EXAMINING THE ROLES OF HEAD TEACHERS OF COMMUNITY SCHOOLS IN KATHMANDU DISTRICT: AN EXPLORATORY FACTOR ANALYSIS

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AN ABSTRACT

of the dissertation of *Sanam Maskey* presented on 19 October, 2023 entitled *Examining The Roles of Head Teachers of Community Schools in Kathmandu DISTRICT: An Exploratory Factor Analysis.*

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Head Teachers are the academic and administrative heads and the leaders of the schools. As academic leaders, they engage themselves mainly in instructional roles whereas as administrative heads, they are focused on the overall managerial activities of the schools. The role of the head teacher as a leader is not just associated with the successful operation of the school but also with the academic achievement/ performance of students. Head teachers are engaged in a plethora of activities to achieve the mission of the schools. This study seeks to explore the roles of school head teachers of Kathmandu district, examine the nature and extent of their engagement in such roles and also explores how such engagements differentiate in terms of gender, experience, and number of students in school.

The study prepared the questionnaire on the engagement of school head teachers in various roles using Delphi method. A cross-sectional survey method was used to collect the data from 170 school head teachers from community schools of Kathmandu district. Exploratory Factor Analysis (EFA) as a statistical tool was used in order to determine the underlying dimension that defined the role of school head teachers in the study site. In line with various educational leadership theories, the study identified five key roles of head terachers in the Nepali context: instructional role, administrative role, monitoring role, internal relation role, and external relation role. Interestingly, the study identified monitoring as a specific dimension, which is often embedded within the administrative role of a school head teacher. It can be argued that head teachers found themselves stretched along these major roles. As the

literatures suggest, head teachers' engagement in various roles has the potential to impact student achievement. This study argues that there is a need to rethink on the role of school head teachers which is usually taken as 'administrators' in the Nepalese school context. Further, the study revealed that female head teachers were more engaged in instructional roles whereas male head teachers were more engaged in administrative and external relations roles.

The findings of the study revealed that while the education regulations considered school head teachers as the ‘administrative head’ of the school, head teachers found other roles also meaningful to them including instructional role, internal relations role, and external relations role as well. Further, the results from factor analysis could not establish the professional self-development role as a significant dimension in the Nepali school leadership context. Functions and duties that were not mentioned in the Education Regulations but were thought to be meaningful by the head teachers in this study were mainly related to instructional roles which included focusing on student learning and by planning academic activities according to the academic goals set by the head teacher and stakeholders for respective schools. School head teachers can be informed of their roles by this study which would help them reflect on their engagement and encourage further necessary change in their roles for the overall improvement of the school.

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This dissertation entitled *Examining The Roles of Head Teachers of Community Schools in Kathmandu DISTRICT: An Exploratory Factor Analysis* presented by *Sanam Maskey* on 19 October, 2023.

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

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While going through this thesis, I was able to reflect on my role as a school head teacher. It has made me realize that school head teachers are always struggling to balance out their administrative and instructional roles. Head teachers often have less time to focus more on instructional activities and bring out transformation-centered strategies aimed at improving student learning as they are more committed to everyday managerial aspects. I believe that if schools can realize the need for instructional leadership and also at the same time recognize distributed leadership approach for other administrative tasks, it will be helpful to improve the quality of education. I would like to express my gratitude to all who have motivated, encouraged, and supported me throughout this thesis.

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ABBREVIATIONS

BPEP:	Basic Primary Education Programme
CERID:	Research Center for Educational Innovation and Development
COVID-19:	Corona Virus Disease 2019
EFA:	Education for All
EFA:	Exploratory Factor Analysis
MoE:	Ministry of Education
MoEST:	Ministry of Education, Science, and Technology
NA:	Not Applicable
NESP:	National Education System Plan
SIP:	School Improvement Plan
SMC:	School Management Committee
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan

CHAPTER I
INTRODUCTION

Head teachers[1] are the executive leaders of the school who shoulder the overall responsibility for the effective and efficient functioning of the institution. They have multiple roles as they are constantly planning, supervising, managing, and controlling the overall school activities. Further, being leaders, they envision the goals (Salleh, 2013) and constantly work together with the team of teachers and staff, and oversee that the activities are directed towards the vision of the institution. With the change in educational models and the development of various educational theories, the roles of the head teachers have been changed too (Balyer, 2014). Good school head teachers are considered to bring about positive changes in students by being "team-oriented, strong communicators, team players, problem solvers, change-makers, and transformational leaders" (Balyer, 2014, p. 24). Today, head teachers are no longer limited to being 'head of the school' who ensured that the rules were properly followed by students, as one who used to rebuke students for getting low grades or the prominent figure at whom the students and teachers were fearful to look at.

Head teachers' role has been changing with the need and time. The term 'Head teacher' emerged in 1938 but it was not until the late 19th century that the term was formally used to denote 'the school guardian' (Brown, 2005). The term 'school head teacher' was used in America denoting the supervisory head of the school (Kafka, 2009). As can be related to the use of the term, head teachers were taken as supervisors who undertook responsibility for the overall administration and operation of the school activities. It can be observed that the 'principles of management' which mainly focused on operating an organization was quite closely applied to school management. The scientific management theory which was propounded by F.W. Taylor in 1920 had its influence on the school management system as well. It focused on the scientific way of management ensuring efficiency and effectiveness of the work and quite undermined the various academic functions within the education

[1] Education Regulations, 2002 is the guiding document for school operation in Nepal which defines administrative head of the school or principal as head teacher. Thus, the term 'head teacher' has been used where reference is made to the head teachers of public-schools in this study.

system. Akinbode and Shuhumi (2018) argue that school head teachers were assumed to lead the school using the principles of scientific management in order to effectively monitor record keeping, communicate with teachers, planning and managing curriculum. In that sense, the role of head teachers was limited to that of a supervisor whose main concern was to make the school activities efficient and effective. The management principles identified by Henry Fayol: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (Akinbode and Al Shuhuni, 2018), which are elaborately studied in management studies seem to be selected and set to experimentation in the educational system. Even today, school head teachers are primarily taken as administrative heads in the Nepali educational system.

The school head teachership based on 'principles of management', however, focuses more on the bureaucratic and authoritative nature of leadership with a chain of command, which normally establishes the head teacher as a figurehead or rather an institution governing the school (Brown, 2005). The later reforms or progress in the field of educational leadership were focused on studying the various leadership styles, and their impact on student performance and achievement brought out several dimensions in the educational leadership debates. Since the early 1900s, many models were explored and created to describe what constitutes effective school leadership, and the idea of school head teacher as an instructional leader surfaced in the early 1980s (Hallinger, 2005). This idea assumes that school administrators who devote their time and efforts to attending to the instructional processes of school can positively influence academic progress of students and teachers' pedagogical practices. The emergence and application of this perspective provided the opportunity for head teachers to be more focused on the academic activities of the school and provided them with space to engage more effectively toward improving student achievement.

School head teachers have multiple roles today, but mostly administrative (Bulach et al., 2006) and some pedagogical or instructional roles as well. While administrative functions are essential, the school achievement is often measured by the students' performance and their transformed positive outlook toward life and society (Horng et al., 2010). This is shaped comparatively more by a pedagogical role rather than an administrative one. So, school head teachers need to constantly oversee teachers' engagement with the students and their pedagogical practices, supervise

instructions and provide feedback and also engage in other administrative roles to make sure that the school is running efficiently and effectively.

The engagement of school head teachers in various roles has an impact on school effectiveness (Horng et al., 2010). Head teachers have been emphasized to be administrative heads to better manage school and instructional leaders to better facilitate students' academic development and shape the future of students. Further, there have been studies (for example: Costellow, 2011; Ekaterini et al., 2023; Horng et al, 2009; Shaked et al., 2018; Tatlah et al., 2010) which show that the choice of leadership model is related to the head teachers' personality characteristics and is influenced by demographic variables such as gender, work experience and school size. In order to gain a broader understanding of the existing practices in school leadership, it is important to study the relationship between school head teacher roles and demographic variables such as gender, work experience and the school size. In such a case, this study seeks to explore which roles head teachers most identify themselves with or think as important in the Nepalese school context and the impact of variables such as gender, work experience and school size on the head teacher roles.

Statement of the Problem

Nepal's educational policy is changing with time and need. The emergence of innovative discourses, not just in the field of pedagogy but also in the context of how schools are supposed to function, are some of the factors facilitating the process of these transformations. Education Regulation (8th Amendment), 2002 is the national policy document that provides the rules, regulations regarding and guidance for the functioning of schools in Nepal. Though the ideas of provisioning assistant head teachers and coordinators in school administration are emerging rapidly in the institutional schools in Nepal, such provision is not clearly specified in the Education Regulation (8th Amendment), 2002 of Nepal. Head teachers need to divide their time to administrative, managerial tasks and also towards their instructional activities. The functions and duties of school head teachers outlined in the Education Regulation (8th Amendment), 2002 of Nepal emphasize head teachers as the 'administrative head' of the institution. The Regulation is silent about the essential instructional role that the head teachers have to perform for improvement in the pedagogical practices of the school.

There is an increasing concern for enhancing the quality of education in Nepal. The Government has formulated a national framework with the objective to achieve the targets as specified in the Sustainable Development Goal for Quality Education (Ministry of Education, Science, and Technology [MoEST], 2019). This policy document has envisioned important steps to enhance the quality of education in the country. It aims to foster quality of education in the country by focusing on inclusive and equitable access to education and strengthening the use of ICT and innovation in education sector (MoEST, 2019). While the roles of government bodies at all levels – central, provincial, and local levels, related line agencies, and school management committees are important in order to achieve the target, the role of the school head teacher as leader of the school for the achievement of the targets is also significant but is not given any prominence in the document. Further, the roles of school principals mentioned in the Education Regulations and the policy documents such as School Sector Development Plan are not primarily coherent to each other. Head teachers are primarily engaged in implementing the policies and plans in the school and have the potential to influence change in a school environment (Singh & Allison, 2016). In such a milieu, it is eminent to understand the roles of school head teachers in Nepali context and their roles in enhancing educational quality in their schools. Previous studies have sought to discuss school head teachership from perspectives of various leadership theories such as distributed leadership and transformational leadership (Kafle, 2013; Khanal, 2019) and also made comparative studies between schools on the basis of their performance (Singh and Allison, 2016) in the Nepali context. Studies (such as Muktan & Bhattarai, 2023; Neupane, Bhattarai & Lowery, 2022; Bhattarai, 2013) have carried out to study the decision making process and integrity among head teachers in community schools in Nepal from the lens of ethical paradigms. However, there is research gap in terms of exploring various roles that school head teachers in community schools are engaged in and the relationship between various demographic factors and their engagement in various roles. Studying the engagement of school head teachers in various roles would help examine which roles they think are significant for the success of their schools. Thus, this study seeks to explore and identify the roles of school head teachers in Kathmandu using Exploratory Factor Analysis (EFA). Further, as there are evidences that point to differences in engagement of school principals in various roles across various demographic variables (Grissom et al., 2021; Hallinger et al., 2016; Shaked et

al., 2018), this study also seeks to examine the engagement of school head teachers in various roles across gender, work experience and school size.

While there are multiple parameters for measuring educational quality in school, some of the parameters for measuring effectiveness set by the Ministry of Education (MoE), 2016 include school climate, students' academic and overall performance, and development, teachers' performance as well as how the society views the school. Education in Figures, 2017 Report shows the repetition rate and dropout rates of students in secondary level (grade 10) were at 2.9% and 3.7% respectively in 2017/18. Similarly, MoE (2022) report on school education showed that the repetition rate in grade 1 was 14.4% in 2021/22 compared to 11.2% in the previous year. The repetition rate and dropout of students in grade 10 in 2021/22 were reported to be 1.3% and 0.3% respectively. Further, 2.75% out of 445,564 students scored an 'A' grade in the Secondary Education Examination in 2016/17. Moreover, the majority of the students i.e. 24.34% of them obtained a grade of C (MoEST, 2017). A comparison of the National exam held by the Government of Nepal (Secondary Education Examination) could not be done for successive years until 2021/22 in this study due to COVID-19. Due to the COVID-19 pandemic, schools were asked to present an assessment of students as per internal evaluation. However, the reliability of such an internal assessment was debatable. In the Nepali school context, Chapagain (2021) argues that student performance was impacted upon by the nature of the school – community or institutional, the ethnicity of students, and the location of school (rural or urban). However, Singh and Allision (2016), on the other hand, mention the school head teachers' role and function as impacting upon the achievement and performance of students. In such a context, where school education in Nepal needs improvement in terms of quality, access, performance, teaching-learning practices, and addressing managerial problems, I am interested to examine the school head teachers' role in Kathmandu and analyze the roles that head teachers think as meaningful for overall school management and their engagement in such role according to their gender, work experience and school environment as there is paucity of studies examining the role of school principal across demographic variables in the Nepali context.

Lastly, one of the reasons for hiring vice-head teachers, and coordinators in school is due to the failure of the head teacher to oversee the overall activities alone (Kafle, 2013). I can relate that school head teachers are burdened with the

responsibility to see the overall activities of the school including preparing plans and policies for the school, envisioning transformation as well as facilitating the development of the teaching and learning practices. With these concerns, it would not be an exaggeration to state that head teachers are required to perform multiple roles and there is a need for restructuring of the roles and decentralization of the roles to other assistant or vice head teachers and coordinators as well. Thus, it becomes eminent to study the activities school head teachers are engaged in and the extent of their involvement in performing various roles and seeking to understand the phenomena through various theories in educational leadership.

Purpose of the Study

The purpose of this study is to find out the perceived roles of community schools in Kathmandu. Specifically, the research would focus on defining the roles that the head teachers think are the most meaningful to them and examing the differences in their engagement in such roles in relation to their gender, age and school environment.

Research Questions

Following research questions have been formulated in order to address the purpose of this study:

a) What are the perceived roles of head teachers of community school in Kathmandu?
b) How does the engagement of head teachers in various roles vary across gender, experience, and number of students?

Significance of the Study

This study is focused on addressing the research gap that exists in Nepali educational context regarding the roles that school head teachers consider to be meaningful to them in the present context. My own experience as a head teacher also helps me relate that many factors such as time constraints, multiple responsibilities, obligations, and demands from parents, students, and society can limit school head teachers from actively being engaged in all the roles. While there are many factors determining the school effectiveness, the engagement of school head teachers in various roles has an impact on school effectiveness (Horng et al., 2010). However, the roles and activities that school head teachers in Nepal perform have not been thoroughly examined yet in the Nepali context.

Furthermore, the national plans and policies have stressed the importance and need for improvement in the quality of education (MoEST, 2019). The National

Education Policy, 2019 has included the professional development and accountability of personnel serving the education sector as an important dimesnsion for enhancing the educational quality in Nepal (MoEST, 2019). This study seeks to explore and define the roles of school head teachers in the Nepali context. The study also seeks to understand the relationship between several demographic variables such as gender, work experience and school size and the engagement of head teachers in various roles. The findings and implications of the study can help us to understand if there is a need for the distribution or decentralization of the roles within the school setting. Further, since there is no provision of specific duties of assistant head teachers and coordinators in the educational policy, this study would help in viewing if there is a need of restructuring the school organogram in the Nepalese school context.

CHAPTER II
LITERATURE REVIEW

The roles of school head teachers are defined and explained in terms of how head teachers are viewed in various contexts. Since these terms are contextual with regard to different countries and the national and educational policies of respective countries, it is important to view the various components of the term and define them in the context of Nepal. The roles of school head teachers in general and the roles specified in the national educational policies have been reviewed and the existing research gap has been identified through the literature review.

School Head teachers: A Review of the Past and the Present

Head teachers are the leaders in schools who are looked upon as at the apex in the school organogram. Being in the position of leadership, they are primarily responsible for the overall school activities, be it a teaching-learning activity or extra and co-curricular activity or being accountable for the overall school performance. They are in the position to foster school climate, influencing both the learning condition and working conditions of students and teachers respectively (Juvonen et al., 2004). These roles put them in the position of being called the 'headmaster' or 'headmistress' of the institution.

Head teachers are supposed to be visionary leaders (Balyer, 2014) and provide vision and direction regarding pedagogical practices and also focus on enhancing better learning environment in the classroom and school as a whole. Thus, head teachers are in the position to bring about and implement a particular reform or practice for both administrative as well as pedagogical systems. They establish routine procedures, prioritize goals for students and teachers, carry out monitoring and evaluating performance and tasks, and make sure that the goals and objectives are met (Juvonen et al, 2004). In a way, school head teachers are the executive authorities who are also primarily responsible for implementing the plans, policies, and regulations in the school.

Since the early schooling days, especially in the West, school head teachers were primarily taken as administrators. Usdan et al. (2000) make note of how head teachership has changed or is under reformation with the change in what is defined as 'effectiveness' in the school. In the past, the sole focus of school administration under

the leadership of the head teacher was centered on school management, providing a vision for the school, planning and implementing policies in order to translate the vision into actions, and performing administrative duties. Usdan et al. (2000) mentions that there has been an increasing demand in the role of school head teacher compared to the past. It argues that for the past century, head teachers were mostly occupied with administrative tasks and reporting to the education offices, addressing personnel issues like staffing, budgeting and ordering purchases, looking after the safety of the school building and campus facilities, taking care of public relations and making sure that operations ran smoothly. This shows how in the past, head teachers were taken as 'managers' accountable to the district authority or board of trustees or to the community appointing them.

The history of school head teachership especially in America during the nineteenth century shows that it was in the early 1800s that the position of 'head teacher teacher' was created when the schools became larger and grade-level classes were established. Kafka (2009) presents an image of this 'head teacher teacher' as almost always being a man, and who also carried out the necessary clerical and managerial tasks for maintaining order in school, assigning classes and routine, monitoring student attendance, and making sure that the school rules were followed. These sets of duties provided the head teacher with a degree of authority as he was primarily accountable to the district authorities (Brown, 2005). The teaching responsibilities were eventually lifted and the 'head teacher teacher' primarily became an administrator or a manager. School head teachers gained power and prestige with their increasing role of supervision upon other teachers in the school who were primarily accountable to him/her and his/her identity in the society as a leader. This picture of school head teachers can be widely related to the head teachers of community schools in Nepal even today.

The concept of 'instructional leadership' in education is said to have emerged mainly from the practical knowledge and experience shared by school head teachers, teachers, and even parents in the 1950s. The 'instructional leadership' mainly advocates that out of many roles assigned to the head teachers, the main roles of school head teachers included curriculum and instruction and these were the least regarded roles. In the coming decades, studies focused more towards defining 'instructional leadership' and trying to resolve the tensions that existed between the role of 'instructional leader' and what were the 'ground realities' when head teachers

were leading (Hallinger & Murphy, 2012). But the concept of instructional leadership re-surfaced in the 1980s with increasing studies on effective schools (also referred to as the ‘effective school movement’). The results of the studies (Hallinger, 2005) emphasized that effective schools had effective head teachers and those effective head teachers were more likely to be instructional leaders. They were said to have been somehow able to focus more on school curriculum and classroom instruction than the usual administrative pressures that burdened the school head teachers.

Hallinger (2005) proposed a model for instructional leadership which comprised of three major areas: shaping the school mission, overseeing the instructional program, and facilitating a positive school learning climate. Instructional leadership has been highlighted here as it presents a sort of paradigmatic shift theory of school leadership. Analyzing the Hallinger and Murphy’s model, it can be noted that administrative role has been dramatically reduced or shifted and the head teachers’ concentration seems to have been geared toward managing and supervising the classroom instruction. The goal of instructional leadership was to bring about improvement in students' achievement by advocating that the head teachers should give more focus on instructional or pedagogical processes. However, instructional leadership was not free from criticism. Later studies examining the time use of head teachers, their involvement in different functions in school, and the work being performed such as by Horng et al. (2010) showed that head teachers allocated a relatively small proportion of their time to instructional leadership. For example, Lekamge (2010) reported that the majority of the head teachers in Sri Lanka focused on traditional managerial and administrative roles though they knew and were trained in instructional leadership. They were more engaged in planning and organizing functions, and managing staff and students. Head teachers were found to have been somehow more engaged in administrative and managerial functions demanded by their position as 'school head teachers'.

