Challenges in Managing Stakeholders for Quality Education in Primary Schools of Bangladesh: Perspectives from Head teachers

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ABSTRACT

The present study aims to explore the challenges faced by head teachers in managing various stakeholders including guardians, community people, assistant teachers, and staffs of an educational institution. This study used a qualitative approach to explore the perceptions from head teachers in Khulna region of Bangladesh. The study purposefully selected 15 head teachers with more than 10 years' experience as participants. Semi-structured questionnaire was followed to take in-depth interview from the participants as the method of data collection. The collected data analyzed thematically to understand the patterns of challenged experienced by the head teacher. This study found headmaster faced challenges from three different types of stakeholders that affects quality education. The study found that head teachers face problems like that guardian not being actively involved, giving conflicting opinions, expecting too much one-to-one attention, spreading false information and creates misunderstandings between guardians and staff. Besides, community people also had a part of it. Community members who were involved in money extortion, misusing school resources, putting political influence on SMC, and comparing with other school activities. Therefore, from the assistant teachers, head teachers faced challenges including internal conflict and groupings among teachers, challenges related to the age gap between assistant teachers and head teachers, extreme involvement in external gossip, and challenges in training distribution. The significant of the study is to design targeted interventions that improve school leadership, management, and educational outcomes in primary schools in Bangladesh.

1. INTRODUCTION

Stakeholder engagement is essential for the growth and development of any organization. To facilitate positive transformation and enhance educational development, it is essential to engage related stakeholders like educators, policymakers, leaders in the community, and guardians (Chacha & Tangi, 2023). Onyango (2020) argues that stakeholder participation and their engagement are essential for considering their demands into school objectives and formulating effective strategies to ensure quality education. Recognizing shared interests or common motivations enables the school and stakeholders to reach an agreement, ensuring a worthwhile investment in educational outcomes and learning achievements.

Multiple studies have discovered various approaches to involve stakeholders in ensuring the provision of high-quality teaching and learning in educational institutions. A school consistently interacts with several stakeholders including its staff members, consumers, shareholders, providers, governmental bodies, and local community organizations (Torres, 2021). Furthermore, Kanana (2015) said that stakeholder engagement with the company's corporate governance is crucial for the potential

development of the company. Cheng and Cheung (2003) assert that initiatives aimed at improving students' academic performance have included stakeholder involvement.

Head teachers hold a significant position and are considered as the cornerstone of school's administration. The field of educational administration recognizes them as a crucial administrative part with essential role (Suleman, 2015). Head teachers frequently have some difficulties in fostering positive connections among stakeholders, such as teachers, parents, and educational authorities that resulting insubordination and a lack of collaboration (Baloyi & Khumalo, 2024). The lack of parental involvement exacerbates management efforts by reducing support for educational programs (Kalane & Rambuda, 2022). The absence of administrative and financial support hinders head teachers' capacity to furnish essential resources and assistance for teaching and learning (Kalane & Rambuda, 2022). Lack of preparation for head teachers constrains their ability to manage employees efficiently and handle classroom issues (Dhamiri, 2022). Head teachers have considerable classroom management challenges that necessitate efficient techniques and cooperation among educators, parents, and educational authorities (Siddique et al., 2024). There is a lot of competition and high expectations in the education system right now. This means that school administrators, especially headteachers, are under a lot of pressure to use new management methods that will improve teaching and learning, as shown by higher student grades (Oluchemi, 2012; Orodho, 2014; Waweru & Orodho, 2014).

Previous research shows that head teachers had problems with various things like too many students, not enough money, bad infrastructure, not enough teaching materials, bad lessons, classrooms that were too crowded, not enough staff, parents who wouldn't cooperate, noisy kids, and teachers who didn't know how to handle money when they were running free primary schools (Akech & Simatwa, 2010). Additionally, Rainer et al. (2012) discovers that head teachers in various regions struggle to establish and manage an environment conducive to exceptional physical education (PE) service including Unsuitable school policies, restricted curriculum development, insufficient extracurricular involvement, and financial constraints intensify these challenges.

