

Female Headteachers' Transformative Practices for School Improvement in Kailali District

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DOI: <https://doi.org/10.3126/jdl.v3i1.73852>

Abstract

Headteachers play a pivotal role in managing both the academic and administrative activities in schools, which is crucial for raising academic standards and improving educational outcomes. This study aims to explore the transformative leadership practices of female head teachers in the Kailali district of Nepal, particularly focusing on how they contribute to overall school improvement. The research was guided by an interpretive paradigm, acknowledging that multiple interpretations exist, shaped by context. This approach allowed for an exploration of the lived experiences, stories, and narratives of four female secondary school head teachers in the Kailali district, located in the lowland region of Nepal's Far Western province. The study employed narrative inquiry as a research method and used participants' stories as the primary data source. The findings, grounded in transformational leadership theory, suggest that these female head teachers are highly dedicated, committed, and confident in their ability to bring about significant changes in their schools. They actively encourage collaboration among department heads and teachers, promote the sharing of ideas, and engage with local community stakeholders, government, and non-state sectors to enhance their influence. Additionally, they utilize public platforms to bolster their leadership impact. The research highlights the importance of recognizing individuals' interests and strengths, assigning additional roles, and creating leadership opportunities. By providing resources, encouragement, and support, these head teachers foster sustained motivation among their staff. Moreover, they emphasize the need for training and professional development for teachers and administrative staff, leveraging technology to intellectually stimulate their teams.

Keywords: school improvement, school principal, school administration, transformative praxis

Introduction

Background

Headteachers have a central role in leading all schools' academic and administrative activities. In other words, to promote the students' learning achievements and the academic status of the school, the head teachers' role is vital as they lead and manage the school's overall educational and administrative activities. Two main leadership styles are used in schools. Administrators employ these approaches to highlight their efficacy at the school level. Different kinds of administrators use participative and supportive leadership philosophies. Ngang (2022) asserts that they have a major effect on both the performance and efficacy of teachers. Bolam (2021) examined the benefits of educators collaborating to share leaders' visions for the achievement of their pupils. Cheng (2013) asserts that leadership philosophies directly affect teacher effectiveness and organizational results, both of which in a classroom context influence students' achievement. Teachers and administrators may have an impact on the performance of their students (Abbas & Iqbal, 2018).

According to Hallinger and Heck (2016), numerous researches have demonstrated that department heads have no direct influence on student performance. Yukl (2012) claims that when people think of "leadership," they often see powerful, imposing individuals who lead their armies to victory, construct powerful empires, and transform their nations. Most people think that leaders have an impact and often ponder why. According to Bass, "leadership is typically viewed as the single most essential component in the success or failure of institutions" (2019). In the words of Ogawa and Scribner (2002), "Leaders are substantially responsible for school achievement," there is a growing consensus among stakeholders.

In this connection, Rijal et al. (2017) state that the roles of head teachers involve creating an atmosphere of cooperation among stakeholders, maintaining discipline, morale and preparing the school visioning, plan, daily operation, evaluation of teachers' performance, discussing the problems of schools and many others. Stakeholders are concerned about the school's performance and attribute it to the principal's leadership. Previous research has established that certain leadership styles influence the school's overall performance, such as instructional effectiveness, organizational climate, and job satisfaction of teachers. Similarly, Mathema and Bista

(2006) state school leadership is effective only when leaders can create strategic direction, travel to unexplored paths, and create a positive and conducive school culture and climate for learning. In the same vein, Cheong (2009) argues that leadership plays a central role in schools and that effective school principals motivate staff and students, resulting in good performance. Day and Sammons (2014) also claim that school principals are not only instructional leaders but also actors in setting the organizational climate that motivates teachers and students toward good performance (Otilia, 2020). On the other hand, people perceive that female head teachers might have less control over administration and leadership. They may not have strong leadership skills. This misconception is another problem. Another issue currently debatable is gender and inclusion. The constitutional provisions are inclusive, and women's quotas are reserved. However, the scenario is different on the real ground.