In the 1990s, the primary focus on head teacher instructional leadership began to wane and shift towards what was called 'transformational leadership', said to have been adopted by Ken Leithwood in Canada. 'Transformational leadership' as a principle believed in the leaders' role, responsibility, and capacity towards inspiring others to a shared vision of change, and encouraging team members to build problem-solving skills that improve performance (Bass and Riggo, 2006). Instructional leadership contrasted with transformational leadership because where instructional

leadership focused on a straightforward relationship with managing the instructional activities, transformational leadership highlighted impacting teaching and learning without direct engagement of head teachers. The pillars of transformational leadership are more focused on the head teacher and his relationship with sub-ordinates, teachers, and staff. It is more concerned with how the head teacher as a leader would influence his followers, their perception, and their actions towards the goal which has been envisioned. Administrators and instructors alike encourage one another to higher levels of dedication and motivation as part of a transformation process (Jovanovic &Ciric, 2016). Moving a step ahead from 'transactional leadership' where there is a function of 'give and take', transformational leaders are supposed to convince, inspire and motivate their followers or sub-ordinates towards the achievement of the stated target or objective.

At the start of the 21st century, a leadership model known as 'distributed leadership' emerged in the field of education (Spillane et al., as cited in Harris, 2004) and has gathered much attention. Distributed leadership has the capacity to foster change or improvement in the sense that this theory advocates teachers' involvement in school decisions and the contribution of strong collaborative efforts toward school improvement and change (Harris, 2004). Spillane and Healey (2010) have presented in their study what constitutes distributed perspective in leadership and management. The study suggests that there are two aspects within the distributed leadership approach: the leader-plus aspect and the practice aspect. As the name suggests, the leader-plus aspect acknowledges that leadership and management has the potential to engage other individuals than the school head teacher. It can be formally designated positions as that of assistant head teachers, coordinators or department heads. Further, the study made by Leithwood et al. (2007) recognized that this leader-plus aspect within distributed leadership can go beyond the formal setting of who does what and how to informal leadership roles where individuals can choose leadership roles as the situation demands spontaneously or through interaction. It is vital to emphasize that by doing this, the distribute leadership perspective recognizes the importance of teachers and other leaders in educational environment. Morrisey (2000) supports this claim by advocating the professional development and learning of teachers as a primary characteristic of distributed leadership. The study asserts providing authority and responsibility to teachers as an important component for fostering an effective professional learning community in schools. Further, the practice-plus aspect, on the

other hand, is more concerned with interactions between individuals because it believes that leadership and management practices are in fact, framed by the interaction between leaders, individuals, and the circumstance they are in. Spillane and Healey (2010) argue that even though many of the past studies in relation to distributed leadership have been descriptive in nature, additional studies are needed in the field in order to understand how this theoretical approach can be empirically tested and verified. In other words, additional exploratory studies in the field that can help translate the analytical ideas into tools for measuring distributed leadership and its effect are required.

Educational leadership and management theories reflect different ways of comprehending and interpreting events and behavior of head teachers or leaders in educational institutions (Bush, 2007). It also defines the underlying causes or often ideological views regarding the management of educational institutions. Bush (2007) made a compilation of some main theories of educational leadership and management which include models in educational leadership such as managerial, transformational, participative, transactional, contingency, moral, and instructional leadership. All of these leadership theories are distinct in the way they argue for the unique role of school head teachers and the underlying belief on why head teachers function the way they do so.

In the case of Nepal, previous studies in educational leadership have mainly centered on the school leadership practices such as by Singh and Allison (2016), the role of school head teachers in high-achieving schools such as by Khanal et al. (2021) and Khanal et al. (2019), exploring behavioral leadership style of community schools in Nepal (Rajbhandari, 2015) and studying leadership practices of school head teachers from distributed leadership approach (Kafle, 2013). These studies show that the roles and the respective functions of school head teachers are mainly informed and influenced by the wider perspectives on managerial leadership, transactional leadership, transformational leadership, and instructional leadership or by the confluence of these leadership practices. However, there is lack of quantitative studies focusing on examining the roles of school head teachers and also studying the association between gender, work experience and school size and school leadership roles in the Nepali context.

Head teachership has been related more to the roles and responsibilities they are to perform and the leadership style or theories with which they may choose. With

each leadership theory, there are certain modifications to the functions and responsibilities of school head teacher. However, from the review of the studies related to the school head teacher, it can be seen that studies are still focused on seeking the effect of head teachers' roles or their leadership style on school performance, student achievement, or school improvement. It is almost like studies are still trying to find a better 'fit' that defines what a 'head teacher' should look like or which leadership style a head teacher should follow to achieve school improvement. Nevertheless, whether head teachers adopt one role or the other or choose to align themselves with one leadership style with the other, it can still be argued that head teachers are comparatively more attached to the administrative and managerial roles. There are pressures that push head teachers towards often having less or no time towards other roles such as instructional role or interpersonal roles.

Roles of School Head Teachers

The functions of school head teachers have been transforming with the change in educational needs, overall objectives of education as well as the change in the school environment (Balyar, 2014). Mulford (2003) argues that today school head teachers are more concerned with issues of accountability, site-based school management, curriculum, and competition. Balyer (2014) suggest that the role of school head teachers fall under planning, organizing, and decision-making roles. However, looking at the present context in Nepal, head teachers are still known to be the 'legal' leaders in school with administrative roles of maintaining, scrutinizing, checking, and signing each and every document that is submitted to the government authorities and carrying out other human resources (staffing) and other managerial roles.

Murphy et al. (2006) however, give more emphasis on the pedagogical importance of school head teachers. They argue that head teachers need to be more concerned regarding the pedagogical practices in the school. Improving teaching and enhancing student learning are important roles of a school head teacher. Based on the factor analysis done by Grissom and Loeb (2011) of head teachers' self-rating of the tasks, they have included five sets of roles that school head teachers perform. Horng et al. (2010) have included an additional role and have defined six categorical roles for school head teachers. They are administrative, organization management, day-to-day instruction, instructional program, internal relations, and external relations. Thus, school head teachers have varied roles and the implications of the head teacher being

disproportionately busy on one or some particular roles has its effect on the school programs and plans, student learning, teachers' job satisfaction or motivation, parental satisfaction, and the overall school performance. I have discussed here the various roles of school head teachers on the basis of the classification provided by Horng et al. (2010).

Administrative Role

Administration in school implies the arrangement or organizing of the human, physical, financial as well as informational resources available in education and ensuring optimum utilization of the resources for the achievement of the educational objectives (Amadi-Eric, 2008; Kelechukwu, 2011). Administration of the school, therefore, would encompass a range of activities basically related to smooth operation along with many other managerial functions. Ali and Abdalla (2017) suggest educational management as the application of the principles of management in the educational organization or sector. It means the general function of management encompassing planning, organizing, directing, controlling, and coordinating are applicable to educational management too.

Amadi-Eric (2008), with this same concept of principles of management, includes student personnel functions, staff personnel functions, and financial and physical resource functions under the administrative functions of the head teachers. Head teachers also manage school schedules, deal with student discipline issues, deal with issues relating to student services, monitor overall student attendance, prepare for and administer standardized tests, supervise students, and fulfill compliance procedures, which are all considered to be specific administrative roles that head teachers carry out. (Horng et al., 2010) which would ultimately help achieve the vision and objective of the educational organization. In their study regarding the 'head teacher's time use', Grissom and Loeb (2011) indicate that head teachers dedicated the majority (27%) of their time towards administrative roles.

Thus, in line with the school head teachers taken as 'chief or head' administrators of the school, they perform a number of functions specifically related to managing students, teachers, and staff, effective and efficient allocation and utilization of resources, monitoring the overall school performance and carrying out the controlling functions.

Day to Day Instruction

The major responsibility for effective and high-quality teaching and learning activities that take place in classrooms rests with school head teachers. The head teacher's top priority as the institution's leader is to raise and improve the academic performance and results of students. Any school's primary goal is to offer students quality educational services and skills that will help them get ready for life. King (2002) defines the instructional role as actions head teachers take to improve teaching and learning in the school. According to Safeek and Nawastheen (2016), school leaders and administrators are always looking for methods to improve their institutions and aid in students' academic performance. The primary role to bring about such improvement rests in the head teacher, their vision, and their priority for facilitating the teachers. The instructional role of head teachers thus encompasses those activities aimed at encouraging, motivating, instructing as well as supervising and monitoring the teachers to improve their pedagogical skills and techniques.

Hallinger (2005) argues that one of the main instructional roles of the head teacher is to direct the school (teachers, staff as well as students) toward achieving the goals of the school. Further Hallinger's three-dimensional instructional model describes instructional activities as encompassing defining the school mission, managing the instructional program, and creating a positive school climate. It means instructional roles require having a regular formal and informal meetings with teachers, classroom observations, getting feedback from students, and monitoring students' performance. These activities have been emphasized by Horng et al. (2010) as well for the instructional roles of head teachers.

There are arguments as to school head teachers allocate less time towards instructional leadership as they are more focused on managerial and administrative tasks (Spillane et al., 2008; Kolu, 2015; Safeek, & Nawastheen, 2016). It can be noted that though the instructional role of head teachers is important for the overall school performance, its importance has been overshadowed by the administrative and managerial functions of the head teachers which directly impact the school performance.

Professional Development Role

Head teachers require multiple skills as they are required to perform multiple roles and activities every day. In order to improve the learning outcomes of students, head teachers are expected to make a significant change in the way that instruction is

delivered. This can be done in a number of ways, including by fostering better relationships between teachers, students, parents, and other stakeholders. According to Drake and Roe (1999), effective head teachers prioritize collaboration and teaching abilities over strong bureaucratic abilities. It can be argued that with the change or addition in the roles of head teachers as well as development in technology and educational discourses, head teachers need to be aware of the developments (changes) and need to have a learning attitude in order to adapt to such changes.

Mathibe (2007) have used the analogy of 'oxygen' for professional development which would ensure that head teachers survive as educated and trained professionals. Professional development is thus, very important in order to facilitate a good overall school environment. According to Foster et al. (2000), head teachers should participate in professional development to support their initiatives for school reform and revitalize their dedication to establishing thriving learning environments. According to Spillane et al. (2008), the components of professional development responsibilities include attending professional development meetings, using professional development resources, receiving mentoring, and researching effective techniques. All these activities or functions help head teachers become aware of the recent developments in their professions, leadership styles, and management discourses which would help them utilize these recent trends and developments for the efficient functioning of the school.

Internal Relations Role

Head teachers, being leaders need to communicate regularly with teachers, staff, students, and parents regarding school and non-school activities. Such communication involves handling grievances, and complaints, motivating and encouraging students as well as teachers, listening to problems, communicating notices and circulars, and information related to school activities, and counseling students and parents among others. Horng et al. (2010) have mentioned various functions that head teachers perform in order to foster internal relations with teachers, staff, students, and parents.

It has been noted that good interpersonal relationship within the school has a positive impact on the academic performance of students. A study conducted by Shonubi (2015) in South African schools revealed the positive influence of interpersonal relationships within the school on student academic performance. It focused on the importance of teamwork and collaboration, warm and positive

relations with school leaders, and aligning the school towards the goal of the school. The head teacher is in the prime influential position in order to create this sort of environment for a warm relationship which would help orient the teachers and staff toward the achievement of school goals and objectives. They involve developing relationships with students, corresponding with parents, socializing with staff about both work- and non-work-related topics, participating in school activities, advising staff, advising students/parents, and informally chatting with teachers about students (unrelated to instruction). These activities help foster head teacher and internal stakeholder relationships in the school.

External Relations Role

One of the most important roles of a school head teacher is to maintain the school-community relationship (Balyer, 2014; Horng et al., 2010; Spillane et al., 2008). Sidhu (2007) notes that the community builds its schools and schools build the community. Further, both the school and community are mutually affected by their activities. According to Bakwai (2013), a school cannot function independently; rather, it must collaborate with the local community. It means the community relationship is vital for the existence and operation of schools. This school-community relationship is fostered and encouraged by the social interaction that takes place between the school and societal stakeholders. The Education Regulation (8th Amendment), 2002 specifically mentions the duty of head teachers in reporting all that takes place within the school to the local concerned authority (school inspectors, resource persons, local community office, chairperson of the local Ward among others). Further, every meeting of the School Management Committee requires the presence of the representative of the local community so that all the important decisions taken in the school can be in an informed and inclusive manner. The school head teacher is in the position of guest handling as well as reporting to the concerned local community authorities regarding various academic and operational issues.

The tasks of head teachers in external relations are described as including fundraising, collaborating with local community members or organizations, contacting the relevant local government office to collect resources, and responding to questions from relevant authorities (Horng et al., 2010). Along with these, activities of holding regular programs with the community (for example environmental cleaning campaigns, and awareness campaigns in the local community) can help foster school-community relationships. However, the study made by Balyer (2014) revealed that

though community relationship was taken as an important role, it was seen that school head teachers spend very less time engaging in building community relationships. This points towards the engagement of the school head teacher in various roles which is complex and demanding in nature but important at the same time which she/he cannot attend to all at once.

Role of School Head Teachers in Nepal

In eastern philosophy, a rather close relationship or bond between the teacher and pupil can be seen as students used to usually reside at the teachers' place and learn everything which could be implemented to find solutions to real-life problems (Joshi, 2020). The history of imparting skills and values in various disciplines to pupils and disciples can be traced back to the era of *gurukuls* in Nepal where *Gurus* were the spiritual directors in the Gurukul (Sharma, 1990). The pupils in the *gurukul* system were usually Brahmins or sons of the ruling elite. The *'Acharya'* or *'Guru'* imparted the knowledge of religion, Sanskrit, scriptures, philosophy, literature, warfare, governance astrology, and history among others (Joshi, 2020). The teacher or 'guru' had an important role in shaping and influencing the character of the pupil and thus, had to become a role model for the pupil and the education in gurukuls was based on Vedas, rules of sacrifice, logical reasoning, understanding the nature and skills necessary for an occupation (Selvamani, 2019). The *Guru* maintained discipline through the influence of his personality as he had to live a disciplined life. Chanakya's Kautilya Arthasasthra, which is well known in the Indian sub-continent, written around 4th century BC also sheds light on the -teacher-student relationship. While *dharmasastras* in the Hindu context ruled over the laws of *dharma* and social life, Kautilya's arthasasthra deals with different aspects of governance, protecting the economic well-being and preserving the dharma (Rangarajan, 1992). Kautilya argues that learning can only instill discipline in people who are obedient to their teachers, have the desire and aptitude for learning, the ability to understand and retain, the capacity to reflect on what they have learned, and the ability to draw conclusions from the knowledge they have learned. It mentions the important role of *gurus* or teachers in imparting knowledge that would guide the students for life and that teachers are never ordinary and that they can influence construction as well as destruction (Rangrajan, 1992).

Confucius (551-479 BC) is a well-known Chinese philosopher and teacher, greatly revered in the Chinese tradition, whose teachings have been recorded in *The*

Analects by his disciples after his death. His ideology is based on the three Hs: humanity, harmony, and hierarchy, which are considered to be the fundamental principles that express his views on their significance for enhancing the State (Nguyen, 2021). An educated person, according to Confucius, is a "gentleman" who is well-mannered, courteous, and endowed with the virtue of self-awareness. Thus, Confucian teaching focuses on character-building and teaching moral values to students. Teachers were thus to be role models and live as examples for their students. Teachers were regarded as “North Star”- bright and prominent in the sky. Furthermore, Confucian teaching also focused on reflection, thinking, and asking questions as important ways of learning. Teachers had to continually learn themselves and they were both masters of wisdom and an authority figure whose work was to impart knowledge, mold their students’ conduct, and offer personalized solutions (Nguyen, 2021). It shows that the role of a teacher in Eastern philosophy was mostly based around helping students realize moral values and that teachers and students shared a close relationship with one another.

The system of imparting religious knowledge and moral values in Nepal was also done in the monasteries by Buddhist monks and priests which is still existent in the present day. The Malla Kings (1243-1769 AD) considered education as preparation for life (Sharma, 1990). The modern era in Nepali education is said to have been with the establishment of the Durbar High School in 1854 which was primarily for providing education for the members of the Rana family and a few elite groups. The subsequent political changes of overthrowing the Rana regime, enactment of democracy, the establishment of *'Panchayat'* (Absolute Monarchial) system of governance, and the reenactment of the multiparty democracy in Nepal brought about related changes in the national educational system as well. National Education System Plan (NESP) of 1971 is taken as one of the noted education policies in Nepal provided during the 'Panchayat' system of governance. The document envisioned the system of education in Nepal, the educational objective, and the means of providing education. Concerning the role of head teachers (headmasters) as stated in this plan, the word 'headmaster' appears only two times in the whole document. It states that the headmaster would receive training and that the headmaster was responsible to disburse the budgetary amount as approved by the District Education Committee and having the accounts audited. It can be argued that head teachers from the very beginning were taken as 'administrative heads' of the school who were primarily

responsible for organizing and overseeing the resource allocation and utilization of the school.

Subsequent turn of events in the Nepali political arena and the exposure to the global world brought about changes in the educational system in the country. By 1990s, the Panchayat era had come to an end and the need for decentralization of education was realized which brought about programs such as Basic Primary Education Programme (BPEP I, 1992-97) and BPEP II (1997-2002), Education For All Programme (2004- 2009), Community School Support Project (CSSP, 2003-2007), School Sector Reform Plan (SSRP, 2009-15) (Pradhan, 2017) and School Sector Development Plan (SSDP, 2016 – 2023). The following section discusses the preparations made in these plans and policies related to the role of the school head teacher in Nepal. In terms of formal arrangement regarding the roles, responsibilities, functions, and duties, elaborate discussions have been made in the Education Rules (2002).

School head teachers are also called 'Headmasters' in Nepal. The literal meaning of the word 'head teacher' in Nepali would be the 'chief/ head among the teachers' of the school. Section 93 of the Education Regulation (8th Amendment), 2002 is dedicated to the appointment of school head teachers in the community and institutional schools in Nepal. It defines the School head teacher as the 'administrative chief' of the school. Section 94 has enlisted 31 specific functions to be carried out by the school head teacher which is largely focused on the general administration of the school. I have tried to categorize these 31 functions in table 1. The analysis of the functions mentioned in Section 93 of the Regulation shows that the majority of the functions are of administrative and managerial nature. The job description is similar to that of a high-level or a middle-level manager or rather a 'supervisor' assigned to carry out functions of planning, organizing, coordinating, staffing, budgeting, communicating, and monitoring.

In terms of instructional role, the role of a head teacher has been limited to planning academic activities, monitoring classroom practices, maintaining discipline, and implementing the curriculum prescribed by the government. It does lack some other important forms of instructional roles such as planning and communicating the vision of the school to all related stakeholders, managing the instructional time, and having formal and informal communication with teachers regarding improved and new ways of teaching and learning. Most of the functions stated in the Education

Regulation (8th Amendment), 2002 are limited to carrying out administrative functions such as making reports, communicating the reports, progress, and monitoring the financial activities of the school. However, the role of a school head teacher is dynamic. A school head teacher carries out daily routine as well as non-routine tasks (defined and undefined roles) in a dynamic school environment and is responsible 'for a plethora of decisions' (Thapa, 2016). Further, limited space has been given to internal and external relations. As schools thrive in communities, the support of the local community is important and at the same time, the school needs to consider the aspirations of the local community as well.

Table 1

Categorization of various roles of school head teachers

Academic Functions	Co-ordinating Functions	Managerial Functions	Staffing Functions	Communicating
Creating Academic Environment	Create an Environment of Mutual cooperation with internal and external stakeholders	Facilitating school cleanliness and coordinating other extra-curricular activities	To take departmental actions on the recommendation of the Management committee	Record keeping of significant activities of school
Maintaining discipline	Prepare programs for running class and supervision	Operate Administrative functions of the school	Maintain record of punishment given to teachers and students	Submit report to District Education Office
Restrain any mischievous activity in	Prepare annual programs of school	Admit students and conduct exams	Send teachers for training	Make recommendation for rewards and punishment

school premises				
Prepare periodic academic plans and implementation	Implement instructions provided by the government	Provide transfer and other certificates to students	Suspending teachers if the performance is unsatisfactory	Submit salary reports of teachers and staff
Implement curriculum		Hold teachers meeting	Provide job descriptions to teachers and staffs	Reporting the progress of school
Conduct regular examinations		To recover losses incurred to school property Expel any student for violating discipline Spend budget according to the directions	Conduct performance evaluation	

(Source: Education Regulations (8th Amendment), 2002)

The Regulations itself identifies the school head teacher as the 'Administrative head' of the school. The regulatory or mandatory responsibilities in the Regulations do not highlight the responsibility of the head teacher in generating a vision, building a relationship with the community, mobilizing assets and resources, team building, cooperation and participation, instructional planning and supervision, and physical improvement. Research Centre for Educational Innovation and Development [CERID] (2004) argues that the Education Regulation deliberates the school leader to be more 'an administrator than the visionary leader'. This provides aforethought that

the regulation regarding the role of a school head teacher is somewhat 'traditional' in nature and more focused on 'administrative roles'. It can also be asserted that the head teachers' roles and responsibilities may have to be defined on the basis of the combination of leadership practices or notions that is time-suited and premised on the vision for quality education in Nepal.