In Malaysia, Mansor et al. (2020) underscored the distinctive challenges encountered by headteachers in small schools, namely financial constraints, deteriorating infrastructure, and insufficient human resources. Moreover, the competence-related challenges faced by educators exacerbate the administration of these schools, especially in rural regions. Mughal (2020) examined the obstacles encountered by headteachers in Pakistan in improving school performance. The study identified a deficiency in teaching materials, poor professional support for educators, and insufficient money for school management committees, which are essential for governance and decision-making processes. Nanjowe et al. (2022) emphasized that primary school head teachers have obstacles associated with teaching about social justice, necessitating collaborative efforts from multiple stakeholders to deal with these issues. Teachers and head teachers at the elementary level encounter obstacles in management techniques and tactics, namely in handling conflicts, interpersonal interaction, decision-making, and resolution of disputes (Hussain & Qadar, 2023).

Literature reviews reveal various studies that identify challenges hindering stakeholder engagement in enhancing the teaching and learning process. Torres (2021) found that an impersonal school environment makes it hard for stakeholders to be involved in educational issues. This makes it harder for parents to be involved, which in turn hurts students' performance. Yaro et al. (2018) observed that the government's integration of education stakeholders in various educational issues presents a challenge for effective participation. Lauwo and Mkulu (2021) identified major obstacles to community involvement in education, including ignorance, poor school administration, poverty, political interference, negative attitudes and behaviors, and insufficient communication between schools and communities.

Dookie (2013) has demonstrated that parents generally have a considerable influence on their children's academic success. Nonetheless, the study also found that in certain situations, instructor quality was a contributing factor in specific regions. This indicated that a poor relationship between parents and instructors negatively impacted students' learning. Aryeh-Adjei (2021) indicated that guardians and parents seem indifferent to matters related to the school. The author also indicated that there is a deficiency in the community's and other educational stakeholders' understanding of the importance of engagement in educational issues that impact the student learning process. Oneye and Onyango (2021) noted that factors such as the distance between home and school, as well as insufficient student safety and time are influencing stakeholders in education, including families and instructors, to enhance learning opportunities.

Gichohi (2015) indicated that including stakeholder participation in educational affairs is a challenge to the entire teaching and learning process in schools. The author noted the necessity of engaging stakeholders to oversee pupils' performance. Consequently, for a school to be successful, it needs support from parents and other stakeholders, attainable through the implementation of regular parent meetings. Polycarp (2021) pointed out that stakeholders see different pros and cons to working together with the community in seed secondary schools, naming specific problems that make it hard for stakeholders to be involved in educational issues. The author identified that negative attitudes towards education, poor parental education levels, lack of accountability, parents' low socio-economic position, and infrequent parent meetings are problems that hamper community participation in educational matters.

Research indicates that numerous studies have identified different challenges encountered by school headteachers and stakeholders within educational institutions. However, head teachers also encounter challenges from other stakeholders that remain undiscovered. That is why the researcher made the effort to investigate it. Moreover, in Bangladesh, there is a lack of research specifically addressing the challenges faced by primary school headteachers in managing stakeholders in schools. Existing studies do not explore the unique contextual factors and management issues within the country's evolving educational landscape. This gap highlights the need for focused studies to better understand and address the unique problems in the Bangladeshi educational system.

Considering all those mentioned above, the current study aims to explore the major challenges faced by primary school head teachers in managing stakeholders for quality education in primary schools in Bangladesh. The specific objectives of the study are:
a) To explore the challenges faced by head teachers in managing guardians.
b) To investigate the challenges faced by head teachers in managing community people.
c) To explore the challenges faced by head teachers in managing assistant teachers and school staff.

This research will provide insights that can inform policymakers and educational stakeholders in Bangladesh, enabling them to design targeted interventions that improve school leadership, management, and, ultimately, educational outcomes in primary schools.

