of providing resources as a part of this development journey. Head teachers should take this advantage through developing professional relationship with SMC members.

Implications for the AUEO:
AUEOs should provide greater support to the Head teacher to produce good quality SLIPs in terms of setting goals focusing on lifting school performance. They should monitor and mentor Head teachers' and assistant teachers' performance using performance measurement parameters and should provide them with regular feedback. They should work closely with Head teachers through distributing leadership practices and support improvement within the newly proposed clusters. They should develop an extended professional network with UEO, Head teachers and SMCs for producing effective schools within their clusters concentrating on OFT management.
Learning and Teaching Implications for OFTs:

An Out-of-field teacher should have openness to share experience with other colleagues, work in a group within a smaller cluster, rightly adapt to the situation in order to develop him/her professionally within the capacity of pedagogical content knowledge which should build confidence in teaching practices. An OFT should make a good use of internal resources and develop professional network to maximise the use of external educational resources available to him/her. Additionally, OFTs should maintain PDP (Professional Development Profiles) for self-development. Further OFTs should develop interpersonal relationship with children, colleagues, Head teacher and also with parents to create a favourable teaching atmosphere.

6.4.4 Directions for Further Research

Though the issue of OFT and its management is an international concern (Ee-gyeong, 2011) however, the issue is little discussed within the context of Bangladesh. It could be argued that this research is one of the first attempts in a Bangladeshi context to open discussion on the issue of OFT and its management. However, new knowledge and clues revealed through this research which further influence to investigate on some essential areas surrounding OFT.

Firstly, it is crucial to provide all children with equal opportunities for a good quality education (OECD, 2012). Bangladesh faces the problem of demographically challenging areas. The impact of OFT and teacher shortages in this context needs to be researched.

Secondly, whilst teachers have been provided with subject based training; performance is not satisfactory level particularly in mathematics, science and Bengali (NSA, 2015) Therefore, effectiveness of ongoing training in terms of content and its delivery needs to be investigated. In this sense possibility of hiring subject based teachers particularly in mathematics and science needs to be examined.

6.4.5 The Key Recommendations

The key recommendations are as follows most of while are cost neutral;

Implications for Government/Ministry Level: policy reform

➢ **R1:** Current recruitment policy guidelines should be reviewed focusing on the issue of appointing better qualified teachers with at least graduation degree for both male and female teachers. These guidelines should ensure that C-in-Ed/DPEd for assistant teachers and B. Ed/M. Ed for Head teachers are to pre-service qualifications for appointment.

➢ The reviewed guidelines should also include increased recruitment quotas for mathematics and science teachers.

- ➢ **R2:** Incentives could be offered to teachers who are being deployed in demographically challenging schools to better support teacher retention.

- ➢ **R3:** Greater delegation of responsibility for recruitment and retention of teachers including the associated administration and financial aspects should be devolved to District, Upazilla and School levels.

- ➢ **R4:** The AUEO and the Head teacher should be authorised to temporarily redeploy teachers within the proposed smaller clusters with due consideration made to pupil-teacher ratios and availability of teachers.

Implications for DPE Level: administrative reform and development

- ➢ **R5:** A nationally developed performance management strategy should be implemented to ensure continued improvement in teacher standards and allow for greater accountability.

- ➢ **R6:** A nationally developed leadership framework should be implemented to better define the role of Head teachers. This framework should also include a review of the current roles and responsibility of AUEO's to better define their support and challenge roles.
- ➢ **R7:** A review of initial training (C-in-Ed/DPEd) should be implemented to include greater subject based content.
- ➢ **R8:** Current CPD programs should also be reviewed to include greater focus on pedagogical and knowledge content particularly for OFTs and newly nationalized teachers.
- ➢ **R9:** A more structured professional development (SPD) program should be reviewed for local level educational authorities including Head teachers. Training providers should include a mixture of ADPEOs, UEOs and Assistant Supers.
- ➢ More structured management training should be reviewed for the capacity building of SMCs.

6.4.6 Conclusion

This research provided a perspective on the issue of OFT and the associated role of the Head teacher using the wider range of the educational community. The study revealed how an effective leadership of a Head teacher could influence the better management of OFT regardless other considering factors discussed in chapter 2, 4 and 5. Education policies are supposed to benefit their stakeholders. However, the impact on current policy issues should not be under estimated. The absence of clear guidelines on OFT has wider implications for teacher qualifications, reviewing recruitment rules, teacher recruitment, decentralisation, professional development and retention, Head teacher's

leadership roles, professional development of educational administrators, and policy decision in relation to underperforming teachers.

Therefore, policy review and organisational reform should be considered by the Government in order to effectively manage OFT through implementing these essential recommendations within the provision of quality. However, the recommendations could be better implemented through changing the culture to include the provision of distributed leadership in use across the whole primary education system. A new leadership framework for Head teachers should support and enhance quality learning through creating an improved working environment but also engineering a much more fundamental shift the management policy of child-based educational reform so that schools can be more responsive to better manage OFT. This reform could be an essential element of a sustainable development in terms of quality primary education in Bangladesh since the country is a signatory of the UN MDGs (2010) and SDGs (2015). Further, the topic and the issue surrounding OFT have not been freely discussed or acknowledged in open debate within a Bangladeshi context. The potential negative aspects of OFT however needs to be raised with the educational community and its impact should be examined within the quality provision in terms of pupils' outcomes in a Bangladeshi context.

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