Singh and Allison (2016) have made an elaborative study regarding the leadership practices of Head teachers in Kathmandu. The study was conducted among selected higher-performing schools and selected lower-performing schools exploring the perception of school head teachers regarding their roles as a leader. It was found that participants had a rather different views towards their roles and understanding of duties that are inherent upon the leader. Planning and goal-setting were found to be more important tasks for head teachers of higher-performing schools, but low-performing school head teachers viewed planning, such as the creation of a School Improvement Plan (SIP), more as a ritual for obtaining funding than as a planning tool for school improvement (Singh & Allision, 2016). It shows that head teachers as 'administrators' are concerned about formal procedures, securing resources, and mobilizing the formal arrangement provided to them. Further, the study also showed that head teachers were engaged in maintaining internal relationship with staff, teachers, and students and most of the head teachers identified 'collective effort' as a tool for school success.

CERID (2004) conducted a study among head teachers/ head teachers of selected effective schools and identified the roles of head teachers on the basis of their functions regarding working towards improving access to education, fundraising, improving educational quality, and school management which can mainly be identified as administrative and managerial roles. The study showed that head teachers of these selected schools were rather concerned regarding increasing enrollment and were engaged in planning activities. Such planning included a home visit campaign, awareness campaign, advertising, and improving the provision of scholarships. The head teachers were also mainly engaged in securing funds for their school through collaboration and networking with the local community and funding partners. It was also seen that planning for mobilizing resources and their optimum utilization was an important part of resource management in schools, which has been completely missed in the Education Regulation. However, the study also showed that the head teachers did not have enough time for supervision and monitoring of the

classes or for instructional activities. Head teachers were found to be engaged in a list of other activities such as maintaining discipline, maintaining regularity or monitoring attendance, providing motivation, planning trainings for teachers, administering examinations and monitoring results, and going through the overall school activities. These studies make it clear that head teachers as 'administrators' are occupied with managerial and routine functions which often provides them with a limited time to focus on instructional activities. Studies made by Khanal et al. (2019), Leithwood et al. (2004), Hallinger and Wang (2006) argue that school leaders/head teachers are responsible for school improvement and enhancing teachers and learning practices in school. It is thus, high time to provide ample space to head teachers from being loaded with administrative duties to the position of leadership where the head teachers can focus more on the instructional role.

The central source of leadership influence in schools is concentrated in the school head teachers (Kafle, 2013). Head teachers hold a prime position in the school leadership with a challenge to bring together stakeholders for achieving targeted student learning outcomes and facilitating teachers with instructions and motivation to bring about the desired results. However, with the change in time and need, school head teachers today play multiple and varied roles from being visionaries to school administrators as well as being responsible for effective and efficient resource mobilization and every action initiated by the school. Even though studies like Singh and Allison (2016), Kafle (2013) have sought to explore the roles of head teachers in Nepal, studies related to mapping where head teachers are more focused on and what really constitutes the role of head teachers are limited. This study thus focused on classifying the functions of school head teachers and made an effort to identify the factors or roles of school head teachers in Kathmandu.

Engagement of School Head Teacher in Various Roles across Demographic Variables

Educational leadership theories have provided various dimensions of school leadership and sought to explain different leadership styles. Studies such as Clark et al. (2009) and Grissom et al. (2021) have emphasized the relationship between characteristics of school head teachers and school performance. Further, there have been studies (such as: Hallinger et al., 2016; Martinez et al., 2021; Shaked et al., 2018) that have explained the relevance of characteristics of school head teachers on

the choice of different leadership styles and also towards school performance and achievement.

One particular focus of such studies has been towards examining and seeking to explain the role of gender and head teachers' experience towards leadership practices. Hallinger et al. (2016) argue that there have concerns towards higher rating obtained by female head teachers on instructional leadership when compared with male counterparts. Their study showed significant gender differences in instructional leadership and suggested that female head teachers were more engaged in instructional leadership than male counterparts. Adding to these findings, further studies made by Shaked et al. (2019) among school head teachers in Israel sought to explain the reasons regarding significant differences in leadership style across gender employing gender-related theories. Their study showed that female head teachers in the study possess two capabilities necessary for instructional leadership which were instructional expertise and attention to relationships. Some of the other reasons for such differences in engagement were more regular engagement of women head teacher in participatory decision making, indivisualized consideration and interpersonal interaction compared to male head teachers. Shaked et al. (2019) argue that while gender differences in educational leadership has narrowed recently and seems to be less interesting than previously, gender still seems to be influential and matters still today as it always has. In the Nepali context, very few studies have sought to examine the school leadership traits across demographic variable. A study made by Adhikari and Adhikari (2021) mention that participation of women in school administration and leadership is still a far-reaching goal in community school governance. Their study, which includes, viewing women participation in community school leadership from feminist standpoint theories suggest that meaningful representation of women in school governance can help address challenges such as absenteeism, low parents' participation, poor resource mobilization, transparency and accountability. In such a case, where there is paucity of studies, addressing the differences in involvement of school principals in various leadership roles across gender, this study seeks to examine how demographic variables such as gender and experience can impact on their engagement in various roles.

School head teachers' experience is another demographic variable that has been found to have significant impact on school performance. Studies such as Clark et al. (2009) and Grissom et al. (2021) show that schools with more experienced head

teachers have higher student achievement growth. Clark et al. (2009) report various reaons for such associations ranging from being more effective in performing daily routine tasks with time, stability in schools with more experienced head teachers and the challenges faced by new head teachers to adapt to the new school culture. Further, Wylie (2016), through her study among head teachers in New Zealand schools, found that experienced school head teachers seemed to have more ability to focus on educational leadership, and also were more effective in teacher management such as attacting or keeping good teachers, and that experienced head teachers were also more focused on involvement in head teacher networks and peer learning. Further, school size is also one another factor representing school climate that could be seen to have impact upon school leadership and further upon student achiement (Masci et al., 2018). In the Nepali context, studies relating to educational leadership in relation to head teachers' experience and school size are very few. In this contxt, this study aims to shed some light upon how school head teachers perform various roles with their experience and school size.

How do Recent Educational Plans in Nepal Address the Role of School Head Teachers?

Education Regulation (8th Amendment), 2002 is the primary policy paper that documents the role and functions of the school head teacher in Nepal which has already been discussed above. In the recent past, educational plans have been formulated such as School Sector Reform Plan (2000- 2015) and School Sector Development Plan (2016-2023) with a focus on improving educational quality and considerable space has been provided to the concepts such as lifelong learning and technical and vocational education. As these plans are supposed to provide a long-term vision, I have sought to review these plans here and tried to find how these plans have addressed the roles of school head teachers.

School Sector Development Plan (2016-2023) (SSDP) was formulated at a time when the country was undergoing a transformation in national governance with the establishment of a federal system of governance. One of the aims of this Plan was thus also to envision, facilitate, and provide a direction for the overall education sector of the country to adapt to this new system of governance. There are five major dimensions where the plan is mainly focused: equity, quality, efficiency, governance and management, and resilience. Even though, these dimensions are interrelated to each other, here I have focused mainly on governance and management.

The plan has recognized that school governance and management play an important role in school effectiveness and ensuring the quality of education This has also been agreed to by previous studies such as Balarin et al. (2008) and Shah (2016). Shah (2016) acknowledges that school governing bodies such as School Management Committee (SMC) are mainly responsible for the overall operation, management, and supervision of the school, and their active role and participation can help ensure accountability and transparency in school affairs. This is a major concern when related to the school head teacher as it can be seen that the majority of the administrative functions are carried out by the head teacher. SSDP, as such, has envisioned that every school must have a separate head-teacher (head teacher) and the role of the head teacher must be more related to instructional leadership and SMCs need to focus more on school-level planning, internal management and day-to-day activities of the school (MoE, 2016). This provides a vision that schools are supposed to have head teachers who are more engaged in planning, directing, and monitoring the instructional activities in the school but studies (CERID, 2004; Kafle, 2013) have argued that head teachers in Nepal are more confined to administrative and managerial functions rather than the instructional role. Even though classroom visits and observation are mentioned as a way of supervision and evaluation, studies such as Singh and Allison (2016) argued that head teachers seldom have time for making classroom visits. The plan also recognizes that the role of the head teacher in the evaluation of teacher performance and their authority to hold teachers accountable is limited (MoE, 2016). For example, in the Education Regulation (8th Amendment) (2002), the head teacher is supposed to evaluate the teachers and she/he can recommend them to the responsible government authority and the school management committee for transfer, promotion, and awards. The head teacher can make a recommendation but not take decision as such.

SSDP has also envisioned strengthening the leadership of head teachers but has not provided a clear direction on how it would strengthen the leadership position. However, it has focused on providing training to head teachers but has mentioned that such training will be more related to management skills. Additionally, all teachers must complete mandatory biannual performance reviews conducted by head teachers (head teachers), and one of the strategies used by SSDP to improve governance and management is for head teachers to place a greater emphasis on evaluating teacher performance and developing teachers' capacity. The proposal has taken an approach

that holds head teachers accountable for the administration of their schools while leaving policy-making to SMCs. Even though the plan has envisioned change in the present or existing school management and governance system arguing for a separate dedicated position of head teachers, providing autonomy, authority as well as making head teachers more accountable, clarifying the roles and responsibilities of SMCs and head teachers and accepting the importance of the instructional role, there are some ambiguities in the plan related to the role of the school head teacher. In some points, it has been mentioned that the SMC is responsible for the internal management of the school including policy planning whereas, in others, it has pointed out that it is the role of the head teacher for handling the management of the school. Further, based on the plan, there have to be made amendments in the Education Regulations and Act which will help bring to fruition the changes envisioned in the Plan.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, I have elaborated the data collection as well as analysis tools applied to answer the research questions. In doing so, I have discussed the philosophical assumptions, followed by the process of constructing the survey instrument, population and sampling, reliability and validity of the instrument as well as statistical tools employed in the study.

Philosophical Assumptions

Research philosophies provide the lens to view and understand the research problem and thus identify the appropriate research paradigm (quantitative, qualitative, pragmatist) to seek answers to the research questions. Further, these paradigms help to select the appropriate research method for the study. Paradigms differ in terms of ontology, epistemology, methodology, and axiology (Mertens, 2015) under the given philosophical assumptions. Kivunja and Kuyini (2017) argue that recognizing and understanding the ontological and epistemological orientation within the research paradigm helps determine the entire research's course of the study.

The purpose of this research is to study the roles of school head teachers and to identify the factors that predict their roles. In doing so, it also helps to identify the roles that head teachers think as important for the school. School head teachers have specific and defined roles to play (Grissom & Loeb, 2011) and thus, the roles can be generalizable to a given setting. Even though the roles to be performed may be similar (Grissom & Loeb, 2011; Horng et al., 2010; Balyer, 2014), the engagement in such roles can differ in terms of quantity (time) and quality (which role a particular head teacher may think as an important one). Therefore, my ontological standpoint is that the head teachers' role is an objective phenomenon and that the engagement of head teachers in specific roles can be measured and explained, and factors that predict the roles of head teachers can be tested. The epistemology of this study is to identify the factors that predict the roles of the school head teachers and find out which of the roles best predict the roles of school head teachers. In other words, this research would seek to explore the underlying assumptions out there in the society regarding the roles of school head teachers.

The quantitative research method involves the use of a numeric or statistical approach to create meaning and new knowledge (Williams, 2007). As quantitative researchers seek explanations and predictions that will generalize to other persons and places as well, here in this research while studying the roles of school head teachers, the goal is to identify, validate, or confirm relationships and create broad generalizations that contribute to theory (Leedy & Ormrod, 2001). Quantitative research is generally value-free and is concerned with finding out what is out there in the society, describing the attributes, and establishing relationships between the variables (Williams, 2007).

Research Design

I used a cross-sectional survey method as it is helpful to gather information about the views, attitudes, and current scenario gathering the behavioral, attitudinal as well as descriptive data and it aligns more with the purpose of my study (Levin & Fox, 2009). My study is more explorative in nature as it seeks to identify the underlying latent variables in defining the roles of school head teachers. Dimensions of the role of school head teachers were finalized from the literature, and these dimensions were contextualized in the Nepalese context using the Delphi method. Close-ended questionnaire related to the roles of school head teachers was used for data collection. The questionnaire sought information regarding the roles to which the head teachers gave importance. Various questions along with 5-point scales ranging from strongly agree to strongly disagree would be used. The details of the Delphi technique used in this study and the results are discussed in the following section.

For pilot testing, 10% of the population other than the samples but with similar characteristics of the sample was taken upon whom the questionnaire was administered so as to make improvements in the questionnaires as well as to find out the effectiveness and weaknesses of the prepared questionnaires. This helped in improving and modifying the contents of the questionnaires to improve the findings of the study.

Population and Sampling

In order to conduct factor analysis, various researchers have put forwards several suggestions on the minimum required sample size. Williams et al. (2010) suggest the minimum sample size of 100 is adequate for factor analysis. On the other hand, studies made by Hair et al., as cited in Sekyere (2015) suggest an optimal sample between 100 and 200 is considered adequate and satisfactory for the same.

Brown (2015) suggests that sample size in Factor Analysis depends on multiple factors such as study design, number of relationships among indicators, reliability, data scaling as well as the model estimator being used such as Maximum Likelihood. In such as case, it is essential to maintain the required sample size as it impacts upon the model prediction and outcome of the study.

For this research, the population was defined as head teachers of community schools in Kathmandu district. There are altogether 302 community schools in Kathmandu according to the flash report prepared by the Ministry of Education (MoE, 2017). Head teachers of these schools were considered the population of this study. There are 29,035 and 6,566 community and institutional schools in Nepal respectively (MoE, 2017). Community schools were selected in this study as they represent about 81.5% of the total schools in Nepal. Further, community schools in Kathmandu cater to 72,678 students enrolled in primary level (grades 1 to 5), 45,047 in lower secondary level (grades 6 to 8) and 54,464 in secondary and higher secondary level (grades 9 to 12). This study has focused on community schools to limit the scope of inquiry and also to increase the depth of understanding the context of educational leadership in community schools in Kathmandu. Analysis was made upon the results obtained from the sample and inferential statistical tools were used to see if the results obtained from the sample could be generalizable to the population or not.

Calculation of Sample Size using Cochran's Formula (Israel, 1992)

$$\text{Sample Size } (n_0) = \frac{z^2 pq}{e^2},$$

where z = 1.96 for 95% confidence level,

p = 0.5 and q = 1- p = 0.5,

e (level of precision = 5% i.e. 0.05.

$$n_o = \frac{z^2 pq}{e^2}$$

$$= \frac{(1.96)2 \times 0.5 \times 0.5}{(0.05)^2} = 385$$

Now, Using finite population correction for proportions,

Population (N) = 302

$$n = \frac{n_o}{1 + \frac{(n_o - 1)}{N}}$$

$$= \frac{385}{1 + \frac{(385-1)}{302}}$$

$$= 170 \text{ (approx.)}$$

The list of school head teachers engaging in community schools in Kathmandu, with their contact details that I received from Education Development and Coordination Unit, Kathmandu served as my sampling frame. I selected 190 head teachers (10% more than required sample size) to ensure that I had enough respondents in the study. This sample is about 56.2% of the total community schools in Kathmandu district. First of all, I made sure that the names were not arranged alphabetically and then I assigned a number for each school head teacher against their name. The numbers were then written in small pieces of paper and put in a box. Then, the required number of samples were selected randomly from the box until 190 of them were selected. Then, I sent the questionnaire to these selected respondents.

Data Collection Tools

Structured Questionnaire for identifying the roles of school head teachers was administered to school head teachers (sample) as data instrumentation. The following section deals with the process of construction of the questionnaire and administration of the tool.

Construction of Questionnaire

In order to contextualize the roles of school head teachers in the Nepalese setting or to explore and identify the roles of school head teachers in Nepal, I applied the Delphi method to construct a questionnaire. In Nepal, previous studies such as Kafle (2013) have focused on qualitative studies on the role of distributed leadership, whereas Singh and Allison (2016) have studied the school leadership practices of head teachers. The questionnaire used in the previous studies have been constructed in different contexts and serve a differing research interests. As the current study demands contextualized questionnaire suitable for the context of Kathmandu, I developed the questionnaire using a literature review and contextualizing it using the Delphi technique. The procedures I followed while developing the questionnaire through Delphi have been described below.

The study seeks to explore the roles that Nepalese school head teachers think as important or influential for their schools. Okoli and Pawloski (2004) argue that Delphi techniques are useful in exploring the experiences, perceptions, and expertise of stakeholders who can provide a better insight into the research agenda or research problem. In the Delphi process, I first made an intensive literature review regarding the various roles of school head teachers in order to have a clear understanding of the construct. I then framed the broader open-ended questions which were to be taken to

the participants. The participants in this Delphi study were school head teachers and teachers who served as the expert panelists. Sourani and Sohail (2015), Hsu and Sandford (2007) and Sahari et al. (2018) argue that the panelist of experts are those who are knowledgeable about the research agenda or the research issue. Thus, for this research study, school head teachers, administrators, and teachers were taken as the panelist of experts.

In the first phase, I conducted in-depth interviews with five school head teachers in order to understand the context and to identify what questions would be relevant to the issue. The experts suggested me to ask open questions related to what they normally did during office hours, what were the top three duties if they had to list their daily responsibility and what were the problems they faced while discharging their responsibilities. Further, I also asked how they engaged with teachers and students at school and what were their views on school's relationship with the community. The in-depth individual interviews were helpful in identifying the underlying dimensions, contexts, and research questions related to the role of school head teachers.

Just then there was the outbreak of COVID-19 pandemic. I telephoned 14 school head teachers and asked their consent if they would participate in the interview. With their permission, I also recorded those interviews and asked them the open-ended questions derived from the first phase. I interviewed them about their responsibilities as head teachers of their respective schools, the activities they participated in, and which of those activities meant the most to them in that capacity. 9 out of 14 head teachers responded to my invitation and shared their experiences regarding their roles as a head teacher in community schools.

The responses received from the interviews were transcribed and then coded and factors (variables) were generated which was made into a questionnaire and sent to all the experts in order to select those items (factors) that they thought to be important for determining the school head teacher roles. Altogether I was able to identify 36 statements from the interview and literature review. Further, I sent the statements again to the school head teachers for selecting the variables. Those variables which received more than 70% response (Thapa, 2017) were selected. After that, a panel discussion was held with 7 head teachers who provided me with suggestions as to which statements are relevant in the Nepalese context. The

discussion finalized 29 statements as items for the questionnaire to be developed for the study.

A structured questionnaire with multiple choice questions using a 5-point Likert scale was constructed with the findings from the Delphi and a review of the literature as suggested by Linstone and Turoff (2002). The scale ranged from 1 to 5 indicating the frequency in which they participated in the activities under the given dimensions. The range included never, rarely, sometimes, often, and always. I used a 5-point scale as it is the usual method as also suggested by Croasmun and Ostrom (2011). Cohen et al. (2000) prefer a 7-point scale or within an even number of response items. However, using an odd number of response items presents the respondent with the option for neutrality which helps in reducing the implied biasness. Further, the questionnaire also contained some demographic variables such as age, gender, ethnicity, marital status, educational qualification, experience (in years) as a head teacher, and the number of schools and teachers in the school.

The questionnaire was discussed with some school head teachers and head teachers to assess the comprehensiveness of the statements and if they are clear enough for the respondents. After some corrections in terms of words used in the questionnaire, I arranged the statements on the basis of dimensions. Altogether, I was able to identify six dimensions from the Delphi and literature review: instructional roles, administrative roles, managerial roles, internal relations, external relations, and professional self-development.

Questionnaire Structure

The questionnaire's primary goal was to gather data on the concepts underlying the school head teacher's roles. The questionnaire included an explanation cover page and an informed consent form, outlining the goals of the study and assuring respondents' confidentiality and voluntary participation. The questionnaire was divided into sections and was provided in a logical order.

