

School Leadership and Management: the Head teacher's Role in Enhancing Learner Academic Performance

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Abstract

The leadership and management of schools play an essential role in determining students' academic progress. The head teacher or school principal is one of the most important stakeholders in education since they are responsible for establishing an encouraging learning environment, executing policies, and making sure that the curriculum is implemented smoothly. This article examines how educational institution management and leadership perceive the head teacher's contribution to students' academic success. In Nepal's educational system, student performance and school leadership remain significant concerns. From a perspective of school management and leadership, we explore the relationship between student performance and school leadership. The opposite characteristics of weak learner performance on the school system or the quality of education are emphasized, even if the causes are just as diverse as the nation itself. As a result, in relation to the leadership of secondary school head teachers, we examined student performance and school leadership. The empirical support for this paper came from the experiences of head teachers. The purposive sampling strategy was used to select participants and in-depth interview was conducted to dig out the information for this study. Four head teachers/principals from four secondary schools in the sindhupalchok district in the Bagmati province, Nepal, were selected as participants in the study. The results show that by performing effective leadership and creating a favorable learning atmosphere, a head teacher's leadership significantly influences academic achievement. Students' overall achievement is determined by their willingness to collaborate with stakeholders, use strategic management, and respond to new educational challenges.

Keywords: Leadership, Learner performance, Management, School head teachers, Teacher satisfaction

Introduction

The 1971 Education Act of Nepal uses the term 'headmaster' to describe the head of the school. The 2002 Education Rules state that there will be a headmaster in each school to function as an academic and administrative chief of the school. In accordance with the 2018 Act Regarding Compulsory and Free Education, the head teacher is the "executive chief of a school who serves managerial and administrative responsibilities by taking up leadership of the school, and this also includes the principal or other person who exercises the executive authority, has the major responsibility of the management of the school or educational institution."

However, the gender-neutral term "head teacher" has been adopted by subsequent policies and documents, including the School Sector Development Plan (SSDP) 2016–2023 and the Education Act, 2016 (8th Amendment). In a similar vein the phrase "head teacher" is used widely in practice, particularly in Ministry of Education, Science, and Technology (MoEST) official circulars and communications, educational reports, and latest publications. The term 'headmaster' is the direct translation from its Nepali terminology.

Education Rules listed several functions of the headmaster that are related to improving the teaching and learning processes in schools, such as implementing the curriculum and textbooks, preparing programs in collaboration with school teachers for teaching classes, conducting periodical examinations with results of students, and recommending functions and duties of teachers, among others (Education Regulation, 2002). The National Curriculum Framework for School Education 2076 strengthens the head teacher's role in curriculum implementation and instructional leadership (NCF, 2019).

Since effective leadership increases student engagement, teacher motivation, and institutional efficiency, it has been associated with enhanced educational results. The head teacher serves as an influential leader in this sense, supporting teachers as well as students in achieving academic success. School leadership has become a high level act that only the most skilled individual can perform it successfully (Kellerman, 2015). The school head teacher's day consists of a variety of leadership and management tasks, such as planning, acquiring materials, reporting, regulating student behavior, managing relationships and resolving conflicts with parents and the community at large, handling numerous unexpected problems involving both teachers and students, and handling exceptional circumstances (Bottery, 2016; Early, 2013; Oumer, 2014).

Researchers in education strongly believe that by creating a climate that supports effective curriculum management, school administrators may enhance the teaching and learning environment (Early, 2013; Kiat, Heng & Ratnam-Lim, 2017; Yu, 2009). They are in the position of encouraging students and teachers, fostering a positive school climate, and efficiently allocating resources to support best practices in teaching. Therefore, academic standards, which incorporate the knowledge and abilities that students should acquire in a subject matter and grade, are developed and maintained in a significant amount by head teachers (Shelton, 2011; Leithwood, et al., 2020). Head teachers cannot accomplish this responsibility without a clear and profound understanding of teaching, learning, and assessment. They should also encourage positive behavior and collaboration among teachers and learners.

There is a claim that school heads of schools, as school administrators, face more expectations, challenging decisions and more responsibilities than ever before. Many school leaders experience great trouble in balancing their administrative responsibilities with their curriculum leadership tasks (Hallinger, 2003; Bush, 2022). The issue is whether a single individual is capable of handling all of the responsibilities anticipated of a head teacher; distributive leadership was suggested as a possible solution. Principals would probably feel less stressed and be able devote themselves on issues related to instruction (Bush, 2011; Hallinger, 2003; Van Deventer, 2016). However, this usually leads to unsatisfactory student performance in the classroom and sometimes to weak management of schools (Spaull, 2013; Loeb, et al., 2020).