2. METHODOLOGY

Research Design

This study employed a qualitative research approach to explore the major challenges faced by head teachers of primary schools. Qualitative research aims to understand the meaning and experience dimensions of humans' lives and social worlds through evaluative principles that guide their design, conduct, findings, and interpretation (Fossey et. al., 2002). Given the exploratory nature of this study, a qualitative research design was deemed in most appropriate way for collecting detailed data (Creswell & Creswell, 2018).

Study Area and Population

The population of the study was the primary school head teachers of Satkhira and Khulna district of Khulna division in Bangladesh. The researcher selected the study area conveniently. In convenient way of area selection, researchers select the area which is the easiest to reach and readily available entrance for the researcher (Creswell, 2012).

Sampling Technique

A non-probability purposive sampling technique was used to select 15 primary school head teachers to gather information about their managerial challenges and perceptions related to different stakeholders. Purposive sampling improves the methodological rigor and trustworthiness of data and results by matching the sample to the research aims and objectives (Campbell et. al., 2020).

Data Collection Tools

A semi-structured and in-depth interview guidelines is used to collect data from head teacher as the primary means of data collection in this study. In general, interviews are a good way to collect data because they let you use the conversation as a teaching tool (Leavy, 2022). Researchers emphasized specific criteria to ensure validity and reliability. Initially, they formulated questions derived from a literature review. Secondly, they sought expert consultation for pertinence and clarity. All participants were allotted sufficient time to respond to the questions.

Data Analysis

Thematic analysis was employed to analyses all of the data from the interviews. The analysis procedure is guided by Braun & Clarke's (2006) six-step strategy, which entails the following: familiarizing oneself with the data, generating initial codes, identifying themes, reviewing themes, defining and categorizing themes, and, finally, producing the report.

Ethical Consideration

In the process of developing this research design and gathering data, the researcher considers ethical considerations as the highest priority. Before data collection, ethical considerations were ensured by obtaining permission, securing voluntary participation, and maintaining participant's anonymity.

3. FINDINGS OF THE STUDY

This study founds the head teachers of a government primary school faced various challenges in managing different stakeholders including guardians, community people, assistant teacher and school stuffs that hampers to ensure quality education in primary level.

Challenges faced from guardians

Lack of active involvement

Sometimes guardians ignore active involvement with head teacher as well as another assistant teacher. Some head teacher mentioned it as a problem that lack of active involvement with guardians has creates huge issue in teaching learning activities and various activities related to school administration. This disconnection often results in delays in implementing important educational interventions or resolving issues related to student behavior, performance, or attendance. Effective parent-teacher collaboration is crucial for creating a supportive learning environment for ensuring quality education.

> A participant stated, *"Sometimes we need various information related to students which may be important for teaching learning activities or others administrative activities but they* are *not responsive to cooperate that is a very big problem. We need parental support in dealings of anything for the learners."*

Another participant expressed, *"I used to visit my students home monthly to discuss various issue of the students and try to find probable solutions but some guardians showed very disturbed attitude. Maybe they are not aware about education and not conscious about their child's but it is very disappointing for me."*

Provide conflicting opinion

Guardians provide various conflicting opinion which is a major challenge for a head teacher to take any decision because it can lead chaotic environment within the school environment. These conflicting opinions often stem from differences in values, priorities, and perceptions about what is best for their children, creating an atmosphere of tension and uncertainty. This dynamic sometimes pits groups of parents against each other or against school authorities, further complicating the situation. Thus, this situation create problem in the path of quality education.

One head teacher expressed, *"I needed to spend a lot of time for the purpose of conflict resolution of the guardians. Sometimes the situation gone under control and we tried to solve it by the help of school management committee. Sometimes it's head to take any conscious decision for educational development."*

Such incidents frequently divert the attention of school leaders away from academic matters, making it harder to maintain focus on the institution's core objectives of ensuring quality education.