The demographic data of the respondents, including gender, age group, marital status, educational background, ethnicity, experience (in years) as the school head teacher, number of teachers in the school, and current enrollment of pupils, was provided in the first section of the questionnaire. The next section consisted of 29 questions linked with the six dimensions of the key roles of school head teachers: instructional roles (4 items), administrative roles (6 items), managerial roles (5 items), internal relations (7 items), external relations (4 items) and professional self-

development (3 items). Each of these items was measured through a five-point Likert-like scale ranging from 1 (never) to 5 (always). Due to the pandemic, I designed a google survey form and administered the questionnaire.

Operationalization of the Role of School Head teachers

The role of school head teachers has been identified as being multidimensional by many previous researchers (Grissom & Loeb, 2013; Singh & Allison, 2016; Horng et al. 2010). Six dimensions of the role of school head teachers were adopted for previous studies made by Horng et al. (2010) and it was contextualized using the Delphi method. The six dimensions in this study are reflective in nature and are described here below.

Instructional Role

The construct of instructional roles was measured with four items which were derived from the literature review and Delphi. They were measured on a five-point Likert scale with values ranging from 1 (Never) to 5 (Always). The mean score of these responses was also calculated where a higher mean score implied higher engagement in the instructional role. Table 2 shows the eight items used in measuring the instructional roles of the head teacher.

Table 2

Items within Instructional Roles

No.	Items
IR1	I observe instruction in the classroom.
IR2	I check the lesson plans prepared by the subject teacher.
IR3	I plan for teachers' professional development.
IR4	I discuss with teachers about new and improved ways of teaching.

Administrative Role

The level of engagement of school head teachers in the administrative role was measured using six items as shown in the given table. In this dimension as well, the mean score of the response was calculated in which the higher score represented higher engagement in the administrative role.

Table 3

Items under Administrative Role

No.	Items

AR1	I am engaged in fulfilling requirements and paperwork and procedures of the local education department.
AR2	I deal with student discipline issues.
AR3	I ensure that the students are following rules and regulations.
AR4	I monitor student attendance
AR5	I am engaged in planning and implementing exams and tests
AR6	I monitor students' exam performance.

Managerial Role

Five items as determined from the literature review and Delphi was used to measure the construct of the managerial role of school head teachers. In this dimension as well, the higher mean score indicated higher engagement in the management role of school head teachers.

Table 4

Items Under Managerial Role

No.	Items
MR1	I monitor schools' budgets and accounts.
MR2	I take stock of the school resources.
MR3	I have discussions with coordinators about progress and problems about their departments.
MR4	I collaborate with other school head teachers.
MR5	I monitor the cleanliness of school premises.

Internal Relations

This dimension within the roles of school head teachers constated seven items identified from the Delphi and literature review. The level of engagement in internal relations was computed using the mean score of the responses. The items included in this dimension are shown in table 5.

Table 5

Items Under Internal Relations Role

No.	Items

INR1	I talk and listen to students.
INR2	I listen to parents' personal problems and concerns.
INR3	I interact with staff and teachers about non-school-related topics.
INR4	I talk to teachers informally about students.
INR5	I listen to teachers' personal problems.
INR6	I take suggestions from teachers.
INR7	I inform parents about their children's progress.

External Relations

The construct of external relations as a component of the roles of school head teachers was measured using four items derived from the literature review and Delphi.. The list of the items is shown in table 6.

Table 6

Items Under External Relations Role

No.	Items
ER1	I collect ideas and suggestions from the community about school issues.
ER2	I communicate with funding partners (if any)
ER3	I communicate with the local education department.
ER4	I provide my suggestions to the local education department.

Professional Self Development

Professional self-development as a construct of the school head teacher role consisted of three items identified from the literature review and Delphi which are listed below. The mean score of the responses represented the level of engagement in the role.

Table 7

Items Under Professional Self Development Role

No.	Items
PR1	I update myself with new information and current affairs.
PR2	I study books or materials for self-development.
PR3	I take part in skill development workshops.

Data Collection Techniques

I piloted the questionnaire among 20 school head teachers and considered their feedback on improving the questionnaire and if there were any ambiguities in the statements. The data from the pilot testing was subjected to reliability analysis which I have discussed in the respective section.

The respondents in my study were school head teachers from Kathmandu district. As I was planning for data collection, COVID-19 pandemic hit hard due to which it was almost impossible for me to physically meet the head teachers and take their responses. I made the questionnaire into google form and made the link ready. After that, I made contact with school head teachers through telephone and forwarded the link through the mail. Altogether, I had sent the mail to about 190 participants. I made follow-up with the respondents through telephone calls and emails. I received a total of 176 responses in the google form. Out of 176 forms, I made use of 170 forms which was required sample size for this study as some of the fomrs were incomplete.

Generating Hypothesis for Supporting the Research Questions

The following Hypothesis were developed in order to support the second research question in the study:

Hypothesis 1: H_1: There is no significant difference between the average engagement of head teachers across gender.

Hypothesis 2: H_2: There is no significant difference between the average engagement of head teachers and their experience in head teachership (in years).

Hypothesis 3: H_3: There is no significant difference between the average engagement of head teachers and number of students in school.

Data Analysis and Interpretation

The responses were collected in the excel sheet via google forms. The data were entered into SPSS and then analysis was made. Descriptive statistics was used (frequency, mean, standard deviation) to describe the demographic variables of the respondents including gender, age, educational qualification, experience, and number of teachers and students in the school. Further, inferential statistics was used to conduct factor analysis, and parametric tests such as t-test and ANOVA was conducted in order to compare the group averages of engagement of school head teachers in various roles.

Exploratory Factor Analysis (EFA) was conducted on the data collected from the survey. Factor analysis concerns itself with identifying the underlying factors or dimensions which can be used to represent relationships among variables. The objective of EFA in this study is data reduction or assembling common variables into descriptive categories or clusters based on shared variance which then helps to get an underlying concept and facilitate the interpretations (Yong & Pearce, 2013). The Principal component method with Varimax rotation was chosen as it supports the objective of data reduction in the study. PCA with Varimax rotation has more emphasis on data reduction and it aims to explain the maximum amont of total variance in the variables by analysing all of the observed variance (Alavi et al., 2020). There are several roles that school head teachers perform. Each role is defined by the activities that they perform, which would serve to define the factors which construct the role of school head teachers. In this study, it can be said that the roles which school head teachers perform are latent constructs that are not directly observed but are identified by the activities in school head teachers are engaged in. The main goal of factor analysis is to summarize the data into a form that makes correlations and patterns simple to perceive and comprehend. Factor analysis typically aids in grouping the variables into a constrained number of clusters based on the common variance (Yong & Pearce, 2013).

One of the main ideas with factor analysis is concerned with 'reducing dimensionality', which Bartholomew et al. (2011) assert that factor analysis assumes that measurable and observable variables can be reduced to fewer latent variables that share a common variance and are unobservable. As mentioned above, this study attempts to understand how various activities performed by school head teachers on daily basis can be grouped into fewer explainable dimensions. DeCoster, as cited in, Yong & Pearce (2013) mention that researchers often use factor analysis when they want to discover the number of factors influencing the variables and to analyze which variable 'go together'. It helps place variables into meaningful categories.

Factor Analysis uses matrix algebra in its calculations. Correlation coefficient, which determines the relationship between two variables, is the basic statistic used by factor analysis (Yong & Pearce, 2013). One of the important components in factor analysis is the factor loadings. Factor loading help to determine the strength of the relationships. In order to confirm that each factor defines a distinct cluster of interrelated variables, there should be as few item cross-loadings as possible. For

example, if an activity loads onto a factor 'Administrative Role' and the same activity also loads onto another factor 'Internal Relations Role', then the item is said to have been cross-loaded into both the underlying dimension. It can create confusion as to which dimension the activity belongs to. Often such items are dropped when the interpretations are difficult (Costello & Osborne, 2005). Another important idea in factor analysis is the retention of number of factors. Kaiser's criterion suggests retaining all factors that are above the eigenvalue of 1 (Kaiser, as cited in, Yong & Pearce, 2013). All the necessary assumptions to conduct the factor analysis and their satisfaction in this study has been discussed in the next chapter.

The role of school head teachers were then investigated across gender, experience in the head teachership, and number of students in school using independent t-tests and Analysis of Variance (ANOVA).

Figure 1

Plan for Questionnaire design, data collection and analysis

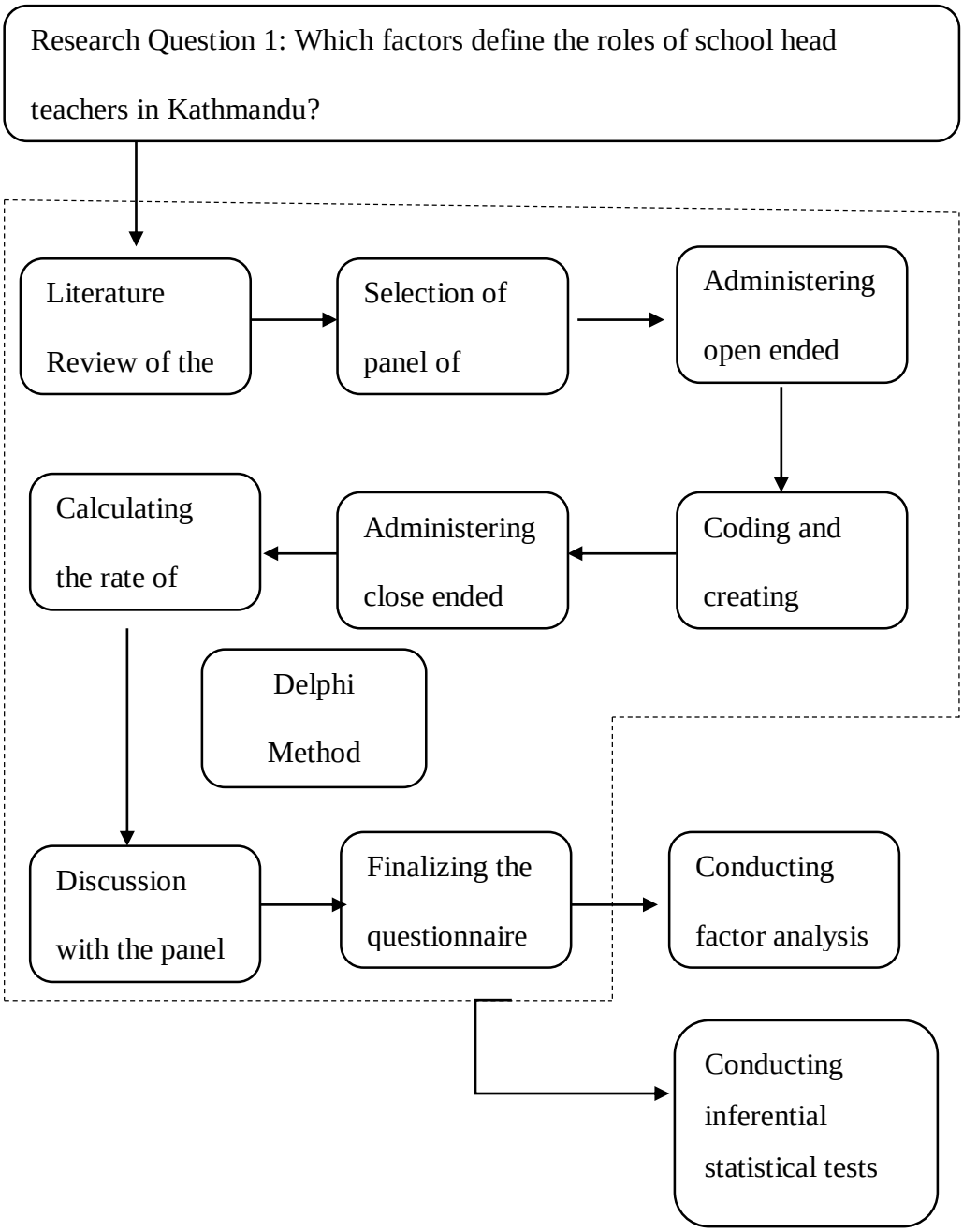

Figure 1 outlines the steps taken in the questionnaire design, data collection method, and statistical tools for analyzing the data.

Validity and Reliability

The degree to which an instrument measures or produced similar results when tested again at a similar setting also is referred to as the reliability of the data instrument (questionnaire) (Neuman, 2008). The reliability of the questionnaire indicates the trustworthiness of the results and facilitates its generalizability. The

reliability of the tool in this study was established by piloting the data instrument. For reliability, the instrument was implemented in the pilot test and Cronbach's alpha was calculated. The value of Cronbach's value 0.7 – 0.9 is taken as acceptable for reliability (Neuman, 2008).

The data instrument was piloted among 20 school head teachers in Kathmandu who were not included in the sample. Data collected from the pilot test was used for reliability analysis. The results generated by SPSS are presented in the given table:

Table 8

Reliability Analysis

S.N.	Roles of School Head teacher (Dimensions)	Cronbach's Alpha Coefficient
1.	Instructional Roles	0.84
2.	Administrative Roles	0.80
3.	Managerial Roles	0.85
4.	Internal Relations	0.89
5.	External Relations	0.88
6.	Professional Self-Development	0.84

As shown in the table, the value of Cronbach's alpha ranges from 0.80 to 0.89. Cronbach's alpha value more than 0.7 is considered acceptable for the test of reliability (Rovai et al. 2012). The condition of reliability in this study is satisfied as the value of Cronbach's alpha for all six dimensions is more than 0.7.

The validity, on the other hand, signifies the strength of our intended inferences or conclusion. External validity was maintained by making the result generalizable. For this purpose, scientific sampling was carried out so that the results can be generalized effectively to the whole population. Further, internal validity was established taking into account the rigorous data iteration process followed during the Delphi technique.

Content validity is concerned with evaluating a new survey instrument to ensure that it has all the necessary elements and omits any that are unfavorable to a certain construct domain (Teherdoost, 2016). In this study, I reviewed relevant literature, sought advice from experts in the field, and had an elaborate discussion with school head teachers to make sure that all the relevant concepts were included in

the study. Further, the Delphi method ensured that the constructs are established after an intensive literature review and taking various rounds of discussion, and coming to a consensus with the experts (head teachers, administrators, and teachers).

The degree to which the research tool assesses the intended construct is referred to as construct validity (Heale & Twycross, 2015). Huck, as cited in Simkhada (2019), states that constructing interconnection and association and generating research questions, hypotheses, and tools in line with the study topic helps improve construct validity. I have contextualized the questionnaire using the Delphi technique and in line with the previous studies such as (Horng et al., 2010) which is related to the engagement of school head teachers in different roles. During the pilot test of the study, I asked the head teachers about their views regarding the sentences and statements in the questionnaire and examined if they understood the sentences in the same spirit as the study had intended. I ensured understanding of statements before finalizing the questionnaire.

Criterion validity is related to the extent to which the data instrument is related to other instruments that measure the same variables (Heale & Twycross, 2015). I examined to see if the results of my study are in line with that of the previous studies and found that the results are similar to that of previous studies such as Horng et al. (2010). The dimensions extracted from my study are similar to that as discussed in studies like Balyer (2014) and Kafle (2013). Further, the Delphi method also helped me contextualize the questionnaire and develop a valid measure, and using random sampling was also an important component for ensuring the validity of this study.

Ethical Standards

Ethics generally includes the norms for the conduct of the research which helps the researcher to conduct the research or study within acceptable behavior and avoid unacceptable behavior or that which is harmful to the research. Ethical standards would be maintained in the study by following the aspects of ethics in research such as informed consent, confidentiality, privacy as well as beneficence.

In response to the requirements of informed consent, participants were asked to fill up the informed consent form which allowed the participants to choose to participate in the survey or refrain from it respecting their value of autonomy.

Since a research process involves data collection in the participants setting, ethical standards require that participants are guaranteed confidentiality, privacy, and anonymity. Confidentiality of the information and their privacy was guaranteed in the

study by not disclosing the identity of the participants and also pre-informing the research respondents that their identity would not be revealed.

Finally, the risks and benefits associated with the study was also pre-informed to the respondents. While disclosing the information, some of the respondents may feel risk (family risks / societal risks) which were told in advance to the respondents as well as the respondents were informed about the benefit they would contribute to the whole educational system of Nepal.

Concluding the Chapter

The study used the survey method to gather data in order to examine the components or facets of school head teachers' roles in Kathmandu and determine how their engagement in these responsibilities would differ depending on factors like gender, level of head teacher experience, and student enrollment. The questionnaire was created after a thorough assessment of the literature and given context using the Delphi technique. Due to the Covid-19 pandemic, the questionnaire was sent to the respondents through google form using email. I could use a total of 170 responses after the responses with missing fields were filtered. I analyzed the data using SPSS v.23. Cronbach's alpha was calculated to assess the reliability of the collected data. In order to ensure content, criterion, and construct validity of the data instrument, the questionnaire was constructed using a thorough literature review and Delphi technique with the experts, the questionnaire were pilot tested and revised, random sampling was used and the discussions were made comparing the findings of this study with prior similar studies. Values and principles of research ethics were complied by following the principles of informed consent, respecting confidentiality, and maintain honesty throughout the research process.

CHAPTER IV
DEFINING ROLES OF SCHOOL HEAD TEACHERS

In this chapter, I discuss the demographic variables of the respondents as well as the dimensions of the roles of school head teachers. The chapter begins with the description of the demographic characteristics of the respondents: gender, age, educational qualification, experiences as a school head teacher, ethnicity, and marital status. The dimensions indicating roles of school head teachers identified through intensive literature review, contextualized using Delphi, and explored by the Factor Analysis are discussed. Further, using a t-test the engagement of school head teachers in various roles has been defined in the chapter.

Demographic Profile of Respondents

The demographic profile of the respondents is shown in Table 9. Out of 170 respondents, the majority of the respondents (68.8%) were male whereas 31.2% were female. Similarly, 51.2% of the respondents were 35 to 45 years old, 37.1% were 25 to 35 years old, 9.4% were 45-55 years old and the remaining 2.4% were 55 years and above. Regarding academic qualification, about two-thirds (67.1%) of the respondents have completed their graduate degree, 31.2% have completed their MPhil and 1.2% of the respondents have completed their PhD. Ethnicity-wise classification showed that more than 72.9% of the respondents were Brahmin/Chhetri whereas about one-fourth of the respondents were Janajatis, and the remaining 3.5% identified them as Others.

Table 9

Demographic Profile of Respondents

Category of Variables	**N**	**%**
Gender		
Male	117	68.8%.
Female	53	31.2%
Marital Status		
Married	147	86.5%
Unmarried	23	13.5%
Age		
25- 35 years	63	37.1%
35 – 45 years	87	51.2%
45- 55 years	16	9.4%
Above 55 years	4	2.4%
Ethnicity		
Brahmin/ Chhetri	124	72.9%
Janajati	40	23.5%
Others	6	3.5%
Academic Qualification		
Masters	115	67.1%
MPhil	53	31.2%
PhD	2	1.2%

Along with the demographic profile, the questionnaire also sought professional information about the respondents regarding experience (in years) as head teacher, number of teachers in the school, and number of students. The data is shown in Table 10.

Table 10

Work Related Variables

Category of Variables	**N**	**%**
Experience as Head teacher		
Less than 5 years	103	60.6%
5 to 10 years	41	24.1%

10 to 15 years	15	8.8%
15 to 20 years	10	5.9%
20 to 25 years	1	0.6%
Number of Students in School		
Less than 250	41	24.1%
250 to 500	57	33.5%
500 to 1000	51	30%
1000 to 1500	11	6.5%
1500 to 2000	10	5.9%
Number of teachers in School		
Less than 20	49	28.8%
20 to 40	58	34.1%
40 to 60	38	22.4%
60 to 80	12	7.1%
80 to 100	5	2.9%
More than 100	8	4.7%

60.6% of the respondents in the research have fewer than five years of experience as a school head teacher, 24.1% have between five and ten years, and 8.8% have worked as a school head teacher for between ten and fifteen years. Similarly, 33.5% of the school head teachers reported that there were 250 to 500 students in their schools, whereas 30% of them shared that there were 500 to 1000 students in their school. 24.1% of the schools in the study have less than 250 students. Similarly, about 34.1% of the schools have 20 to 40 teachers, 28.8% of the head teachers reported that they have less than 20 teachers in their school and 22.4% of them reported having 40 to 60 teachers in their schools.

Exploring Dimensions of the Role of School Head Teachers

The questionnaire developed in this study was adapted from prior studies (Horng et al., 2010) and then further contextualized in the Nepalese context using the Delphi method. EFA was used in this study to explore the underlying constructs or dimensions. Reliability analysis was done on the set of factors identified by the Factor Analysis in order to ensure that the items within each of the factors effectively represented the construct being measured.