In the context of Nepalese schools, head teachers play a central role in increasing learner academic performance through different leadership functions. Head teachers are responsible for setting annual, half-yearly, and monthly school plans, fostering cooperation among teachers, students, and parents, and ensuring a respectful school environment (Education Regulation, 2002). These responsibilities are more emphasized in the School Sector Development Plan (SSDP) 2016-2023, which high spot head teachers' roles in school-based management and comprehensive school improvement planning (SSDP, 2016). However, this study focus on the head teacher's role in enhancing students' overall academic performance.

Literature Review

School leadership is defined as techniques that promote the growth, development, and beneficial influence of people as well as institutions for the benefit of everyone. (Ramrathan, 2017; Bush, 2022). According to the definition, a leader should aim to please the majority of their constituents, if not all of them, rather than being self-focused. Again, the leader's manner of life span should influence their followers in an optimistic way to achieve the collective goals of the group. Additionally, leadership is the act of motivating people to do extraordinary things (Fomunyan, 2017). According to the mentioned authors, leadership skills are techniques for transforming ideals into action, vision into reality, barriers into innovation, separation into solidarity and risks into rewards. In the theme of effective leadership and management in school and head teachers as agents of change in school have been reviewed in this literature review section.

Effective leadership and management in schools

The concept of school leadership is more comprehensive than that of management. A unique form of leadership, management focusses the greatest emphasis on achieving the organizational goals. Regardless of the motivation, leadership exists whenever one person undertakes an effort to change the behavior of a group or an individual. It could be for personal or group objectives, and these objectives could not align with those of the organization at large (Ntombela, 2011; Robinson, 2021). Leadership is an abstract of those qualities of originality, people centeredness, inspiration, enthusiasm to take on the challenge in struggling to do the right thing at all times (Ramrathan, 2017; Spillane &Healey, 2022). People with certain skills and abilities are involved in leadership, rather than those in positions of power due to the power or privileges they receive (Spaull, 2013).

School leaders have multifaceted responsibilities that impact the overall academic performance of learners. Some of the key aspects include: (i) Instructional leadership: Head teachers provide instructional leadership by setting academic goals, monitoring teacher performance, and ensuring the use of effective teaching strategies. Research has shown that school leaders who engage in instructional leadership contribute meaningfully to student achievement (Leithwood et al., 2008). (ii) Creating a positive school climate: a positive school climate bring up student motivation, engagement, and discipline. Principals who promote a comprehensive and supportive environment increase learner outcomes by reducing absence and stimulating good fortune (Marzano et al., 2005). (iii) Teacher's development and support: effective school leadership consist of providing professional development other opportunities for teachers. Maharjan (2016) emphasized that principals who invest in teacher training and mentoring programs contribute to higher student achievement levels. (iv) Stakeholder engagement: collaboration with parents, teachers, and the wider community plays an essential role in student success. According to Bush (2018), principals who nurture strong school-community relationships improve learner performance by supporting responsibility and resource mobilization. (v) Data-driven decision making: effective school leaders make use of data to create up-to-date decisions regarding curriculum implementation, resource allocation, and interference strategies for struggling students (Hallinger & Heck, 2010; Ng, 2023).

In Nepal, Functions associated to monitoring teachers' requirements for professional development are included in Nepal's Local Government Operation Act of 2017. Support is subsequently provided by selecting and recommending teachers to the local government education unit, which in turn recommends training programs to the district's unit. Teachers and staff are then given assignments and responsibilities. The head teachers with the consent of the School Management Committee (SMC) select and send teachers to for training. Center for Education and Human Resource Development (CEHRD) is now playing a significant role in organization and coordination of teacher training programs. The headmaster also holds teachers' meetings at least once a month. Professional development trainings may be organized by the universities, NGOs, and INGOs.

It is difficult to overestimate the impact of the head teacher on students' academic achievement. As managers and leaders, they have an influence on stakeholder involvement, teacher motivation, school culture, and the quality of instruction. Since better student outcomes have a strong association with effective school leadership, administrators have to implement strategic leadership techniques. Innovative techniques for leadership that further improve student success in many different kinds of educational contexts should be the main focus of future further study.