Highly expectation on individualized attention

Most of the guardians expects individualized attention. It is very tough for a headmaster to provide individualized attention for each of the guardians as a headmaster had to deal various administrative works as well as educational activities. Some headmaster added it as an arising issue for them that it is very tiring and time consuming for them to deal each of individuals in different time. Moreover, with limited human and time resources, prioritizing every parent's demand becomes an unfeasible task, often leading to dissatisfaction among those who feel neglected.

One participant regret in this way, *"We have to maintain very strict schedule to maintain all the educational activities of our school. In the meantime, some guardians expect more time out of the guardian meeting if not they seem very dissatisfied."*

Another participant argued, *"It is not possible to focus on someone's individual issue because I have to deal for collective major. If I spend more time for any individual issue, I will have considered other task related to teaching learning activities that is an essential part of* education.*"*

Misinformation and misunderstanding among parents and stuff

Sometimes misinformation is disseminating among the parents' trough school stuff as well as parents. Even there is some misunderstanding issue raised between parents and stuff which leads unexpected challenges for a headmaster. These instances often result in confusion, mistrust, and resentment among stakeholders, which disrupt the smooth functioning of the school and various activities related to quality education.

One headmaster expressed this way, *"Generally our school is not remaining closed after the day of annual sports but some guardians spread the news that the school is closed. As a result, most of the students was absent in that day and creates a problematic situation for the headmaster."*

Other headmaster stated, *"Students who are financially weak get stipend by fulfilling's specific requirements but some guardians spread the news that the school authority give stipend according to their will. Thus, creates very tuff situation for a head teacher to handle".*

This type of misinformation often leads to allegations of bias or favoritism, which can tarnish the image of the school and its leadership. Handling such crises requires both tact and transparency to rebuild trust among the school stakeholders.

Challenges faced from community people

Involved in money extortion

Sometimes, members of the local community could be involved in extortion demanding money from school authorities which is a big concern for a head teacher. This challenge often stems from individuals or groups leveraging their influence over the school for personal or financial gain. They may claim funds in the guise of "donations" or make threats if their demands are unmet. Such practices not only disrupt financial planning but also instill a culture of fear and compliance among school staff and it has an indirect influence over schools teaching learning activities.

One head teacher regret in his way, "*Unfortunately, some members of the community use the school for their own benefit. Even instances of people attempting to extort money from the institution have been reported. It hinders us from concentrating on education and fosters a culture of fear*".

Misuse of School Resources

Misuse of school resources by local community members create lack of resources, insufficient facilities, and increased expenditures for the school which is very challenging for a head teacher as he has the responsibility to protect school resources. In some cases, community members may access school grounds for personal events, damage playground equipment or illegally cut down school trees. This misuse not only results in resource depletion but also poses a significant maintenance burden on the school, especially when funding is limited. Sometimes, it causes hamper to the quality environment of the school which is an essential part of quality education.

One participant expressed, "*In our school, local people hamper various physical resources of our school like school's playground, schools tree and playing instruments of the children. Problem raised that government do not funding for reconstructing resources which they are wasted.*"

Additionally, repeated resource misuse signals a lack of accountability within the community and undermines the respect necessary for protecting shared spaces. Schools that lack the means to repair damaged facilities often see a decline in the quality of the learning environment, which demoralizes students and teachers alike.

Political influence on SMC

A SMC (School Management Committee) need to focused on enhancing positive development of a school but a politically influenced committee always try to fulfill their political agenda which create new challenges for a head teacher as well as the overall school administration in maintaining quality learning environment. Political interference often results in decisions that prioritize short-term political gains over the long-term educational goals of the school. This might include appointing unqualified individuals to key roles, manipulating resource allocation, or using the school as a platform for political propaganda.

A head teacher argued, "*Sometimes I being forced by political leader to make SMC with politically influenced person who are focused to fulfill political agenda. Thus, I think that this hampers the independence of school authority and a head master loss his power of authority to make quality decision.*"

Another head teacher stated, "*A politically influenced SMC always focused on their political agenda where a sudden change of government hampers the constant planning of a school. In this situation, a school suffers a lot and a head teacher also falls in danger*".