Conditions Fulfilled for Conducting EFA

EFA is mostly employed as a data reduction approach to condense a large number of variables or items into a sizable group of underlying or unobserved factors that summarize the relationship between the variables (Goldberg & Velicer, 2006; Richard & Dean, 2007). A Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity were conducted to study the suitability of the data set for conducting factor analysis. Both of these tests help in identifying the sample adequacy for factor analysis (Richard & Dean, 2007). In other words, the KMO test and Bartlett's test of Sphericity are the widely used data inspection techniques while conducting factor analysis. Bartlett's test of Sphericity is used for testing the null hypothesis that the correlation matrix is an identity matrix which signifies that there is no correlation among the variables and thus, the factor analysis cannot be performed in the given data set. A value greater than 0.5 for Bartlett's Test of Sphericity explains that it is unsuitable for performing factor analysis. On the other hand, the KMO test is performed as it indicates common variance within a data set, indicating the presence of latent factors and the possibility of conducting EFA (Howard, 2016). The KMO measure of Sample Adequacy was 0.846 for this study and the Bartlett's Test of Sphericity was found to be insignificant ($p<0.05$), which suggests that the data set is fit for conducting Factor Analysis. Further, various studies have suggested different sample sizes. Tabachnick and Fidell (2007) have suggested at least 10 to 15 participants per variable and 300 cases as a good sample size. In general (Comrey & Lee, as cited in Field, 2009) have recommended a sample size of 100 as poor, 200 as fair, 300 as good, 500 as very good, and 1000 as excellent. In this study, the sample size was 170 and it was more than 3 times the number of items/variables in this study. Also, only those items were loaded whose factor loadings were more than 0.40 against the normal condition of 0.30 to support the sample size used in this study.

Table 11

KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.846
Bartlett's Test of Sphericity	Approx. Chi-Square	1524.121
	df	378

Sig.	.000

Eigenvalues were obtained which needed to be greater than one (Yong & Pearce, 2013) in order to be qualified as a factor. In such a case, the result from factor analysis has confirmed that only those factors have been retained which have eigenvalues greater than one. Table 24 in the appendix shows that total six factors or components can be selected as they have eigenvalues more than 1. Table 24 shows that the first six factors explain about 60% of the total variance. Further, it was also confirmed that only those variables were selected which had a correlation coefficient of 0.3 or more. Table 25 shows that the communalities of each variable which shows the extent to which an item correlates with all other variables is more than 0.3.

MacCallum et al. (1999) suggest that the factor loading must be within the range of 0.3 to confirm the reliability of the factors obtained from the analysis of the eigenvalues. Factor loading is the correlation between the items and the factor/ dimension which measures the construct. Using factor loading, factor analysis determines the extent to which the variable relates to or represents the identified factor. Costello and Osborne (2005) have suggested the minimum value of factor loading to be 0.30 in order to be considered a good factor loading. In this study, items with factor loading less than 0.4 were suppressed and excluded from the analysis and only those items having factor loadings greater than 0.4 were included.

On the other hand, Howard (2016) suggest that those variables that represent multiple factors or no factors are removed. It is often argued that removing such variables is helpful as cross-loading (loading unto multiple factors) indicates that the variable cannot measure precisely a particular factor in the study. However, Yong & Pearce (2013) suggest that the researcher needs to use his/her judgment when deciding to retain or drop complex variables (variables that have cross-loadings). In this study, I decided to remove the variables that have cross-loadings but retain those variables with cross-loading but factor lading being more than 0.5 as suggested by Yong & Pearce (2013).

In my study, I have dropped those factors which have less than two items per factor as suggested by Watkins (2018). In this study, factors five and six had only two items so this factor was dropped. The remaining four factors were retained as they satisfied the conditions of having at least three items per factor.

EFA for Constructs Measuring Role of School Head Teachers

A Principal component Analysis (PCA) with a Varimax rotation was run in the SPSS program in order to validate the underlying constructs of the dimensions regarding the role of school head teachers. The Study initially, through an elaborate literature review and contextualized using the Delphi method, identified six dimensions regarding the roles of school head teachers in Kathmandu – Administrative roles, Managerial roles, Internal Relations, External Relations, Instructional Roles, and Professional Self Development. There were altogether 29 items representing the construct of roles of a school head teacher.

In order to identify more distinct and elaborate items to represent the underlying construct regarding the role of school head teachers, EFA was conducted. PCA was used as a factoring technique in this study as the aim of this study in the first phase is to identify the constructs represented by the variables in the data set. PCA is mainly concerned with grouping the variables about the correlation matrix and the initial objective of the study is to determine how and to what extent the items were correlated to the factors.

Even though there were six dimensions proposed in the beginning, the factor analysis indicated that one of the factors did not have the required number of variables to be deemed as a factor and the remaining fivefactors were renamed based on the items representing the factor. While conducting the factor analysis, multiple rounds of iterations were run. The items that had cross-loadings were removed one by one and the factor loadings for each item being 0.4 or more was ensured. Specifically, the factor analysis could not include four items in the final result, which were checking the lesson plans, being updated with new information and current affairs, studying books or materials for self-development and taking part in skill development workshops. Yong & Pearce (2013) suggest providing names to the factors in such a way that would best represent the items stated within each factor. I have renamed the factors based on an earlier literature review and the basis of the nature or characteristic of the factor.

Factor One: Instructional Role

The rotated component matrix of factor analysis stated in the table below shows that eight items were retained in dimension one.

Table 12

Factor One: Instructional Role

Rotated Component Matrix[a]

	Component				
	2	3	4	5	6
IR4 I discuss with teachers about new and improved ways of teaching.	.794				
IR3 I plan for teachers' professional development.	.782				
IR2 I check the lesson plans prepared by the subject teacher.	.773				
IR1 I observe instruction in the classroom.	.637				
INR1 I talk and listen to students.	.524				
INR6 I take suggestions from teachers.	.467				

Items under the first dimension represent the head teachers' role in guiding, mentoring, or advising the teachers towards instructional activities in the school and getting feedback and suggestion from the teachers. Instructional activities of the school head teacher are mostly related to the teaching-learning activities in the school, including monitoring, supervising, and evaluating instructional practices of teachers, and their lessons as well as monitoring the students. Instructional leadership emerged as a field in school leadership that provide a paradigm shift from considering head teachers as administrators or managers to one concerned mainly with instructional role or teaching-learning activities.

The factor identified in this study also shows that head teachers are engaged in supervising the teachers in terms of their teaching-learning activities, talking and listening to students while also taking suggestions from teachers, checking lesson plans prepared by teachers as well as observing the classroom activities. Though these activities seem to be confined within a narrow definition of instructional leadership as

suggested by Sheppard, as cited in Ng et al. (2015), these activities are important for providing a direction or orientation towards quality in pedagogical practices.

Hallinger and Murphy (1985) developed a comprehensive model of instructional leadership which comprises three dimensions and eleven tasks/activities within these dimensions. Defining the school's mission is the first dimension of Hallinger and Murphy's Instructional Leadership model which consists of two specific functions – defining the school's goals and communicating the school's goals. The second dimension comprises three leadership functions – supervising and evaluating instructions, coordinating the curriculum, and monitoring student progress. This dimension has been named as managing the instructional program. Promoting a positive school-learning climate is the third dimension of this model, and it entails five instructional activities: safeguarding instructional time, encouraging professional development, maintaining high visibility, offering rewards to teachers, enforcing academic standards, and offering incentives for learning.

In this study, it can be seen that most of the functions that are identified within the first dimension 'Instructional Role' are more aligned to 'Managing the instructional program'. Head teachers were found to be engaged in developing plans for teachers' professional development, discussing with teachers regarding improved and new ways of teaching as well as in reading and getting updated about recent issues so as to provide instructional suggestions to the teachers.

Factor Two: External Relations Role

The second dimension identified within the role of the school head teacher was 'External relations' which comprised six items. The items loaded within this particular factor are closely aligned with the activity head teachers are engaged in with external stakeholders mainly the community, funding partners, other school head teachers, and the local education office.

Table 13

Factor Two: External Relations Role

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
ER2 I communicate with funding partners (if any)	.809					

ER3 I communicate with the local education department.	.758
ER1 I collect ideas and suggestions from the community about school issues.	.727
ER4 I provide my suggestions to the local education department.	.667
MR4 I collaborate with other school head teachers.	.649

Even within this dimension, the main activities identified were more related to the communication function. Head teachers often engaged themselves in communication with external stakeholders in relation to multiple issues and concerns. The local education department at the municipality or the village council in Nepal is the nearest governmental educational body to the school in the Nepalese education system. It can also be seen as the first line of contact for schools. The educational department of the Local government is concerned with formulating educational plans and policies at the local level as well as implementing them. In the course of implementation, the body provides various directives, and instructions as well as issues notices and circulars to schools towards which the school needs to respond. In such a case, school head teachers are mainly concerned with attending such meetings organized by the local education department, providing suggestions, expressing concerns related to schools and the education system as well as providing feedback and receive instruction and guidelines. Head teachers in such cases are often engaged in communication with the local education department.

As schools are part of the community and the larger society in which they operate and are established to impart education or be academic centers for the community, the schools are in close interaction and relationship with the community. According to Balyer (2014), schools are frequently shaped by the social and cultural environments in which they function. As a result, creating cooperative relationship between the school and its community is essential for realizing the school's mission. The community provides ownership as well as the community has some level of expectation from the school. Head teachers were found to have been engaged in

building a relationship with the community through communication, listening, and receiving suggestions and feedback from the community members as well as participating in various activities in the community. Similarly, communication with funding partners was also a variable within this dimension along with monitoring the school budget. It can be understood that the head teacher, as an executive authority of the school, is mainly responsible and accountable for management, mobilization, and utilization of the funds. Identifying and effective utilization of financial and other resources is an important function of the school head teacher which was identified with this role. The head teacher is accountable to the community as well as the related internal and external stakeholders. In such a sense, head teachers engage in monitoring the school budget as well as communicating with the funding partners.

Such communications normally include providing information or reporting the progress of utilization of funds for which the funds were provided, expressing and presenting the need of additional funds for various school projects, infrastructure development, and maintenance as well as for the improvement of the academic programs or facilities.

Collaborating with other school head teachers or belonging to a network for information sharing, receiving, and providing suggestions, advice, and ideas on various matters related to the school was another important task within the external relations role of school head teachers.

Factor Three: Internal Relations Roles

The third dimension identified in the study was related to internal relation roles which comprised five items. The activities within this role were mainly about building relationships and communication with internal stakeholders – students, teachers, parents, and staff of the school.

Table 14

Factor Three: Internal Relations Role

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
INR5 I talk to teachers informally about students.			.789			

INR3 I interact with staff and teachers about non-school-related topics.	.677
INR4 I listen to teachers' personal problems.	.605
INR2 I listen to parents' personal problems and concerns.	.565
INR7 I inform parents about their children's progress.	.541

Internal relation role can be viewed as an important component of participative leadership. Among many leadership typologies like instructional leadership, transformative leadership, and moral leadership, participative leadership largely believes that decision-making processes ought to be the central focus of the group (Bush & Glover, 2014). Participation is believed to increase school effectiveness and is justified by democratic principles. In this sense, listening to the problems of teachers, students, parents or staff of the school can help enhance the feeling of trust and concern as well as motivate towards solving the problems arising from different parts of the organization in a participative manner.

Talking to teachers informally about students involves receiving information about how students' academic progress and performance, their behavioral and discipline issues and teachers' concerns regarding the students. When head teachers talk to teachers and staff on issues related to non-school matters, it also helps to provide an environment of trust and community in the workplace. This can can help enhance a sense of ownership and belonging in teachers and staff members.. Teachers and staff, just like in any other workplace go through several issues and events daily. Providing an opportunity for expressing their needs, aspirations, problems as well as happiness can help promote a sense of belonging in the school environment.

Similarly, parents are important internal stakeholders of the school. Listening to parents' problems and issues helps teachers understand the child better. It also helps develop positive feelings towards the school. Informing parents about their children's progress (academic or extra-curricular) can help parents and the school to work together for addressing the needs of the children as well as collectively helping each

other in supporting the child. Thus, it can be seen that head teachers are in constant communication and interaction with parents as well as teachers and staff.

Factor Four: Administrative Role

The fourth dimension within the role of head teacher was designated as an administrative role which included four items mainly related to ensuring that the students were following rules, dealing with discipline issues, planning and implementing examinations, and discussing with coordinators about progress about their department.

Table 15

Factor Four: Administrative Role

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
AR2 I deal with student discipline issues.				.856		
AR3 I ensure that the students are following rules and regulations.				.669		
MR3 I have discussions with coordinators about progress and problems about their department.				.529		
AR5 I am engaged in planning and implementing exams and tests				.525		

Head teachers were known to be administrators or administrative leaders during the 1970s when school administration was mainly focused on organizing the school, defining the school vision, and performing administrative functions (Usdan et al., as cited in Balyer, 2014). Administrative roles usually mainly consist of managing human and other resources, managing physical facilities of the school as well as making various decisions. Castle et al. (2002) have categorized the head teacher's roles mainly into administrative and instructional duties. Within the administrative role, daily activities and routine tasks like paperwork, phone calls, meetings,

developing school community relations, reaching out to external stakeholders, and mentoring/ counselling have been identified. In this study, four items mainly related to student personnel management and evaluation were identified as the administrative role of the head teacher.

The first three administrative duties are closely related to student management or counselling students. Dealing with student discipline issues include the tasks for setting up and implementing the regulations in the first place. Schools are known to be centers where students receive civic education, where they learn to adhere to the rules, regulations, and code of conduct, and where moral values are inculcated. All of these include making sure that students follow the school rules which are mainly put in place for creating a learning environment in the school. Further, having discussions with school coordinators or teachers regarding various problems and receiving information about the progress of their departments is another important task within the administrative role, Timely information helps in making timely and relevant decisions regarding various issues which can be related to student's academic performance, issues related to student management/classroom management, need to provide supplementary or extra classes, feedbacks for improvement in extra-curricular activities, all of which help in effective school management.

Planning and implementing tests are other important administrative functions of a school head teacher. Such tests help to monitor the students' academic progress and provide information regarding possible areas of improvement. Schools in Nepal usually have three to four terminal examinations and unit tests in between the exams. Planning such exams require providing information to the teachers and students about the dates of the examination, monitoring the revision classes, reviewing the question papers prepared by the subject teachers, preparing for evaluation, and planning parent-teacher meeting to discuss the performance of students.

Factor Five: Monitoring Role

The fifth dimension of the role of the school head teacher consists of tasks related to monitoring various activities within the school on daily basis. In this study, monitoring the cleanliness of school premises, monitoring students' exam performance, and monitoring student attendance have been identified as variables within the 'monitoring role' of school head teachers.

Table 16

Factor Five: Monitoring Role

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
MR5 I monitor the cleanliness of school premises.					.732	
AR6 I monitor students' exam performance.					.548	
MR2 I take stock of the school resources.					.542	
AR4 I monitor student attendance					.455	

Monitoring is often taken as an important character in school leadership as school head teachers are regularly engaged in monitoring teachers' pedagogical practices, monitoring the progress of the school in terms of implementation of improvement plans, monitoring students' performance, and the overall functioning of the school's departments. Monitoring usually helps to keep track of performance and acts as a controlling mechanism so that the activities or progress are in alignment with the planned or pre-determined standards or goals. These activities help to check the deviations from the planned objective in time in order to take corrective actions as well as to facilitate evaluation activities. It thus helps to take corrective measures against deviations from the target as well as facilitates learning for better management in the future.

In the study, three activities were identified within the monitoring role of school head teachers. Monitoring students' exam performance and attendance have been identified as being important for effective teaching and learning (Ndungu et al., 2015). Monitoring students' exam performance would help gather or provide information regarding ways in which academic improvement can be made. It provides insights into whether the students require additional support from the teacher or if he/she is facing any problems or difficulties in lessons or classroom activities. Further, it also informs teachers about their way of teaching or planning lessons and

areas where changes need to be made so that they can help the students even better. Monitoring exam performance is an important activity of the head teacher or school head teacher as it is often the case that the school is evaluated in terms of the academic performance of the students. Monitoring students' performance mainly informs about how and where additional support needs to be given to the students or even helps identify the progress of students. Regular school attendance or reduced absenteeism is usually taken as a positive indicator (Ndungu et al., 2015) of student learning. Head teachers require monitoring students' attendance to ensure that students are attending classes regularly and also help to identify problems if students are not being able to attend school regularly.

Factor six was not regarded as a dimension as it had less than three variables which were not enough to satisfy it as a construct of the role of school head teachers.

Figure 2

Dimensions defining Role of School Head teachers

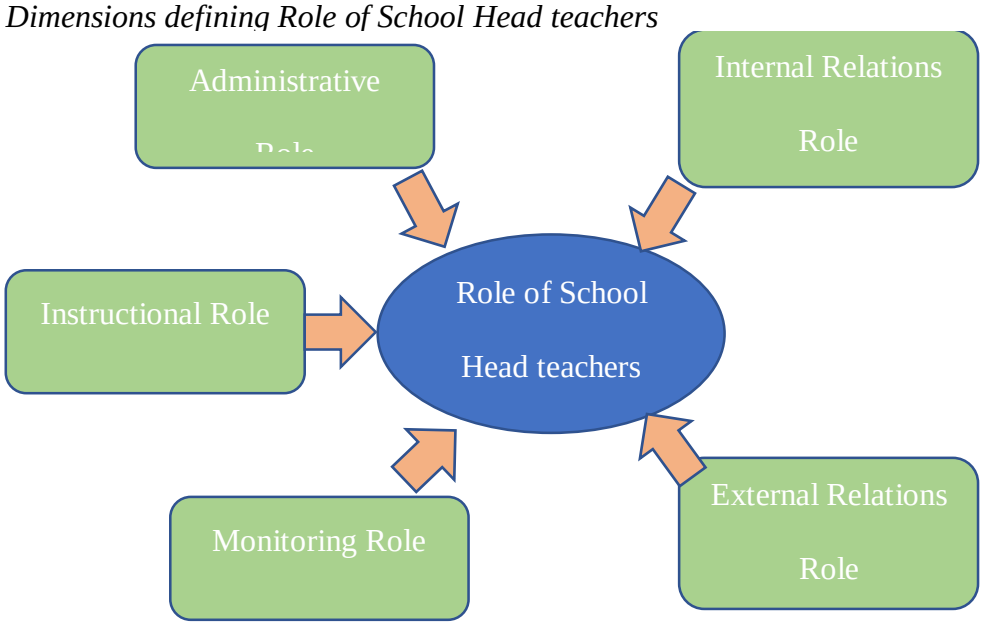

Figure 2 summarizes the outcome of exploratory factor analysis which shows that the underlying factors (dimensions) that define the role of school head teachers are the Instructional role, administrative role, internal relations role, monitoring role, and external relations role.

Average Engagement of School Head Teachers in Various Roles

The mean engagement of school head teachers has been summarized in Table 24. It was found that the mean engagement of school head teachers was highest in

activities within the administrative role ($\bar{X}$ = 4.302, σ = 0.544), followed by activities in the monitoring role ($\bar{X}$ = 4.280, σ = 0.540) and instructional role ($\bar{X}$ = 4.252, σ = 0.454).

Table 17

Average Engagement of Head teachers in Various Roles

Dimensions	N	Mean	Std. Deviation
Instructional Role	170	4.2520	.454
Internal Relations	170	4.0153	.587
External Relations	170	3.5755	1.028
Administrative Role	170	4.3029	.544
Monitoring Role	170	4.2809	.540

Further, head teachers were also engaged in internal relations ($\bar{X}$ = 4.015, σ = 0.587) and external relations ($\bar{X}$ = 3.575, σ = 1.028). The findings suggest that head teachers in the study identified themselves more concerning administrative tasks which also can be said to include the monitoring tasks as well. Head teachers also reported that they were often engaged in instructional roles but the mean engagement was found to be less when compared with administrative tasks.