Principals/ head teachers as agents of change in schools

In order to accomplish common educational goals, school leadership involves coordinating and directing the skills and efforts of students, teachers, and parents (Ramrathan, 2017; Torrance, 2023). As the head of the entire school community, the principal is in the position of supervising every student and staff member as well as performing tasks related to administration. Head teachers, as important leaders in schools, are change agents who enhance teaching and learning performance by influencing school culture, policies, and practices. Collaboration, creativity, and

vision are all required for effective school leadership to promote significant transformation. Leaders have to deal with issues like curricular changes, training new teachers, student involvement, and volunteering in the community. In accordance to studies conducted by Hargreaves and Fink (2006), community involvement and collaborative leadership are necessary for achieving sustained school improvement.

The head teacher plays a variety of responsibilities in order to make sure the school performs well, including managing the budget, making sure that the school has trustworthy funding, assessing teachers, creating new policies and modifying traditional ones, and regulating students (Meador, 2019; Wand & Ho, 2022). As visionaries, effective school administrators lead their organizations through challenges and guarantee continuous improvements in curriculum development, student welfare, and performance in school. In order to successfully adapt to the modern demands of education, administrators need to embrace collaboration, creativity, and strategic decision-making as change agents. The culture of a school has an enormous impact on how well teachers and students perform. A learning environment that supports both social and educational achievement is produced by administrators who promote diversity, cooperation, and respect for other individuals (Hallinger & Heck, 2010). Competent school administrators examine progress and adapt techniques using data and research. By examining teacher feedback, student achievement, and school assessments, administrators can make well-informed decisions for ongoing development (Bryk et al., 2010; Bush, 2022).

However, the head of school is mainly accountable for leadership. As the main leader of the school, the headmaster should carry out this responsibility with effectiveness, being mindful that the leadership they provide can influence the teachers, students' parents, students themselves, and their overall academic performance. A clear vision is the initial step for change. Teachers, students, and stakeholders can be motivated by administrators who propose an inspiring plan for reforming schools and connect their approaches with learning objectives (Fullan, 2014; Supovitz & Tognatta, 2024). Successful school leaders strive for modifications to the curriculum that improve student learning. They use revolutionary teaching techniques, integrate technology, and promote research-based teaching approaches (Hallinger, 2011). Offering teachers support, assistance, and training improves their capacity to provide outstanding instruction. Transformational administrators make efforts in continuing education in order to maintain teachers motivated and prepared with innovative methods of instruction, as Bush (2018) highlighted.

In order to accomplish the aforementioned, it is recommended that professionals contribute to decision-making processes by sharing their points of view. Since it will strengthen stakeholders at all levels and foster collaborative behavior, this will bring about a shared responsibility for innovation. (Zhu et al., 2011).

Research Question

This research questions is put forward here in order carry out the present study

R.Q.1. How do leadership and management perspectives influence the role of school head teachers in improving learners' academic performance?

Methodology

In the study presented here, we employed a qualitative research methodology. The focus of qualitative research is on phenomenon that happens in natural settings (Maree, 2007). Participants in this study have been selected using the purposive sampling technique. Based on what we thought of each participant's appropriateness for the study, we selected carefully participants head teachers from the community school. Four head teachers/principals from four secondary schools in the sindhupalchok district in the Bagmati province, Nepal, remained selected as participants in the study. These principals/head teachers had various levels of education and work experience in the classroom, and they performed managerial roles for different periods of time. In order to protect the confidentiality of their identities, we addressed to the participants' head teachers/ principals -P1, P2, P3, and P4 using the pseudonyms. Additionally, we identified the participating schools-S1, S2, S3, and S4 schools pseudonyms.

In-depth interviews and document analysis were employed to generate the data. To explore the viewpoints of school head teachers on student achievement and school leadership, stories served as our main data source. The descriptions from the respondents were audio-recorded, transcribed and confirmed by the participants for credibility and constancy. In depth interviews were conducted early in the morning just before the start of the school day and also in the evening when the students had been terminated to home. Sometimes, school activities were observed while addressing assemblies and teachers' meetings. The authors triangulate the other sources of data as well as a way of verifying the data created from the interviews. Data were analyzed thematically and ensuring that this process contribute in making sense of the findings of the study. The data were analyzed, presented and maintained with direct quotes from the head teacher participants.