The lack of consistency in leadership caused by political shifts can result in incomplete projects, halted programs, and a lack of direction of school development. This creates an environment where administrative and teaching staff feel uncertain reducing overall morale and efficiency.

Comparison with activities of other schools

Constant comparisons with other schools create unnecessary pressure on head teachers to lead daily activities as well as various decision making about quality education. Instead of focusing on own strengths, head teacher feels pressured to match up to what other schools are doing which leads away from main focus of a school. Such comparisons are often fueled by community members who may lack a full understanding of the unique challenges and contexts each school faces. For example, one school may have better funding or resources, while another operates in a rural area with limited access to support.

A head teacher stated, *"The way of leadership is different for each person and the context of every school is also different that's leads various difference in administrative works as well as other school activities. But some people questioned on it and pointed at me. Definitely, it is very problematic issue and facing this situation is very challenging for me."*

These often force head teachers to justify their decisions unnecessarily or adopt practices that may not align with their school's specific needs. This distraction from their strategic goals can lead to inefficiencies and missed opportunities for meaningful improvement of education system.

Challenges faced form assistant teachers and school stuffs

Internal conflict and groupings among teachers

Internal conflict and groupings among teachers is the most common issues faced by the headmaster of a school. Most of the time teacher's body divided into two or more groups which causes variation in their opinion and headmaster faced the challenges due to taking decision. The fragmented environment hinders collaboration, making it difficult to build a unified vision for the school's progress.

One headmaster expressed, *"I think unity and uniqueness is the key to improve any educational institution but it hampers when our teachers were divided. In this situation, it is very tough for me to manage all educational as well as administrative activities."*

Another head teacher exposed, *"Grouping and internal conflict among teachers reduce effectiveness of any meeting and hampers the overall development of a school. Sometimes conflict raised within the meeting and decision making for a headmaster becomes very tiring as well as time consuming."*

These conflicts often stem from a lack of clear communication, personal ego clashes, or disagreements over the distribution of responsibilities. Ultimately, such discord affects not just the administration but also the students, as it disrupts the overall learning environment and teacher-student interactions.

Challenges related age gap between assistant teacher and head teacher

The generational gap between headmasters and younger assistant teachers often leads conflicts in work culture, values, and approaches. Younger teachers, being part of a tech-savvy generation, may prefer modern, unconventional methods of teaching, whereas headmasters with more traditional experience might favor time-tested approaches. This clash of ideas can result in resistance, misunderstandings, and a lack of mutual respect.

One participant stated, *"I have some young assistant teachers in our school who are too young and belong in the contemporary generation compared to me. Sometimes they conflict with our decision ignoring my experience of many years. Even, I think they are not passionate about their profession*

to cooperate and considerate any issue related to our school. Thus, maintaining them and making decision with their cooperation may be very challenging for me".

Another participant argued, *"Sometimes it can happen that the newly appointed assistant teacher is more educated than a head master in terms of degree and the assistant teacher demeans his head of the authority for his educational qualification. This type of attitude is very challenging for a head teacher to continue or lead any administrative decision for his institution."*

The generational divide also impacts decision-making and teamwork, as younger teachers might perceive the headmaster r's leadership style as outdated, while headmasters may view younger teachers as inexperienced or impulsive. Bridging this gap requires open communication, regular feedback, and fostering an environment of mutual learning which is very helpful for ensuring quality education.

Extreme involvement in external gossip

Teachers' extreme involvement in gossip related to the external topics is a major issue for a headmaster to make them motivated in teaching learning activities. Head master faced various problem in decision making as well as in planning implementation due to this situation.