Engagement of School Head Teachers across Gender, Experience, and Number of Students

The study showed that school head teachers in Kathmandu are engaged in five major roles indicated as instructional role, internal relations role, external relations role, administrative role and monitoring role. However, the engagement in these roles is not equitable and it varies across various demographic variables such as gender and head teachers' experience and the nature of the school (number of students in the school). It is seen from the background data that there is a difference in the experience (in years) of a school head teacher and also there are differences in the number of students in the school. In order to understand the nature of engagement across these variables, the study has applied a t-test. T-test, as mentioned earlier, helps compare the mean difference across groups of respondents. However, since the t-test is a parametric test, data should be analyzed to see if it meets the assumptions for the parametric test. Verma and Abdel-Salam (2019) suggest some assumptions before

applying the parametric tests: a) the data should be normally distributed, b) data should be obtained from a random sample and c) outliers are identified. In the given study, the samples were randomly selected. The outliers were identified using the box plot in SPSS and then the outliers were removed. In order to check the normality of the dataset, Shapiro-Wilk test (Verma and Abdel-Salam, 2019) was applied. The result of the normality test is presented in the table below:

Table 18

Shapiro-Wilk Test of Normality

	Shapiro-Wilk		
Role of Head teachers	Statistic	Df	Sig.
Instructional Role	.936	170	.000
Internal Relations Role	.955	170	.000
External Relations Role	.915	170	.000
Administrative Role	.927	170	.000
Monitoring Role	.927	170	.000

As presented in the above table, the Shapiro-Wilk test of normality suggests significance (<0.05) for all the roles of school head teachers. Normality exists if these tests are not significant. The data is considered to be normal if the significance value (p-value) of these tests is more than 0.05, otherwise, the normality assumption is said to have been violated (Verma and Abdel-Salam, 2019). In the above table, since all the roles have tested significantly for tests of normality, it can be said that the normality assumption is violated in this study. However, other researchers argue for additional tests for normality especially because normality tests show non-normality of the data for small deviations, "although such small deviation would not affect the results of the parametric test" (Ghasemi & Zahediasl, 2012, p. 487). In order to examine these deviations, Kim (2013) also advises determining normalcy using the distribution's skewness and kurtosis. Skewness and kurtosis, which are generated by dividing the skew values or kurtosis by their standard errors, are used for the normality test using a z-test. Kim (2013) suggests that for sample sizes between 50 to 300, the z-scores above 3.29 suggests non-normality of the data. Osborne (2013) suggests that skewness between 0.80 and 0.0 and kurtosis closer to 3.29 also are

acceptable for the normality of the data (± 1.96). Hence, I calculated the z-scores for all the dimensions and found that the z-scores are within the acceptable range as suggested by Kim (2013) and Field (2009). Hence, I decided to administer the parametric test such as the t-Test and ANOVA. The results of the z-scores are presented in Table 25.

Table 19

z-scores for skewness and kurtosis

	N Statistic	Skewness (z-score)	Kurtosis (z-score)
Instructional Role	170	-0.91	-0.36
Internal Relations Role	170	-1.33	-0.53
External Relations Role	170	-1.67	-0.02
Administrative Role	170	-0.87	-0.71
Monitoring Role	170	-0.67	-0.62

Gender and Engagement of Head Teachers in Various Roles

t-Test was used to analyze the difference in engagement of school head teachers in various roles across gender. I calculated the mean and standard deviations of the five dimensions to assess the average score and dispersion of the data across gender. The result of the test is presented in the table below:

Table 20

Role of Head teachers across Gender

Role of Head teachers	Gender of Respondent	N	Mean	Std. Deviation	t-value	p-value (Sig.2-tailed)
Instructional Role	Male	116	4.19	.493	-2.776	0.006
	Female	54	4.37	.330		
	Male	116	4.00	.636		

Internal Relations Role	Female	54	4.04	.469	-0.553	0.581
External Relations Role	Male	116	3.76	.904	3.291	0.001
	Female	54	3.17	1.164		
Administrative Role	Male	116	4.37	.510	2.493	0.014
	Female	54	4.15	.587		
Monitoring Role	Male	116	4.34	.537	2.288	0.023
	Female	54	4.14	.526		

Table 30 shows the detailed results of the t-test. Table 26 shows that the mean value of instructional role is high for both male and female school head teachers. The high scores indicate that head teachers understand the importance of instructional leadership and are desiring to participate in activities related to enhancing the pedagogical practices of teachers, carrying out observations, and discussions, and providing encouragement and feedback to teachers for improving their instructional practices. Similarly, the administrative role has high scores for both male and female school head teachers. It indicates that head teachers as ‘administrators’ or ‘managers’ are required to carry out their managerial duties such as ensuring the compliance of rules and regulations, preparation for exams and results, activities related to budgeting, account and finance, and overall school management and administration. It suggests that this is another important role that head teachers need to play in their day-to-day activities.

The internal relations role also has high scores for both male and female teachers suggesting that head teachers recognize maintaining a relationship with internal stakeholders such as teachers, parents, students, and staff are essential for the effective operation of the school. It also indicates that head teachers want to dedicate their time towards talking to teachers and staff and having time with students and parents. This is an important aspect of head teachership as it helps to understand the expectation of teachers and students and also helps in building trust with people. The monitoring role that included aspects of the administrative role also has high average

scores (more than 4) for both male and female teachers. It indicates the important role of head teachers which would include monitoring student performance and attendance, overseeing proper management of place and time in school, and also monitoring school infrastructure and facilities. However, it was seen that the lowest score was in external relations. This signifies that head teachers have limited time to invest in external relations and also that they desire to spend more time towards internal management of the school. In certain cases, head teachers need to have regular meetings and visits to local education office or prepare various reports and participate in various meetings which constrain them from carrying out other administrative or instructional roles effectively.

The results from the t-test (in Table 26) signify that there is a significant difference in the mean engagement of school head teachers in an instructional role, external relations role, administrative role, and monitoring role across gender. The t-value and p-value from the t-test show that female school head teachers are more engaged in instructional roles in comparison to male head teachers. Similarly, male head teachers were found to be more engaged in administrative roles, external relations roles, and monitoring roles in comparison to their female counterparts. The research hypothesis (there is a significant difference between the role of school head teachers across gender) was accepted. However, even though female head teachers were seen to be more engaged in internal relations role than the male head teachers, the results were not significant.

Experience and Engagement of School Head Teachers in Various Roles

Analysis of Variance (ANOVA) was used to analyze the difference in engagement of school head teachers in various roles across their experience. The experience of school head teachers had been categorized as less than 5 years, 5 to 10 years, 10 to 15 years, and more than 15 years respectively. The results of ANOVA are shown in the table below:

Table 21

Role of head teachers across experience (in years)

	Sum of Squares	df	Mean Square	F	Sig.

Instructional Role	Between Groups	1.449	3	.483	2.397	.042
	Within Groups	33.453	166	.202		
	Total	34.902	169			
Internal Relations Role	Between Groups	3.356	3	1.119	3.378	.020
	Within Groups	54.965	166	.331		
	Total	58.320	169			
External Relations Role	Between Groups	.061	3	.020	.019	.996
	Within Groups	178.665	166	1.076		
	Total	178.726	169			
Administrative Role	Between Groups	.279	3	.093	.311	.818
	Within Groups	49.744	166	.300		
	Total	50.024	169			
Monitoring Role	Between Groups	.293	3	.098	.330	.803
	Within Groups	49.107	166	.296		
	Total	49.400	169			

ANOVA test on experience and engagement of school head teachers in their roles showed that engagement of school head teachers in external relations role, administrative role and monitoring role was not found to be significantly different across the experience of school head teachers. Even though school head teachers with experience of 5 to 10 years were found to be the most engaged in external relation role (mean = 3.60) compared to those with experience of 10 to 15 years (mean=3.57), the difference was not significant (p=.996). Further, the difference in mean

engagement of school head teachers in the administrative role was not significant (p=.818) even though head teachers with experience of 10 to 15 years were found to have been more engaged in an administrative role. Concerning the monitoring role, head teachers with experience of less than 5 years were seen to have been more engaged in the monitoring role but the difference in engagement was not found to be significant.

However, there was a significant difference in the engagement of school head teachers in instructional role (p=.042) and internal relations (p = .020) role across the experience. It was seen that head teachers with less than 5 years of experience were more engaged in instructional role (mean =4.31) compared to other groups (Experience between 15 to 20 years, mean= 3.95 and experience between 5 to 10 years, Mean = 4.21). Head teachers with experience between 15 to 20 years (mean =4.40) were seen to have been engaged more in internal relations than other groups (experience less than 5 years, mean = 4.06 and experience between 5 to 10 years, mean = 3.82). It was seen that head teachers with less than 5 years of experience were significantly more concerned about instructional practices compared to other groups and head teachers with more experience (15 to 20 years) gave more priority towards enhancing internal relations.

Student Number and Engagement of School Head Teachers in Various Roles

The engagement of school head teachers in various roles was analyzed according to the number of students in the school. In the study, the range of the number of students in the schools was from 40 to 1800. 24.1% of the schools had less than 250 students, 32.9% of the schools had 250 to 500 students, 30.6% of the schools had 500 to 1000 students, 6.5% and 5.9% of the schools had 1000 to 1500 and more than 1500 students respectively. The study compared how school head teachers engaged in various responsibilities across the student population.

The findings from the ANOVA test (table 28) suggested that head teachers of schools with a lesser number of students were significantly more engaged in instructional role (p = .003) and internal relations role (.000) compared to head teachers with a higher number of students. The engagement of school head teachers in instructional role across the number of students in the school showed that head teachers of schools with less than 250 students were engaged more in this role (mean=4.43) compared to other groups (schools with 500 – 1000 students, mean = 4.06 and 250 to 500 students, mean = 4.27). Similarly, head teachers in schools with

students between 1000 to 1500 were seen to be significantly more engaged in the internal relations role (mean = 4.27) compared to other groups (less than 250, mean = 4.00; 25 to 500 students, mean = 4.23).

Table 22

Role of head teachers across the number of students in school

		Sum of Squares	df	Mean Square	F	Sig.
Instructional Role	Between Groups	3.196	4	.799	4.157	.003
	Within Groups	31.707	165	.192		
	Total	34.902	169			
Internal Relations Role	Between Groups	7.675	4	1.919	6.251	.000
	Within Groups	50.645	165	.307		
	Total	58.320	169			
External Relations Role	Between Groups	4.183	4	1.046	.989	.415
	Within Groups	174.543	165	1.058		
	Total	178.726	169			
Administrative Role	Between Groups	.962	4	.240	.808	.521
	Within Groups	49.062	165	.297		
	Total	50.024	169			
Monitoring Role	Between Groups	2.643	4	.661	2.332	.058
	Within Groups	46.757	165	.283		
	Total	49.400	169			

Eventhough head teachers of schools with a higher number of students were found to have been engaged more in an administrative role, the difference was not found to be significant. It implied that the difference in several students did not make a significant difference to the engagement of school head teachers in external relations roles, monitoring roles and administrative roles. But as the number of students would increase, head teachers could engage comparatively lesser in instructional roles and internal relations roles.

Concluding the Chapter

The factor analysis showed that there were five dimensions of the roles of school head teachers in Kathmandu. They were instructional role, internal relations role, external relations role, administrative role, and monitoring role. Further analysis using t-test showed that female head teachers were significantly more engaged in instructional role whereas male head teachers were significantly more engaged in external relations role, administrative role, and monitoring role.

CHAPTER V
DISCUSSION AND ANALYSIS

This chapter analyses the results obtained in the previous chapter and seeks to provide an answer to the research questions. This chapter begins by analyzing the engagement of school head teachers in various roles and describes the activities head teachers perform under each of these roles. I have tried to relate and contrast the findings of this study with other similar studies. It can be noted that head teachers' roles vary across their respective contexts but the wider perspective regarding 'the head teacher' and 'what he/she is supposed to do' seems to be similar across contexts. It was interesting that the roles of head teachers seem to be mainly defined by how the community looks at the 'head teacher' and the philosophical notion of 'who a head teacher is' – basically 'an administrator', 'a manager' or 'an instructional leader'.

Head teachers' Engagement in Various Roles in Schools in Kathmandu

The study identified that school head teachers in Kathmandu are engaged in five main roles: administrative role, internal relations role, instructional role, external relations and monitoring role. This finding was based on the Exploratory Factor Analysis (EFA) of the various activities school head teachers were engaged in.

Instructional Role

The study revealed that the instructional role is one of the important roles of the school head teacher. The findings from the study suggest that the majority of the head teachers (47.9%) often made classroom observations when teachers were providing instructions. 16.2% of the head teachers in the study shared that they were always engaged in going for classroom observations around the school. On the other hand, even though 37.6% of the head teachers mentioned that they used to monitor the lesson plans prepared by teachers, the statistical tests performed in the study refused to identify it as a function within the head teacher's instructional role. This may be attributed to the high standard deviation identified in the study, suggesting that very few head teachers regularly went through the lesson plans. Further, 37.6 % and 54.1 % of the head teachers mentioned that they were always engaged in planning for teachers' professional development and discussing with teachers about new and improved ways of teaching (see Table 25 in Annex). Classroom observations are primarily made by school head teachers in order to provide constructive feedback to

the teachers in regard to providing quality instruction (McCann et al. , 2012). The basic notion behind observing classes is not just for the evaluation of teachers but rather to work together with them in order to seek out ways for how instructional quality can be improved in the classrooms.

Head teachers frequently report finding it challenging to devote the time they would like to helping teachers with their teaching practices. Zepeda (2017) argues that in their role as instructional leaders, head teachers must be dedicated to and participating in educational activities. Similar to this study, Zapeda (2017) found that many head teachers didn't have enough time to collaborate with instructors and support them in improving education. Additionally, it is claimed by Hanghey and MacElwain (2007) that the supervision of instruction is a crucial part of the instructional leadership needed to enhance instruction. As also identified in this study, head teachers are more engaged in administrative and managerial functions which provides them with very little space for their instructional role. Even though the instructional role has been highlighted as an important one in order to improve the pedagogical practices and thus the quality of instruction, head teachers are still drawn towards their administrative duties.

Observing classrooms further requires that head teachers talk to teachers, understand their problems regarding instructional matters, plan together ways to bring out improvement in instructions, and work out together to improve the instructional skills of teachers. It was seen that head teachers are to some extent engaged in such discussions with teachers as revealed in this study. Effective schools require effective teachers to provide quality instruction. In the absence of regular, well-planned, and coordinated classroom observations, head teachers often have a hard time gearing the school towards the vision she/he has for the overall school without the support of the teacher.

Providing instructional support to teachers is one of the basic functions of instructional leadership, which sees school head teachers as pedagogical mentors for teachers. Singh and Allison (2016) conducted research among head teachers in Nepal in order to study the school leadership practices. Head teachers from schools producing better results discussed how they had discussion with teachers about classroom activities and instruction including classroom management, student performance and engaged themselves in classroom observations. It can be noted that

school leadership providing proper and effective instructional guidance and supervision can help foster the academic quality of the school.

Planning for teachers' professional development and having a regular discussion with teachers about new and improved ways of teaching have been identified as important functions in the instructional role of the head teacher. Both of these functions, however, can be seen to be embedded within the broader instructional plan to be prepared by the head teacher for teachers. Only when head teachers are engaged in regular monitoring, supervision, a regular conversation with teachers in regard to improving their instructional skills, head teachers can know what kind of trainings, workshops, and exposures are required by the teachers for enhancing their instructional skill. Zepada (2016) suggests that head teachers as instructional leaders are required to continually engage their faculty in discussions about quality instruction and reflective practices.

Several studies (Ampofo et al., 2019; Usman, 2015) have sought to explain the relationship between the supervision of school head teachers and the academic performance of students. Usman (2015) found a significant correlation between teachers' performance and students' academic achievement when regular instructional supervision is carried out using strong supervision strategies, such as checking students' notebooks, visiting classrooms and inspecting teachers' lesson plans and notes, and inspecting teachers' record-keeping. These studies have highlighted the importance of instructional supervision for improving and enhancing instructional quality.

The constructive aim of supervision is focused towards enhancing teachers' pedagogical and instructional skills. However, in some instances, such supervision or observation tends to be rather focused on evaluation than on the development of teachers' instructional skills. In educational institutions, different types of supervision, including clinical, peer coaching, and developmental supervision, are being used (Hoque et al., 2020). Each model of supervision has a distinct goal, approach, and set of instruments. However, it seems pertinent that a quality instructional role, it requires a well-documented and planned approach including how head teachers can engage with teachers for improvement of their instructional skills. Schools or school head teachers must develop a framework for instructional supervision indicating the plan for instructional supervision, implement the plan and have continuous dialogue and discussion with teachers for enhancing the quality of instruction.

The findings also revealed that even within the instructional role, 'discussing new ways of teaching' loaded more strongly compared to other items, suggesting that head teachers were more engaged in discussions with teachers on how to improve the instructional practices in the classroom. The model however rejected the item 'Checking lesson plans' suggesting it as irrelevant. Most of the school head teachers provided less time in going through the lesson plans prepared by the teachers which is an important supervision activity (Ampofo et al., 2019) within the instructional role. According to Mathema and Bista (2006), community schools in Nepal frequently overlook the importance of managing and supervising teachers' performance and monitoring students' progress that make up the instructional function. Further, two other items which were supposed to be loaded in the instructional role were also rejected which were 'taking suggestions from teachers' and 'listening to students'. These items were not included in the instructional role because they also loaded onto other roles of the head teachers. These two items also loaded into the 'Internal Relations Role' due to which it had to be removed from the 'Instructional Role'.

School head teachers have significant roles in establishing professional learning climate among teachers through creating learning teams, fostering team relationships, and facilitating proactive ways of improving instructional quality, however, head teachers do not perform this role adequately (Balyer et al., 2015). The results of the EFA and its comparison with the functions and duties of school head teachers mentioned in the Education Regulations, 2002 show that while school head teachers were widely considered to be the ‘administrative head’ of the school, the head teachers have also identified themselves as ‘instructional leaders’ in the present context. It shows that head teachers are aware that they need to devote sufficient time to instructional supervision and engage themselves in a dedicated discussion with teachers for improving their instructional quality. It shows that the primary role of head teachers is not limited to that of an administrator or a manager but also encompasses being the instructional leader of the school. It can be argued that Nepali school head teachers tatke a rather balanced view with regard to the educational leadership theories. They recognize that they are instructional leaders but at the same time they are also responsible for the proper and efficient administration and monitoring of school activities.

External Relations Role

External Relations Role was another important dimension of the role of head teachers identified in the study. 34.7% of the head teachers shared that they were often engaged in collecting ideas and suggestions from the community about school issues, 32.4 % of the head teachers were often communicating with the funding partners of their school and 32.9 % of the head teachers were always communicating with the local educational department (see Table 29 in appendix). The majority of the head teachers themselves visit the local education department and attend the meetings or any other administrative work. However, only 17.1% of the head teachers (see Table 29) always provided a suggestion to the local education department regarding various issues.

Exploratory Factor Analysis (EFA) sought to include one more item within this dimension which was collaborating with other school head teachers. The descriptive statistics show that 49.4% of the head teachers were often engaged in collaborating with other school head teachers (see Table 27). The study revealed that even though head teachers were engaged in communication with the community, this particular item was not able to establish itself as a valid construct of the 'External Relations Role'. Previous studies (Epstein, 2011; Kladifko, 2013; Ubben et al., 2011) contend that schools and head teachers may be strangely cut off from the organizations, businesses, and other people and groups in their community who might be able to be of assistance, and that school head teachers need to communicate with their external communities urgently. Through such communication, their prospects of receiving stronger support, understanding the beliefs and needs of the community, and obtaining numerous additional ideas and resources that might improve student education are all increased. Kladifko (2013) asserts that for many head teachers, any program of communicating with their external public is very limited or almost nonexistent. Schools can foster and enrich their activities when they have adequate support from the community and resources are available to them. Thus, head teachers have a responsibility to be proactive and go out into the community and understand the needs of the community as well as convey the needs of the school to the community. In a sense, it is a two-way process for mutual development.

It is seen that proper external relations between school and community involve trust, effective interpersonal communication, stability, and sustained outreach (Auerbach, as cited in Kladifko, 2013). In Nepali context, it is very essential to have

an effective relationship with the community. According to Mathema (2007), the low quality of instruction provided by government-run community schools has badly eroded public trust in the educational system and fueled the expansion of the private education sector. In such a scenario, it is even more important to build up trust among the community members about the school activities, the potential of the school teachers, and the school management and garner support from the community. As identified by Gautam et al. (2015), low community support and low parental trust are also some of the reasons forpoor performance of community schools in Nepal. In order to bring out a radical change in the operationalization of the community schools, along with other academic and pedagogical changes, school head teachers have to reach out and communicate effectively about the schools' plans, progress, and current and future activities to the members of the community.