Findings and Discussions

The participants used a wide range to express various viewpoints on their students' performance. Learner performance concerns educational leaders and the school community because it is an indicator of weak management and leadership and reflects negatively on the school in the mind of the public. Therefore, the characteristics of student performance reflect leadership, student readiness, the standards of teaching and learning, and an appropriate allocation of resources that support and facilitate higher student performance. Due to inadequate facilities and infrastructure, a lack of career counselling, and their under-resourced geographic position, schools in rural locations are thought to be educationally underprivileged (Malia & Ross, 2018). Remarking that the sampled schools were located in rural communities, the only assessment that be significant was the Secondary Education Examination (SEE) result. In 2024, the SEE in Nepal involved 464,785 students in final exam. Of these, 31,209 students achieved a GPA between 3.6 and 4.0, while 68,256 recorded between 3.2 and 3.6 GPA. The majority, 242,313 students, received a 'Not Graded' (NG) status (National Examination Board- NEB, 2024), signifying a need for substantial improvements in educational outcomes. In this scenario, role of school head teachers in students' learning performance were discussed in four different themes.

Student's learning performance and role of head teachers

All the head teacher participants conveyed concerns about the changing nature of learner performance. For instance, P2 pointed out that his school score 39 percent only and among them two students were able to achieve above 3 GPA. He further stated this was the disappointing situation for our school quality standard and decrease reputation in community. Likewise, P1 said that learner performance in schools has been an anxiety of concern for over a decade in our district. The performance of learners has been inconsistent and most often gone not as good as pass rates have been decreasing more or less every year. P4 further contends that the quality of learner performance has been poor as pass rankings have been hand down to as low as 30% in some specific subjects. The reasons, he says, are different.

However, the shortage of qualified teachers in certain subjects like mathematics, science and English are among the reasons of poor learner performance. As pointed view by all the participants, the shortage of qualified teachers was a major challenge as the qualified teachers were leaving school and turnover due to search other better career option. All the participating schools in this study were in rural areas of Sindhupalchok where only few qualified teachers desired to teach for a lengthy period. As the information showed, the results increase when qualified teachers come to teach in these subjects, and decrease when they leave the school. The location of schools and attitude of leadership ultimately influence the performance of the school. So the school leader's effort focus to retain the caliber of teachers who continue at these schools.

The head teachers of all schools blamed the decrease in student achievement to previous management, staffing, and leadership failures. While some expressed concern about the significant fall in student performance at their institutions, others regarded it as continuously low. Part of the explanation behind this is the ongoing variation in students' performance at these schools. The students' performance image gets strengthened by the school's identity, and the students' performance contributes to the school's undesirable image. The head teachers' eyewitnesses regarding learner performance at their particular schools support Ramathan's (2017) notion of difficulty and convergence of factors that notify learner performance in schools. Wedekind (2010) claimed that "Effective leadership contributes to school efficiency, which eventually shows in student performance. Schools that produced students who performed terribly were identified, labelled and given interventions to help them increase the achievement of students." Therefore, the performance of the students in the institution would be an indicator of a head of school deficient in leadership abilities.

The results from our study confirm the role of school leadership in student performance consequences as recommended by Wedekind (2010). Operational school leadership meaningfully influences the excellence of teaching and learning, in that way educating student achievement (Adhikari, 2022). According to the study, head teachers who actively participate in leadership roles in education can have beneficial effects on student outcomes, suggesting that instructional leadership is crucial for school reform. Additionally, the notion of leadership, in which staff members share leadership responsibilities, has been associated to better learning environments and higher student accomplishment. Effective leadership specifies that partnerships with parents and

the community, donate to better educational results (Khadka et al., 2024). This allows head teachers to influence the strengths of their groups, adopting a collaborative principles that benefits student learning.

Significant measures were taken by the head teachers of the individual schools to ensure an improvement in student performance. While certain school administrators sought internal and external support for the necessary reforms to improve the school's image and learner performance, others acknowledged and adopted staff and students in their efforts to improve the school's reputation. As a result of the interventions that the participating head teachers P3 claimed to have undertaken since assuming duty as heads of schools, Grade 10 students' performance demonstrated varying degrees of success. But it's important to remember that there are a number of causes behind this, some of which may be investigated in further detail.

Resource availability and role of head teacher

Since most of the secondary schools pursuant to study were located in rural locations, there is an abundance of research on student performance in these settings, and the claims that are made convincing. These include not having access to appropriate educational resources, not having enough parental support, having low-qualified teachers, having a high teacher turnover rate, not having enough money, not having enough support from the government, having problems with discipline, and having a low socioeconomic status in the community, all of which have a negative impact on education (Dhurumraj, 2013; Fomunyam, 2017; Rammala, 2009). Based on the analysis of the substantial amount of research on rural school education undertaken locally as well as internationally, rural school education has been characterized to be extremely undesirable. Expectations of high academic achievement in rural schools may therefore be a myth. However, the leaders of the schools under study were able to identify the local causes of their schools' low student performance and made an effort to address them gradually, ultimately resulting in some improvements in student performance and provided them with inspiration to keep moving forward. Khadka et. al. (2023) argues that within the overall Nepalese schooling background an arrangement and a complication factors, rather than individual factors, can illuminate unfortunate learner performance in schools.