One head teacher added, *"It's seeming that teachers are engaged in discussing various topics like family issue, political issue and others external issue. Due to the unnecessary discussion they forget to maintain proper timetable in classroom and other important activities. Thus, it creates challenges for a head teacher to lead them in maintaining overall activities of a school."*

Additionally, prolonged gossiping fosters a negative work culture where professionalism is sidelined, leading to a lack of trust and teamwork among staff members. This, in turn, affects students' academic performance, school reputation and hamper the process of quality education.

Challenges in training distribution

As training session is not available for all the teacher, the problem faced by head master that selecting person for a specific training program is tough. This creates inevitable argument among the teachers and the head teacher sink into it.

One of the participants stated, *"I faced challenges in distributing training program among my assistant teachers. Sometimes they give selfish opinion ignoring my decision and senior teachers pressurized the new appointed teacher for going training program."*

Such disputes arise because training is often viewed as a privilege that enhances professional growth and career prospects. When decisions are perceived as biased, it creates resentment and demoralizes those who are left out. Furthermore, the lack of equitable training opportunities can lead to disparities in teacher effectiveness, ultimately impacting the overall quality of education provided at the school.

4. DISCUSSION

The study found that parents often show minimal involvement in school activities, which hinders the head teacher's ability to ensure quality education and administrative plans effectively. This finding aligns with Kalane and Rambuda (2022), who reported that a lack of parental involvement exacerbates management efforts in schools. Similarly, Torres (2021) highlighted that an impersonal school environment can hinder parental engagement, adversely impacting student achievement. Besides, conflicting opinions among parents also create a chaotic environment, diverting the head teacher's attention from academic priorities. This challenge is consistent with findings by Baloyi and Khumalo (2024), who noted that fostering positive connections among stakeholders including parents is often difficult due to conflicting interests. Dissemination of misinformation by parents and staff was identified as a major challenge, leading to trust issues and disruptions in school operations. This finding mirrors the observations of Lauwo and Mkulu (2021), who noted that poor communication between schools and

communities creates obstacles to effective stakeholder engagement. The study also supports Gichohi's (2015) assertion that the lack of regular communication channels fosters misunderstandings, adversely affecting educational outcomes.

However, some findings undefined by previous literature. The study revealed that parents often demand individualized attention from head teachers creating stress and time management challenges, this issue is less prominent in previous literature. For example, Onyango (2020) emphasized converting stakeholder demands into school objectives but did not address the feasibility of individualized attention. The present findings suggest that these expectations may be intensified in the Bangladeshi context, where resource constraints are severe. Additionally, the current findings reveal that head teachers proactively seek to engage parents where some guardians exhibit a disturbed attitude and resistance. This highlights a more nuanced understanding of parental engagement related challenges suggesting that factors such as socio-economic conditions and educational awareness play a critical role.

The study also offers new insights. A unique finding is how much misinformation disrupts among guardians during school operations. Instances such as rumors about school closures or biases in stipend distribution were reported as significant challenges. While earlier studies have touched about the issue of communication barriers. The current findings emphasize misinformation as an active and recurrent problem. Additionally, the emotional strain experienced by head teachers in managing parental demands and conflicts emerged as a new finding. This aspect was not thoroughly addressed in prior literature but underscores the need for emotional resilience and conflict management training for school leaders. Furthermore, the findings highlight unique cultural and contextual challenges in Bangladesh such as the lack of parental awareness about education and the high expectations of head teachers despite limited resources. These issues are underexplored in existing literature, suggesting a critical area for further research.

The research objective of this study was to investigate the challenges faced by head teachers from the community people in primary schools in Khulna region, Bangladesh. The findings revealed issues such as money extortion, misuse of school resources, and political interference in the School Management Committee (SMC) and constant comparisons with other schools' activities. The findings also revealed that community members often misuse school resources, including playgrounds, trees, and equipment, leading to resource depletion. This resonates with Gichohi (2015), who identified the lack of accountability among stakeholders as a significant issue. As noted by Torres (2021), the misuse of resources undermines the quality of education and imposes additional financial burdens on schools. Moreover, the study highlighted the negative impact of politically influenced SMCs on school administration.