Head teachers from community schools are often engaged in activities such as proposal writing, donation management, and head teacher-businessman meetings for fund collection, which was also seen in this study. In a study made by Khanal et al. (2019) among 3 head teachers from community schools in Nepal, the head teachers shared that the majority of the additional work hours were focused on the acquisition and allocation of resources. According to Hands (2015), collaboration between the school and the community is one way for schools to obtain the financial and material resources and gain social support. Thus, the head teachers' external relations role is also vital for gathering support and resources for the development of the school.

Even though external relation has been identified as a major role school head teachers need to play, national regulations have not yet recognized it as an explicit function of the school head teacher. Education Regulation (8th Amendment), 2002, has not mentioned maintaining the relationship with the community and stakeholders as a function of the school head teacher. Similarly, "reviewing the existing rules and regulations to align school governance and management with the overall responsibilities for SMCs, PTAs, and head teachers" is highlighted in the SSDP report by the MoE (2016, p. 52). According to the study, head teachers will be in charge of the technical aspects of teacher performance, including time spent on task and capacity building. Hence, it is concerning that the assertions and issues related to the role of school head teachers are not yet addressed effectively, as school head teachers are now seen to be limited to carrying out teacher-related roles only. The whole

notion of instructional leadership, or even distributed leadership and carrying out other important roles is seen missing in the statement provided in the SSDP.

It is also important to look into issues such as why school head teachers have not been able to carry out their external relation role effectively. A study made by Hauseman et al. (2017) has argued that almost two-thirds of the head teachers in their study reported that school-community involvement increases their workload and that such involvement also is one of the major reasons for having less time available for direct instructional leadership practices. Most of the school head teachers are more engaged in administrative and managerial functions, which limits them from carrying out other functions as also identified in this study.

Internal Relations Role

The third important dimension regarding the role of school head teachers was identified as the Internal Relations role which mainly comprised communicating, interacting, and receiving and providing suggestions from and to internal stakeholders such as students, teachers, staff, and parents. The majority of the school head teachers (49.4%) shared that they always talked and listened to their students and 50.6% of them reported that they often listened to parents' personal problems and concerns (see Table 28). Only 15.3% of the school head teachers were found to be always interacting with staff and teachers about non-school related topics and 47.6% were always engaged in talking to teachers informally about students. 49.4% of the head teachers said that they were engaged regularly in informing parents about their children's progress (see Table 28). Five items were included in the Internal Relations Role by the EFA which were INR 5 (talking to teachers informally about students), INR 3 (Interacting with teachers and staff about non-school related topics), INR 4 (listening to teachers' personal problems), INR 2 (listening to parents' personal problems and concerns) and INR 7 (informing parents about their children's progress). From the analysis of the dimensions within this role, the role can be said to be comprised of relationships with teachers and staff and relationships with parents.

Head teachers are constantly engaged in communication with teachers and staff in school. Head teachers provide direction to teachers and staff on various school matters and discuss various issues related to academic activities of the school or extra-curricular activities or various programs bring organized in the school. Head teachers also need to listen to the concerns of the teachers regarding various issues related to students, or their subject matters, various suggestions, and their needs regarding

resources. At the same time, head teachers also need to provide feedback, and advice as well as guide teachers regarding their instructional practices. All of these also require building trust, rapport, and a sense of belonging to the school community. Further, According to Alsobaie (2015), head teachers who exhibit strong leadership traits including a desire for achievement and the capacity for objective thinking will eventually produce teacher-leaders who parallel their own skills. It emphasizes that head teachers are in the position to foster a learning community among the teachers which would groom teachers into being effective leaders. As a leader, head teachers are engaged in influencing people to work willingly towards the achievement of the goal of the institution.

In this study, the instructional supervision role of the head teacher was studied under the dimension Instructional Role of the head teacher. Specifically, the internal relations role would focus more on communicating with teachers about the performance of the students and listening to the problems and concerns of the teachers, and providing appropriate necessary support. Studies such as Edgerson et al. (2006) and McEwan (2003) have suggested that head teacher-teacher relationships can affect student achievement. In many cases, head teachers and teachers can work together such as in issues related to handling discipline issues or issues related to solving or addressing the concerns raised by parents. In a way, it makes an impact on the school's social environment which makes a difference in the academic performance of the schools.

Edgerson et al. (2006) mention that the daily interpersonal interactions of a head teacher are necessary to garner trust and support from teachers. Apart from focusing on the managerial theories of planning, organizing, motivating, and leading, which are important components for organization management, the head teacher, being the school leader, also needs to focus on providing material and emotional support and sharing a sense of team and togetherness. Internal relations, thus in an important role of school head teachers in order to bring the school teachers and staff together towards working jointly for increasing the quality of the educational institution. The head teacher, as a leader, has the space to motivate the team towards the achievement of the mission and vision of the school.

Communication with parents was seen to be another important area within the internal relation role of the school head teacher. Parents have certain expectations from the school for their children's overall development and head teachers need to

listen to their suggestions and concerns regarding school affairs. Further, head teachers also need to provide necessary advice to the parents as to how they can better help their children. Head teachers need to be in constant communication with parents so as to understand their perception about the school and school activities, hearing the needs of the students so that such relevant concerns can be addressed in due time. According to Maphanga (2006), family involvement in children's education can take many different forms. For instance, parents can assist their children's education by participating in school activities as well as getting more actively involved in encouraging their children to do better on their schoolwork, providing suitable study time and space, setting an example of desired behavior, and actively tutoring at home. In the context of Nepali community schools, parental engagement is an important dimension as most of the parents are engaged in work and have limited time and knowledge for supervising their children's academic performance, and teachers or head teachers can help parents by being in regular contact with them or providing regular information about their children's progress in school.

Further, good relationships with parents can also help in garnering community support for the schools. In a way, parents can serve as advocates for the school and speak on behalf of the school with the community. In other words, parents are also the brand ambassadors of the school. However, this is only possible when the school has been able to garner trust from the parents. Head teachers, as leaders, are in constant communication with the parents, listening to their concerns or even complaints regarding their children's academic performance or behavioral issues. In such a case, head teachers are required to make necessary arrangements for addressing such concerns through effective planning with teachers.

It can be said that head teachers are heads of the public relations of the school as well. A public relation personnel has to provide ample time for building relationships with the public or relevant stakeholders, which is today a challenge for school head teachers. The engagement of school head teachers in an administrative and instructional role often leaves them with less time to handle the public relations role. Parents often want to talk to school head teachers on various matters and it is challenging for head teachers to provide adequate time for discussing the issues in detail. Another important aspect of the relationship dimension is regarding the head teacher's training on building relationships. Even though head teachers thought to take

themselves as managers or administrators, often their role of maintaining internal and external relations is undermined.

Administrative Role

The fourth dimension as identified by this study regarding the role of school head teachers was the administrative role. 43.5% of the respondents shared that they were often engaged in fulfilling requirements and paperwork and procedures of the local education department. Similarly, majority of the school head teachers in this study (63.5%) shared that they were always dealing with students' discipline issues, and 41.8% were always engaged in ensuring that students are following rules and regulations (see Table 26). 40% of the respondents mentioned that they often engaged in planning and implementing tests and exams whereas 60% of the head teachers shared that they always engaged in monitoring students' performance in exams. Only 38.8% of the school head teachers mentioned that they were regularly engaged in monitoring schools' budgets and accounts whereas 49.4% were always in discussion with coordinators about progress and problems about their departments and 48.8% of the school head teachers were always engaged in monitoring the cleanliness of school premises (see Table 27).

In terms of the daily administrative role of school head teachers, 4 items were included by EFA within this dimension. It included AR2 (dealing with student discipline issues), AR3 (ensuring that students follow rules and regulations), MR3 (discussing with coordinators about progress and problems of their department) and AR5 (planning and implementing exams and tests. Analysis of this role shows that it comprises those functions that are related to maintaining the school environment.

Education Regulation (8th Amendment), 2002 mentions the school head teacher as the administrative head of the school, and the majority of the functions provided in the regulations are related to administrative and managerial duties. Balyar (2014) mentions that school head teachers were traditionally known as administrators and were mainly used to carry bureaucratic and legal roles. In this sense, it can be said that the notion of school leadership as envisioned in the Education Regulation is still a traditional one, providing little space for innovation, instructional management, and building relationships. It can be helpful to consider the categorization of school leadership given by Castle et al. (2002) which categorizes the head teachers' roles as administrative and instructional duties. The study mentions administrative roles like fulfilling papers works and requirements, attending meetings, and developing

community relations while instructional roles mainly include training teachers and staff, supporting subordinates, creating a positive learning environment, and focusing on the mission of the school. In this regard, it can be argued that school head teachers in Nepal are mainly engaged in administrative and managerial roles compared to the instructional role. This has implications over the student's academic performance and quality of education when head teachers do not have enough time to monitor the instructional activities of the school.

Similar results were noted by Balyar (2014) among school head teachers in Turkey where head teachers reported that they had no time, power, and authority for other management duties like shaping schools' plans, planning teachers' professional development, and managing school-community relationships. Studies in the Nepalese context by Danai (2021) and Singh and Allison (2016) assert that school leaders in Nepal were mainly engaged in a managerial role and paid little attention towards school pedagogy, staff motivation, collaboration, and success of learners. It points out towards the immediate need to reconsider the school leadership roles in the educational policies in Nepal and provide a larger space for instructional leadership in Nepal. Perhaps, it also needs to redefine educational leadership moving beyond the narrow and limited notion of 'school administrator' to' instructional leader'.

Monitoring Role

The findings from EFA in this study categorized some of the items in a managerial and administrative role to another role or dimension which has been termed as 'Monitoring Role' in this study. Items within this role comprised those duties or functions of school head teachers which were related to carrying out supervision of various activities within the school. It consisted of MR5 (monitoring the cleanliness of school premises), AR6 (monitoring students' exam performance), MR2 (taking stock of school resources), and AR4 (monitoring student attendance). In other studies such as Horng, et al. (2010), these functions have been placed under the broad administrative and managerial function. However, in this study, these functions were identified into a single distinct dimension related to performing supervision or monitoring functions.

The results of this study suggest that school head teachers engage themselves considerably in monitoring functions. Almost two-thirds of head teachers in this study mentioned that they engage in monitoring students' exam performance. Apart from this one item, all other functions within this dimension were related to the supervision

of administrative functions. The results of this study are consistent with those of Mathema and Bista (2006), who claim that community schools in Nepal operate without proper oversight of teaching, management of teacher performance, and monitoring of student improvement and attainment. Bhattarai (2015) goes on to say that instead of overseeing teaching and learning activities at their school, head teachers are frequently observed to be highly preoccupied with administrative work, overseeing people, and managing financial activities. The study made by Ndungu et al. (2015) claims that carrying out monitoring activities effectively in schools by head teachers has a positive impact on the overall school environment and specially on students' academic performance. The study also claimed a succinct link between monitoring teachers' lesson plans and instruction and its impact on students' academic progress. It can be noted that all such monitoring roles which are related to direct supervision of academic activities including the observation of classes, mentoring teachers on the basis of such observations, and monitoring student performance are included within the instructional roles. However, the findings of this study tend to suggest that head teachers are largely engaged in administrative monitoring rather than instructional monitoring in schools.

Exploring the Relationship Between the Gender of School Head Teacher and Their Engagement in Various Roles

The findings of the study show that there is a significant relationship between the gender of school head teachers and their engagement in an instructional role, external relation role, administrative role, and monitoring role. It was seen that female head teachers are significantly more engaged in the instructional role but male head teachers were significantly engaged more in maintaining external relations, administrative, and monitoring roles in the schools. It can be considered that understanding the nature of the engagement of head teachers in relation to their gender can help them learn from one another to focus more on the various roles that they require to perform.

The findings of the study resonate with Hallinger et al. (2016); Martinez et al. (2021) and Shaked et al. (2018), and that female head teachers consistently obtain a higher rating on instructional leadership when compared to male counterparts. The literature on gender-related roles and differences can shed light on why such differences exist. Martinez et al. (2021) sought to explore the gender bias in school head teachership and the underlying assumptions that hinder women from taking

leadership position compared to their male counterparts. The study mentions that leadership position is mainly associated with the ability to influence others which is usually associated to men. Although women do have the ability, skill, knowledge, and qualities required to be effective leaders, Martinez et al. (2021) elaborate upon gender roles that are imposed (directly or indirectly) by society which perpetuates a kind of expectation regarding how women are to perform in their social and professional roles. The study points out that the qualities required for successful leadership such as:

> speaking assertively, competing for attention, and influencing others are usually associated with men. By contrast, communal qualities such as accepting others' direction, supporting and soothing others, contributing to the solution of relations and interpersonal problems are often associated with women. (p. 868)

The instructional role requires team building, close monitoring and mentoring of teachers, observation of instructional activities, and providing suggestive measures and according to Martinez et al. (2021), these qualities are more associated with women. While there are differences in cultural, social, and political contexts across communities, and multiple underlying factors interplay for designating roles of women in the particular community, it can be seen that women across communities are often underrepresented as administrative heads of the school. The findings of this study also resonate with Adhikari and Adhikari (2021) who argue that participation of women in educational leadership was able to bring impact through social networks. It was found that women school head teachers were able to generate funds through alumni associations and other funding partners which helped to finance the school activities and also help improve the school governance through proper resource mobilization.

This study has analyzed that male head teachers in the given context are more engaged in administrative and managerial tasks and maintain external relations whereas female head teachers are more engaged in instructional roles. Studies (Li, 2014, Shaked et al., 2018) have sought to provide an explanation as to how head teachers' roles differentiate in terms of gender. Li (2014) made an elaborative study exploring the role of female school head teachers in China which asserts that women leaders saw themselves as good at caring for the school and community where the authority was often derived from focusing on the relationship with the school

community which helps to gain trust, respect and responsibility from the members of the school community. The descriptions of the roles in the study resonate elaborately with instructional leadership and comparatively lesser engagement in administrative and managerial roles. On the other hand, some other female head teachers were more focused on actions necessary to ensure the efficient operation of the school by limiting interpersonal connections in order to focus on administration and organization. Further, Shaked et al. (2018) tried to explain the nature of engagement in terms of instructional leadership between male and female head teachers. The study revealed that while female head teachers focused more on their 'instructional knowledge and experience, male head teachers tended to rely on their decision-making ability and hierarchal authority' (p.9). It shows that focusing on various roles of head teachership has no clear-cut formula but requires careful organizing skills and understanding where lines need to be drawn for efficient operation as well as effective interpersonal relations.

Relationship Between Roles of School Head Teachers Across Their Experience and Number of Students in School

The findings of the study revealed that the experience of school head teachers have a significant influence on the instructional and internal relations role. There are very few studies (such as Clark et al., 2009) that have focused on the impact of the experience of school head teachers on school performance. It was seen from the results of this study that head teachers with lesser experience or head teachers who have recently assumed the position are more concerned with engaging in instructional activities in the school. The overall score of engagement in the instructional role of head teachers in this study is more than the mean suggesting that head teachers take the instructional role to be meaningful and influential. However, as with the increase in experience, it was seen that they gave more priority to the internal relations role as well.

The results of this study align with the study made by Clark et al. (2009) that with an increase in experience, head teachers gain stability and are more focused on enhancing the teaching-learning environment of the school. Similarly, it can be argued that head teachers are more engaged in maintaining professional relationship roles within and outside the school with an increase in experience and after they have achieved a certain level of success in managing instructional roles. The results suggest that having stability in the head teachership is an important dimension for the overall

school effectiveness with support in student achievement with a positive impact on student attendance and performance, controlling teacher turnover, and mobilizing school resources (Grissom et al., 2021; Luebke, 2013). The increased role in internal relations in the later years also points out that head teachers are more flexible towards distributed leadership and enhancing the development of teachers and subordinates with the increase in their experience (Luebke, 2013). The results, however, also suggest that head teachers consider administrative and monitoring roles as important equally throughout their position as school head teachers.

The findings of this study also showed that head teachers with a lesser number of students tend to focus comparatively more on the instructional role and head teachers tend to focus more on the internal relations role with an increase in a number of students. Head teachers considered the administrative role and monitoring role as equally important regardless of the number of students. The findings indicate that head teachers can dedicate more of their time towards instructional leadership when they have a comparatively lesser number of students. However, in order to make it successful in the long run, I think the study made by Shaked (2022) is quite essential. Shaked (2022) argues that while instructional leadership has been considered as an important framework for influencing student performance and teaching-learning activities, it must also be supported by other aspects of school leadership such as transformational leadership and distributed leadership. Transformational leadership focused more on providing inspiration and motivation to subordinates and thus influencing change in the school environment. This would help lead by example and also influence teachers towards engagement in instructional leadership roles. This can be facilitated also by distributed leadership, which advocates sharing leadership and engaging other actors for efficient leadership and management (Day et al., 2016). In the present context of Nepali school administration and management, an important component to be reassessed could be the role of school head teachers towards instructional leadership which also needs to be informed by transformational and distributed leadership approaches for enhancing educational quality. This would allow school head teachers to focus more on instructional role, while also remaining accountable for the overall administrative tasks being supported by the assistant head teacher, teachers, and staff.

Concluding the Chapter

The role of the school head teacher is diverse and they have to engage in various activities for the smooth operation of the school with a primary focus on facilitating the academic achievement of students. The findings of the study lead to the discussion that school head teachers in Kathmandu are performing a range of activities within various identified roles- Administrative role, internal relations role, external relations role, monitoring role, and instructional role. The Regulation that governs school education still views the school head teacher primarily as the administrative head of the institution and the majority of the functions are related to managing the day-to-day activities of the school (Education Regulations (8th Amendment), 2002). This provides an essential implication if it is time to frame the image of school head teachers as 'instructional leaders' in the Nepalese context while the administrative tasks of school management can be distributed to other managerial personnel in the school. The following chapter presents the summary, conclusion, and implications of the study.

Summary of the Study

School head teachers have the responsibility of leading the school in all frontiers- academic management, administrative and managerial tasks, maintaining an interpersonal relationship with all the relevant stakeholders, and managing funds and resources as well. Further, school head teachers are perceived as 'Headmasters' or the one who is the executive head of the institution. The literature review on the engagement of the school head teacher and my discussion with the majority of the school head teachers during the process of questionnaire preparation also revealed that head teachers are loaded with a plethora of activities, the majority of which were related to administrative and managerial functions. Further, there was a paucity of studies that focused on the day-to-day activities and engagement of school head teachers in Nepal and which activities they thought to be meaningful in the Nepali context. Thus, the general objective of this study was to explore the role of school head teachers in community schools in Kathmandu. In this study, I sought to answer these research questions: a) What are the roles that the head teachers think are most meaningful to them in Kathmandu? b) How does the engagement of school head teachers in various roles vary across gender, experience, and number of students?

Existing literature suggested that head teachers were mainly engaged in administrative role, managerial activities, internal and external relations role and

instructional roles. According to educational leadership theories, head teachers were mainly recognized as legal leaders or managers in the initial phases when formal schooling began. Later on, the leadership style transformed into instructional leaders, transformational leaders, and transactional leaders with development in the academia regarding head teachership. Each leadership theory has a distinct quality but there is wide agreement that educational leadership should primarily focus on teaching and learning activities in the school along with providing an academic vision and influencing the school community toward that goal. However, in the context of this study, it was seen that head teachers identified themselves as the 'administrative head' of the school but at the same time, they were also aware of the importance of the 'instructional role' for enhancing the quality of school education.

I applied a quantitative research design to explore the answers to the research question and the cross-sectional survey was used to collect the data. The questionnaire was designed using the Delphi method. In order to seek the answer to the first question, I conducted an exploratory factor analysis to explore the underlying dimensions (latent constructs) that determined the role of school head teachers in community schools in Kathmandu. I also used t-test and ANOVA in order to explore the significance of the engagement of school head teachers in various roles across gender, experience, and number of students. A discussion was made connecting and contrasting the findings with the literature on educational leadership.

CHAPTER VI
SUMMARY, CONCLUSION, AND IMPLICATIONS

In chapters IV and V, I discussed the dimension of the role of school head teachers in Kathmandu. In so doing, I also sought to explain the engagement of head teachers in different activities within these roles. I then discussed the factors that helped predict the roles of school head teachers and the engagement of head teachers in these roles across gender. In this chapter, I present the summary of my chapter followed by conclusion and implication.