All of the schools had the same human resources problem. P2 from S2 verified that when all resources—both human and physical—are well-established, the school runs very well. In S4 School, the school management team was committed, motivating and regular communicate to school, increased learner performance. In this regard, P4 believed that teachers' teaching experience is a major component in delivering better learner performance since teachers had practiced certain experiences in subject content knowledge. Taole (2013) highlights that through an effective school-based management system, school leaders become more responsible internally and externally for the institute's overall performances.

In Nepal, areas related to monitoring teachers' professional development needs and providing support through selecting and recommending teachers for training programs, assigning jobs and responsibilities to teachers are human resource management functions. According to the Education Act 2016 (8th Amendment), the head teachers with the approval of the School Management

Committee (SMC) select and send teachers to for training. Regarding this P1 from S1 indicated the above mentioned tasks were not perform well due to unfavorable condition with in the school.

In this study, the head teachers of schools suggested to both the condition of the communities as well as the interest by parents in the education of their child, which is consistent with the school leaders of S1 and S2 schools. The head teachers of the schools acknowledged the influence of the disadvantaged community and as stated by Robinson (2024) lack of support by parents as being among the reasons for their schools management and the performance of their learners.

Student's discipline and role of head teachers

The principal of S1 School supposed that poor teacher discipline caused a degeneration in learner performance. Likewise, P1 verified that the principal's leadership is key in developing students' discipline in the school. Before P4 was appointed, School had no principal for one years. Furthermore, hardly a management committee formulated and the heads of departments were not available now. Building a school management team to assist them administer a school was the first action taken by the recently appointed principle or head teacher of these institutions. Student discipline was the second priority in this situation of school context. For the head teacher's performance and the teachers' satisfaction, managing the teachers then became an affordable and manageable task. The head teachers' opinions of how they explained student performance additionally exposed a problem: there was a lack of discipline between students and teachers. The general impressions of the school and the students' success on the SEE exams are strongly affected by the discipline level exhibited by the students.

It is possible to understand students' undesirable behavior and attitudes towards school as a consequence of their socioeconomic background. In rural areas, student-teacher confrontations are not unusual (Fomunyam, 2017) and the teacher always remains responsible when this happens. One participant P3 reported a situation in which a student attacked a female teacher after harassing her in class. The students and the community blamed the school leader/ head teacher for permitting the police to handle the circumstance after the student was subject to penalties. Learner performance is limited in rural schools for a number of reasons, including inadequate discipline and high student leaving school rates (Marais & Meier, 2010; Mathaba, 2014; Modisaotsile, 2012).

Leaders in the participating schools showed concern about the lack of discipline among their students, and some of them came up with remedies. One of the head teachers urged students to get involved with extracurricular activities, such as cultural and sports activities. Students stayed involved in these activities after they began to win, which generated a lot of interest and support from other students. One strategy for managing poor student discipline was to concentrate the students' attention and behavior by focusing on achievements outside of the classroom. P1, P2 and P3 considered parental involvement and social issues as factors in learners' little discipline levels. The socio-economic status of parents in these rural communities is low.

Many of the children living with their caretakers rather than their parents, and the parents have low educational levels. These schools' conditions correspond with those identified through several studies (Fomunyam, 2017; Makgato & Mji, 2006) shown that the parents' existing situations,

educational qualifications and academic consequences have a significant foretelling impact on children's educational attainment. For instance, P2 claimed that children from homes in which education is not valued frequently struggle economically. He continues on to say that such children usually have no comprehension of the value or importance of education, and that this has a negative influence on their keen interest in learning. Parents who are alcoholics, unmannerly to their children or far away for long periods often cause children's reduced intellectual, academic and socio- emotional development (Eloff & Ebersohn, 2014; Ng, 2023).

The principals of the schools under study have expressed worry about student interests, attitudes towards education, and classroom and school behavior. P2 believed that students misbehaved because they were not fully integrated into school life, whereas P3 blamed an extent of violence in the residential areas for causing inappropriate conduct in schools. In an effort to improve the way people view education, these principals successfully involved students and teachers in addressing discipline problems by implementing extracurricular activities where they could succeed getting recognition or by extending the time frame of classes through including more early morning and late evening classes.