The study revealed that constant comparisons with other schools create undue pressure on head teachers to conform to external expectations which often detracting from their strategic goals. This contrasts with Polycarp (2021), who emphasized the positive role of benchmarking as a motivational tool for improving school performance. The findings suggest that while comparisons can be constructive, they may imposed unrealistic expectations where the context and resources of schools differ significantly. Another important finding of the study was the political interference on head teachers who often feel powerless in decision-making processes. This emotional burden underscores the need for psychological support for school leaders. Additionally, the study uncovered that resource misuse often stems from community members' lack of awareness about the importance of preserving school assets. This finding adds a cultural dimension to the issue, which has not been thoroughly addressed in existing literature, highlighting the need for community awareness programs to foster a sense of shared responsibility.

Another research objective of this study was to explore the challenges faced by head teachers from assistant teachers and school staff in primary schools in Khulna region, Bangladesh. The findings revealed

significant issues, including internal conflicts and groupings among teachers, challenges related to the age gap between head teachers and assistant teachers, excessive involvement in external gossip, and disputes over training distribution. These findings aligned as well as contradictory with previous literature. For instance, the study found that internal conflicts and groupings among teachers create a fragmented environment hindering collaboration and decision-making. This aligns with Hussain and Qadar (2023), who observed that conflicts and disagreements among school staff negatively impact the overall management and development of educational institutions. Similarly, Siddique et al. (2024) emphasized the importance of unity and cooperation among educators in overcoming classroom and administrative challenges.

The study also highlighted the challenges arising from the age gap between head teachers and younger assistant teachers with generational differences in values and work culture leading to misunderstandings and resistance. However, the excessive involvement of teachers in external gossip, as identified in this study, adds a novel dimension to the discourse. While previous literature has discussed professionalism, the present findings underscore how distractions from external discussions impact teaching effectiveness and disrupt school operations. Additionally, disputes over training distribution were found to create resentment among teachers, as training opportunities are often perceived as privileges that enhance career prospects. However, the current study highlights the unique cultural and resource constraints in Bangladesh that exacerbate these disputes, suggesting a need for context-specific strategies to address them.

Finally, the study's sample size and small area contribute to the lack of generalization. Large-scale, mixed-method research across diverse regions is recommended to gain a more comprehensive understanding of stakeholder management challenges and to identify effective, context-specific solutions.

5. CONCLUSION AND RECOMMENDATIONS

The study therefore concluded that primary school head teachers in Khulna region, Bangladesh, are confronted with the composite roles and responsibilities of managing stakeholders, such as parents, members of the community, assistant teachers, and other staff. Some challenges that negatively affect quality education that include inadequate parental participation, mismatch of expectations, inadequate information, political interference, misuse of resources available, and rivalry among the staff. These challenges affect not only the achievement of a favorable learning environment but also the performance and development of students. Solutions to these problems may be conditioned by the necessity of elaborating a complex approach toward managing stakeholders, encouraging cooperation, and ensuring responsibility among the schools.

For the head teachers to overcome these challenges for ensuring quality education some important strategic interventions are necessary. Firstly, schools should pay special attention to increasing effective parental involvement by conducting seminars and meetings when parents are informed about the necessity of their engagement in their children's learning processes. It's important to establish proper communication channels to ensure accurate information and school goals. There is also a need to reduce bias through lobbying for an independent SMC's membership selection to avoid political interference in school governance. However, some policies must be put in place to protect school assets where necessary and engage the local authorities in dealing with perceived wrongs and contemplating ways to fund repair or expansion work. There is a need to train all head teachers in conflict-solving methods and leadership, particularly in solving interpersonal conflicts and managing intergenerational disparities. Last but not least, the fair distribution of opportunities for training all the teachers should also be established through

a clear set of rules and promote further growth of teachers' abilities and avoid resentment feelings in the workplace.

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