Conclusions

The findings of the study showed that head teachers in a community school in Kathmandu are mainly engaged in five different roles: instructional role, internal relations role, external relations role, administrative role, and monitoring role. The study showed that head teachers were engaged in carrying out administrative functions of the school which is also directed in the Education Regulations under the responsibilities and duties of the head teacher. Furthermore, the factor analysis shows that they also consider themselves to be ‘instructional leaders’ or that they had to fulfill their ‘instructional roles’ such as discussing and planning instructional improvement with teachers, planning for the professional development of teachers and being concerned about enhancing pedagogical practices and students’ learning experience in the school environment. In the Nepali context, while the literature and policy documents such as SSDP are increasingly stressing the idea of head teachers as instructional leaders, head teachers are required to fulfill both their administrative including interpersonal relational and managerial roles as well as instructional roles simultaneously.

The study is unique in the sense that it has been able to systematically explore the roles of school head teachers, what they are engaged in, and the emerging need to amend the regulations that largely restrict the role of the school head teacher to that of an administrator. The findings of the study open up the discussion towards restructuring the definition of 'head teacher' in the Nepali context and including the instructional role of the head teachers in its definition. There is potential for improvement of the academic growth of students as well as teachers when it is realized that head teachers are to be viewed as 'administrators' and also as

'instructional leaders who have the skill, knowledge, and proficiency in providing academic vision to the school, influencing the team of teachers and staff towards that vision and dedication of time and resources towards creating a positive learning environment. In this sense, it is also important that instructional leadership as a framework be supported by other leadership approaches such as transformational and distributed leadership approaches. Further, the professional development role, which is one of the important dimensions of school leadership for professional growth and continuous learning could not be identified as a significant dimension in the Nepali school context in this study. Thus, it also stresses the need for regular and effective need-based trainings and workshops for school head teachers which can help facilitate their professional development and enhance the quality of school education.

The examination of the association of school head teachers' roles across gender showed that female head teachers were significantly more engaged in the instructional role compared to their male counterparts whereas male head teachers were more engaged in administrative, monitoring, and external relations compared to their female counterparts. The gender roles ascribed by the society mainly explain this relationship as qualities of providing support, working collaboratively, and helping by providing solutions are often associated with women. The gender-wise engagement of school head teachers in this study provides relevant insights into how head teachers' roles seem to be gendered.

Implications of the Study

The findings drawn from the study can be helpful for the policymakers, school head teachers, SMC members, and researchers. The role of school head teachers and their engagement in varied activities is associated to the schools' academic success and has the potential for enhancing the quality of education. Thus, in this section, I have discussed the implications of this study for policymakers, school head teachers, and the wider school community.

Implications for Policy Makers

Education Regulations (8th Amendment), 2002 has widely discussed and provided guidelines on school operation in Nepal. Further, this policy document also provides the rules related to appointment and functions, role and responsibility of the school head teacher. The functions of the school head teachers are largely administrative and managerial ones and few are related to instructional roles. The findings of this study can be used to reformulate the policy and guidelines in regard to

the roles of school head teachers so that they can focus more on instructional roles and academic improvement rather than being overburdened by administrative tasks.

School head teachers also require professional self-development training, especially in relation to time management and understanding their primary role of enhancing the quality of instruction in their respective schools. Regular workshops, experience-sharing forums, and sessions for informing about the success stories of high-performing schools and how their head teachers engage themselves in varied roles can help motivate head teachers in pursuing instructional leadership roles.

Implication for School head teachers

This study has implications for school head teachers as it informs about their engagement in various activities under various roles in school and where they might have to focus more on enhancing academic growth and facilitating students' learning. School head teachers require intensive knowledge of educational leadership and the ongoing debates and discussion on various leadership approaches. Such awareness can help head teachers formulate their practical ways towards leadership practices and gear their efforts towards the desired goal whether it be influencing teachers and staff, motivating or increasing engagement in the instructional role, or improving monitoring practices.

The study also provides the basis that head teachers have to perform multiple roles or have to 'wear many hats'. However, such engagement can also hinder overall efficiency and effectiveness in school operations and academic quality if the head teahcer is not able to dedicate time to all the roles. School head teachers also need to realize that they have a limited timeframe and cannot perform all the duties by themselves. It may require delegating administrative responsibilities to subordinates while focusing more on an instructional role which can foster teamwork as well as academic improvement.

Implication for further researches

The findings of the study provide numerous implications for future research on educational leadership in the Nepalese context. Research that can explore the sociocultural aspect of school head teachership can help look at the roles of school head teachers from the social lens and help us understand why head teachers perform functions in a certain pattern- in this case, head teachers tend to engage more in administrative and managerial roles. Further research can also help explore the various dimensions such as age, experience, educational background, and training and

their relationship to how head teachers perceive to understand their roles. One of the major research gaps in the Nepalese context is in studying the relationship between the roles of head teachers and the academic achievement of students or the impact on the quality of education. Further, research with private school head teachers can provide more information on how the roles of head teachers differ in private and community schools in Nepal. Especially, as the academic achievement of private schools is considered to be better than community schools, it can be studied if the role of school head teachers has a significant impact on the academic achievement of students.

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APPENDICES

Appendix 1: Questionnaire on Role of School Head teachers

प्रधानाध्यापकको भूमिका सम्बन्धि प्रस्नावलीहरु

उत्तरदाताहरुका लागि विनम्र अनुरोध

प्रधानाध्यापकलाई संस्थाको प्रमुख मात्र नभएर एक सफल विद्यालय बनाउने मार्गदर्शक तथा विद्यालयलाई दिशानिर्देश गर्ने अनुकरणीय पात्रको रुपमा लिइन्छ । एक सफल विद्यालय बनाउनमा प्रधानाध्यापकको भूमिका सधैँ विषेश रहेको पाइन्छ । काठमाडौँ जिल्लाका विद्यालयहरुमा प्रधानाध्यापकहरुको भूमिका सम्बन्धि यस अध्ययनमा यहाँको सहभागिताका लागि धेरै धन्यवाद छ । तपाईले विद्यालय संचालनको कममा लिनुभएको ज्ञान तथा अनुभवहरुका आधारमा तल दिईएका बुँदाहरुमा १ देखि ५ सम्मका अंक मध्ये कुनै एकमा चिन्ह लगाउनुहोला । यस अध्ययनमा तपाईका विचार तथा मुल्याकंन महत्वपूर्ण छ र यसले समग्र नेपाली शिक्षा क्षेत्रको विकासका लागि योगदान गर्ने आशा लिएको छु । तपाईले प्रदान गर्नुहुने उत्तरहरु गोप्य रहनेछन् र यस अध्ययन प्रयोजनका लागि मात्र प्रयोग हुने विश्वास दिलाउन चहान्छु ।

धन्यवाद ।

सनम मास्के

एम्. फील. विद्यार्थी, काठमाडौं विश्वविद्यालय ।

खण्ड क : उत्तरदाताहरुको परिचय

१. उत्तरदाताहरुको नाम ९इउतष्यलबf०: .....

२. विद्यालयको नाम ९इउतष्यलबf०: .....

३. उमेर : ☐ २५ - ३५ ☐३५ - ४५ ☐४५ - ५५ ☐५५ भन्दा माथी

४. लिङ्ग: ☐ परुष ☐ महिला

५. वैवाहिक स्थिति: ☐ विवाहित ☐ अविवाहित

६. शैक्षिक योग्यता : ☐ स्नातक ☐ स्नातकोतर ☐ एम्. फिल्. ☐ पि. एच्. डि

७. जाती : ☐ ब्रामण /क्षेत्री ☐ जनजाती ☐ दलित ☐ अन्य

८. प्रधानाध्यापकको भूमिकामा तपाईको अनुभव वर्ष: .....

९. विद्यालयमा विद्यार्थी संख्या : .....

१०. विद्यालयमा शिक्षक संख्या: .....

खण्ड खः प्रधानाध्यापकको भूमिका

तल दिइएका बुँदाहरुमा आफूलाई ठिक लागेका अंकमा चिन्ह लगाईदिनुहोला । कोस्ठलाई प्रतिनिधित्व गर्ने अंकहरु तल उल्लेख भए बमोजिमको हुनेछ ।

१. कहिले पनि गर्दिन	२. एकदमै कम गर्ने गर्छु	३. कहिले काहिँ गर्छु	४. धेरै जसो गर्छु	५. सँधै गर्छु

सिकाई निर्देशन	दर्जा (Scale)				
१.१. म कक्षा कोठामा शिक्षकहरुको अध्यापन अवलोकन गर्छु ।	१	२	३	४	५
१.२. शिक्षकहरुले तयार गर्नुभएको पाठ योजना जाँच गर्दछु ।	१	२	३	४	५
१.३. शिक्षकहको व्यक्तित्व तथा व्यवसायिक विकासका लागि म योजना बनाउँछु ।	१	२	३	४	५
१.४. म शिक्षकहरुसँग नयाँ र सुधारिएको शिक्षण विधिहरु बारे छलफल गर्दछु ।	१	२	३	४	५
प्रशासनिक भुमिका					
२.१. स्थानिय शिक्षा शाखाका आवश्यक कागजी प्रकियाहरु पूरा गर्न व्यस्त हुन्छु ।	१	२	३	४	५
२.२. विद्यार्थीहरु अनुशासनमा नरहेमा विद्यार्थीलाई बोलाई कुरा गर्छु ।	१	२	३	४	५
२.३. विद्याथीहरुले नियम पालना गरिरहेका छन् भनि निश्चित गर्छु ।	१	२	३	४	५
२.४. विद्यार्थीहरुको हाजिरलाई अनुगमन गर्ने गर्छु ।	१	२	३	४	५
२.५. परिक्षाहरुको योजना बनाउने र कार्यानयन गर्नमा व्यस्त हुन्छु ।	१	२	३	४	५
२.६. म परीक्षामा विद्यार्थीहरुले कस्तो गरेका रहेछन् भनी मुल्यांकन गर्दछु।	१	२	३	४	५
व्यवस्थापकिय भुमिका					

३.१. म विद्यालयको बजेट र लेखाको अनुगमन गर्छु ।	१	२	३	४	५
३.२. विद्यालयको सर-समान तथा स्रोतहरुको अवस्था अनुगमन गर्छु ।	१	२	३	४	५
३.३. म सहायक प्रधानाध्यापक र शिक्षकहरुसँग उहाँहरुको विषय सम्बन्धमा छलफल गर्छु ।	१	२	३	४	५
३.४. अरु विद्यालयका प्रधानाध्यापकहरुसँग मिलेर काम गर्छु ।	१	२	३	४	५
३.५. विद्यालय हाताको सरसफाई बारे हेर्ने गर्छु ।	१	२	३	४	५
आन्तरिक सम्बन्ध					
४.१. म विद्यार्थीहरुसगँ कुरा गर्ने र उनीहरुको कुरा सुन्ने गर्छु ।	१	२	३	४	५
४.२. अभिभावकहरुको व्यक्तिगत समस्या तथा गुनासाहरु सुनिदिन्छु ।	१	२	३	४	५
४.३. गैर विद्यालय सम्बन्धि विषयमा शिक्षक तथा कर्मचारीहरु सँग छलफलमा सहभागी हुन्छु ।	१	२	३	४	५
४.४. म अनौपचारिक रुपमा पनि शिक्षकहरुसँग विद्यार्थीहरुबारे कुरा गर्छु ।	१	२	३	४	५
४.५. शिक्षकहरुको व्यक्तिगत समस्याहरु सुन्दछु ।	१	२	३	४	५
४.६. म मेरा शिक्षक साथीहरुबाट सल्लाह लिन्छु ।	१	२	३	४	५
४.७. आवश्यक परेमा अभिभावकहरुलाई विद्यार्थीहरुको प्रगतीबारे आफै जानकारी गराउँछु ।	१	२	३	४	५
बाह्य सम्बन्ध					
५.१. विद्यालय सँग सम्बन्धि विषयहरुमा समुदायबाट राय, सुझाव लिन्छु।	१	२	३	४	५
५.२. म विद्यालयको लागि स्रोत संकलन गर्न दाताहरुसँग सम्पर्क गर्छु ।	१	२	३	४	५
५.३. म स्थानीय शिक्षा शाखासँग सम्पर्क गर्छु ।	१	२	३	४	५
५.४. स्थानीय शिक्षा शाखालाई विभिन्न विषयमा मेरो सल्लाह दिन्छु ।	१	२	३	४	५

व्यवसायिक व्यक्तिगत विकास					
६.१. नयाँ सुचना तथा वर्तमान विषयहरुबारे अद्यावधिक (update) हुने गर्दछु ।	१	२	३	४	५
६.२. म व्यक्तिगत विकासका लागि पुस्तक तथा पाठ्य सामाग्रीहरु पढ्ने गर्छु ।	१	२	३	४	५
६.३. म प्रधानाध्यापकहरुका लागि आयोजना गरिने सीप विकास तलिम तथा कार्यशालाहरुमा भाग लिने गर्छु ।	१	२	३	४	५

Appendix 2: Tables of Factor Analysis

Table 23

Communalities

	Initial	Extraction
IR1 I observe instruction in classroom.	1.000	.568
IR2 I check the lesson plans prepared by subject teacher.	1.000	.670
IR3 I plan for teachers' professional development.	1.000	.558
IR4 I discuss with teachers about new and improved ways of teaching.	1.000	.704
AR1 I am engaged in fulfilling requirements and paper work and procedures of the local education department.	1.000	.772
AR2 I deal with student discipline issues.	1.000	.732
AR3 I ensure that the students are following rules and regulations.	1.000	.656
AR4 I monitor student attendance	1.000	.556
AR5 I am engaged in planning and implementing exams and tests	1.000	.510
AR6 I monitor students' exam performance.	1.000	.613
MR1 I monitor schools' budget and account.	1.000	.611
MR3 I have discussions with coordinators or headteachers about progress and problems about their department.	1.000	.588
MR4 I collaborate with other school head teachers.	1.000	.661

MR5 I monitor the cleanliness of school premises.	1.000	.720
INR1 I talk and listen to students.	1.000	.611
INR2 I listen to parents' personal problems and concerns.	1.000	.559
INR3 I interact with staff and teachers about non-school related topics.	1.000	.622
INR4 I listen to teachers' personal problems.	1.000	.593
INR5 I talk to teachers informally about students.	1.000	.697
INR6 I take suggestions from teachers.	1.000	.519
INR7 I inform parents about their children's progress.	1.000	.475
ER1 I collect ideas and suggestions from the community about school issues.	1.000	.729
ER2 I communicate with funding partners (if any)	1.000	.710
ER3 I communicate with the local educational department.	1.000	.691
ER4 I provide my suggestions to the local education department.	1.000	.593
P1 I update myself with new information and current affairs.	1.000	.518
P2 I study books or materials for self-development.	1.000	.601
P3 I take part in skill development workshops.	1.000	.607

Extraction Method: Principal component Analysis.

Table 24

Eigenvalues – Total Variance Explained

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
f	8.453	30.191	30.191	8.453	30.191	30.191	4.439	15.854	15.854
2	3.139	11.212	41.403	3.139	11.212	41.403	4.181	14.933	30.787

3	1.902	6.793	48.196	1.902	6.793	48.196	2.973	10.618	41.405
4	1.433	5.119	53.315	1.433	5.119	53.315	2.566	9.163	50.568
5	1.356	4.842	58.157	1.356	4.842	58.157	1.867	6.668	57.237
6	1.160	4.142	62.299	1.160	4.142	62.299	1.417	5.062	62.299
7	.964	3.442	65.740						
8	.933	3.331	69.072						
9	.893	3.191	72.263						

Extraction Method: Principal component Analysis.

Appedix 3: Mean and S.D. regarding activities of Head teachers within various roles

Table 25

Mean and S.D. regarding activities within Instructional Role

Activities (Instructional Role)	Frequency (in %)						
	Never	Rarely	Sometimes	Often	Always	Mean	S.D.
I observe instruction in classroom.	-	7.1%	32.9%	43.7%	16.5%	3.69	0.829
I check the lesson plans prepared by subject teacher.	-	1.8%	21.8%	32.9%	43.5%	4.18	0.833
I plan for teachers' professional development.	-	2.9%	16.5%	42.9%	37.6%	4.15	0.799
I discuss with teachers about new and improved ways of teaching.	-	0.6%	8.8%	36.5%	54.1%	4.44	0.679

Table 26

Mean and S.D. regarding activities within Administrative Role

	Frequency (in %)						
Activities (Administrative Role)	Never	Rarely	Sometimes	Often	Always	Mean	S.D.

I am engaged in fulfilling requirements and paper work and procedures of the local education department.	1.8%	8.8%	22.9%	43.5%	22.9%	3.77	0.961
I deal with student discipline issues.	NA	NA	10.6%	24.1%	65.3%	4.55	0.680
I ensure that the students are following rules and regulations.	NA	NA	11.8%	46.5%	41.8%	4.30	0.669
I monitor student attendance	NA	1.2%	18.2%	42.4%	38.2%	4.18	0.764
I am engaged in planning and implementing exams and tests	1.2%	5.3%	21.2%	40%	32.4%	3.97	0.926
I monitor students' exam performance.	NA	NA	5.3%	34.7%	60%	4.55	0.596

Table 27

Mean and S.D. regarding activities within Managerial Role

	Frequency (in %)						
Activities (Managerial Role)	Never	Rarely	Sometimes	Often	Always	Mean	S.D.
I monitor schools' budget and account.	3.5%	15.9%	15.3%	26.5%	38.8%	3.69	1.424
I take stock of school resources.	4.7%	0.6%	12.9%	44.1%	37.6%	4.09	0.975
I have discussion with coordinators or headteachers about progress and problems about their department.	0.6%	NA	10%	40%	49.4%	4.38	0.713
I collaborate with other school head teachers.	5.3%	7.6%	14.1%	49.4%	23.5%	3.78	1.057
I monitor cleanliness of the school premises.	NA	4.1%	11.2%	35.9%	48.8%	4.29	0.826

Table 28

Mean and S.D. regarding activities within Internal Relations Role

	Frequency (in %)						
Activities (Internal Relations)	Never	Rarely	Sometimes	Often	Always	Mean	S.D.

I talk and listen to students.	NA	NA	10%	40.6%	49.4%	4.39	0.664
I listen to parents' personal problems and concerns.	1.2%	1.8%	9.4%	50.6%	37.1%	4.21	0.776
I interact with staff and teachers about non-school related topics.	4.7%	11.2%	31.2%	37.6%	15.3%	3.48	1.033
I talk to teachers informally about students.	NA	3.5%	4.1%	44.7%	47.6%	4.36	0.727
I listen to teachers' personal problems.	NA	1.2%	18.2%	54.7%	25.9%	4.05	0.699
I take suggestions from teachers.	NA	NA	2.4%	36.5%	61.2%	4.59	0.539
I inform parents about their children's progress.	1.2%	NA	14.7%	34.7%	49.4%	4.31	0.809

Table 29

Mean and S.D. regarding activities within External Relations Role

	Frequency (in %)						
Activities (External Relations)	Never	Rarely	Sometimes	Often	Always	Mean	S.D.
I collect ideas and suggestions from the community about school issues.	5.9%	11.2%	20.6%	34.7%	27.6%	3.67	1.165
I communicate with funding partners (if any)	25.9%	10%	14.1%	32.4%	17.6%	3.06	1.474
I communicate with the local educational department.	8.2%	2.9%	21.2%	34.7%	32.9%	3.81	1.172
I provide my suggestions to the local education department.	8.8%	12.4%	28.2%	33.5%	17.1%	3.38	1.166

Table 30

Independent Samples Test (t-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Avg_INSTRUCT	Equal variances assumed	11.998	.001	-2.412	168	.017	-.17805	.07382	-.32379	-.03232
	Equal variances not assumed			-2.776	147.136	.006	-.17805	.06414	-.30480	-.05131
Avg_IR	Equal variances assumed	5.327	.022	-.496	168	.620	-.04815	.09699	-.23963	.14333
	Equal variances not assumed			-.553	136.456	.581	-.04815	.08700	-.22020	.12390
Avg_ER	Equal variances assumed	7.494	.007	3.605	168	.000	.59009	.16370	.26691	.91327
	Equal variances not assumed			3.291	83.911	.001	.59009	.17930	.23352	.94666
Avg_AR	Equal variances assumed	2.682	.103	2.493	168	.014	.22007	.08828	.04579	.39434
	Equal variances not assumed			2.368	91.531	.020	.22007	.09295	.03546	.40468

Avg_MR	Equal variances assumed	1.071	.302	2.288	168	.023	.20131	.08797	.02764	.37498
	Equal variances not assumed			2.305	105.410	.023	.20131	.08732	.02817	.37445