According to Eloff and Ebersohn (2014), lower-income parents can apply authoritarian methods to enforce external characteristics on their children, such as obedience, neatness, and cleanliness. It happens because of their constant difficult lives, sense of helplessness, lack of confidence in their jobs, employers' authoritarian model, and lack of higher education that would modify values into abstract ideas. Children nurtured in such circumstances are vulnerable to cause problems at school and aggravate issues with student discipline. Additionally, head teachers' emotional intelligence (EI) has a significant effect on student achievement. School leaders with higher EI ratings were better at maintaining academic achievement, as reported by Khadka (2019). It also indicates that head teachers who are able to manage their own emotions and empathy with those of others generate a supportive learning environment in the classroom.

School curriculum and the role of head teacher

The heads of schools additionally understood that low student performance was caused by the courses that students choose to study and the frequent turnover of experienced employees. Here, two factors are important. First of all, student performance was significantly affected by the numerous curriculum policy changes over the recent couple of years that teachers found difficult for them to implement. The majority of teachers were still having difficulty understanding the curriculum, according to the participants. Nkanzela (2015) discussed that teachers should be adequately competent in teaching particular subjects based on their understanding of the subject matter to be taught and the specific types of instructional strategies that are most effective for learning.

Head teacher P4 decided that when the government devotes more money in curriculum modernizations in order to improve the education system as a whole, that will be better for education reform. However, the partial curriculum improvements are impacting on the teachers' knowledge as well as teaching skills. Teachers find themselves in S1 as they are not appropriately trained on the implementation of the new curriculum. Furthermore, the nation's expected skills

shortcoming is a major factor in the emphasis on curriculum improvements, which typically have to do with technology, science, and mathematics. According to the head teachers of the schools under study, a lot of students tended to stay away from mathematics and science because they were scared of them and lost confidence. Because of this depressing situation, students may perform inadequately and struggle to meet the requirements for admission to colleges and universities (Mullins, 2019).

The second concern regarding curriculum and student performance is the subjects that students decide to study. As a means of achieving social and economic advancement, students are being encouraged to join in courses that have been propagated through curricular changes. These courses include science and math, which the head teachers of the schools under study say are very important for students' academic progress. Students view these subjects as high risk and obstacles to their possibilities beyond schooling since they are worried of failing and not obtaining an adequate grade in order to enroll in university.

In rural areas, students who study science, math, and technology experience less support, which reduces their performance. In order guarantee that they could give students the support they needed, these principals believed that they deserve to have a say in the subjects students choose to study. Therefore, it is difficult for a head teachers to implement the curriculum support as premeditated if there are no skilled teachers in that particular area of curriculum. When the head teacher monitors the curriculum and join in in the supervision of students' work and follow up on learners' improvement, it may stimulus the school's success to a great degree, confirming the school leader's role in the learners' subject choices.

It is readily apparent from the previously mentioned discussion of school leaders' judgments of student achievement in their individual schools that the variables are broad, interrelated and complicated. It suggests that an in-depth assessment of the school needs to take into account the reality of the school, the students, the community, and the residences of the learners. It is significant to keep in mind nevertheless that school leaders have recognized school concerns which fall within their locus of control and are aware of the broad spectrum of problems that affect their own schools.

Conclusion

The piece at hand examined the viewpoints of school administration and leadership, emphasizing on the influence of head teachers on students' academic performance. The personal accounts of rural educational leaders were examined to demonstrate how each of them overcame those challenges encountered by the schools they led in order to enhance student achievement. Noting that one of the most important measures of educational management remained student performance, the head teachers adopted a contextual style of leadership in order to significantly improve student performance as indicated by the SEE results. We highlight the belief that head teachers should have a strong style of leadership by addressing empirical evidence of those who believe that effective management and leadership in schools. In conjunction with the strong leadership values of the head teacher, promote a positive learning environment and enhance student achievement. In order to address problems with curriculum implementation, school leaders should

be granted the autonomy to develop novel content and pedagogical knowledge, skills, values, and attitudes. Well-organized professional development programs can help to accomplish goals.

In conclusion, head teachers in Nepal improve students' academic performance through the use of instructional leadership strategies, clearly goal-setting, and strong emotional intelligence. These varying roles help construct successful educational settings which encourage students' achievement and their bright futures.

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