For this research, the Kailali district was chosen to assess female leadership practices in secondary level schools. The specific reason behind choosing the Kailali district is because of the high number of secondary schools in comparison to other districts of Sudurpaschim Province. The capital of Sudurpaschim Province is located in Kailali district and this district is rapidly developing phase. In terms of total population, this district has the highest population in comparison to the rest of the districts of the Sudurpaschim Province. Apart from that this district has a heterogeneous society in terms of caste, language, and economic aspects. According to the Education Development Coordination Unit (EDCU), Kailali, the number of female head teachers in the secondary level is only ten out of three hundred eighty-nine head teachers. This is an example of injustice to all women teachers in the district. In our society, women do not even get leading roles in different platforms because of profound rooted socio-cultural barriers and backwardness. So there are several crucial issues concerning female head teachers. Apart from this as female already has a lot of major household responsibilities, they are not getting enough time for the administrative roles in schools. They think they are not able to handle all the responsibilities wisely so few women are interested in such positions. Contextualizing it to Nepal, students' academic performance in most of the public schools is found unsatisfactory. However, a few public schools consistently perform well, but they are rare (Singh, 2018). In this scenario, I was initially interested in the school leadership, mainly run by female head teachers, and whether it affects the students' overall

achievements. Then, I decided on what leadership practices female head teachers employ and what challenges they face in schools.

Literature Review

Leadership generally is the ability of an individual or group to influence people around them. It involves making effective decisions, creating a clear vision, setting achievable goals, and providing necessary resources such as knowledge and tools to the followers to achieve those goals. Yukl (2006) defines leadership as influencing others to achieve common goals. The definition gives the sense that leadership encompasses influencing power and common goals. Similarly, Northouse (2013) describes leadership as influencing followers to achieve a common goal. Leithwood and Riehl (2003) state that leadership is showing direction and exercising influence. From these definitions, the most common idea about the administration is 'influence,' a key aspect in getting things done by people to achieve common goals. There are different leadership approaches outlined by previous literature for how leaders influence their followers to get things done. There are three theoretical bases: the trait, behavioral, and contingency or situational approaches. The trait approach considers that influential leaders have certain personal traits such as aptitude, confidence, high moral values, and way of dealing with the group of people. This means that great leaders have strong personal qualities. On the other hand, the behavioral approach focuses on how leaders behave toward other people rather than on personal traits such as personality and others (Northouse, 2013). The contingency approach considers effective leadership in terms of how a leader becomes task-oriented in different social settings. So, context plays a crucial role in deciding whether specific leadership approaches will be effective in various situations.

School leaders are the key agents of change and transformation. They primarily promote student learning, improve education quality, and build and sustain successful, welcoming, productive schools (Leithwood et al., 2008). Effective school leadership is connected with motivation, commitment, capacity development, and creating conducive working conditions for employees (Leithwood et al., 2008). In a similar line, Hargreaves, Halasz, and Pont (2007) mention that school leaders mainly assist and inspire teachers to grow professionally and influence students' learning. Day et al. (2010) state that head teachers' values, leadership strategies, and practices strongly shape the overall internal

processes of the school and the pedagogies, ultimately impacting student learning. They also describe that the principal's leadership directly affects teachers' standards, such as planning, teaching and learning practices, commitment, sense of well-being, and dedication, all of which influence students. These scholars significantly noted that effective principals, (a) define their values and vision to set expectations, provide direction, and build trust (b) change the conditions of teaching and learning, (c) recognize the scope of the organization and roles and responsibilities of leaders, (d) enrich the curriculum, (e) improve the quality of teachers, (f) improve the quality of teaching and learning; (g) building partnerships within the school and (h) build strong relationships outside the school community. These responsibilities are important in all contexts. According to Louis et al. (2010), leaders' major roles are: creating a conducive environment for learning, setting goals, influencing culture, setting classroom conditions, designing and managing curriculum planning and resource allocation, and directly influencing teachers. In the same connection, The Wallace Foundation (2006) report identified six criteria for effective school leader practice: (a) facilitate the development and implementation of a learning vision; (b) promote and maintain a school culture and curriculum conducive to student learning and staff professional development; (c) ensure the organization.

Transformational leadership theory was propounded by Burns (1978), and it encourages followers to increase their creativity and self-actualization level to promote team spirit and organizational interests. Therefore, a transformational leader brings changes to the whole organization and creates a perspective for leaders and subordinates. Transformational leaders primarily raise the motivation and high morality of both the follower and the leader. The theory proposes that transformational leaders enhance discourse, debate, and discussion with employees on common values, beliefs, and goals. This influences the overall performance of the organization in attaining the shared objectives. Transformational leaders produce a convincing and encouraging vision for the future. The qualitative study was carried out in the Gorkha district, and only one head teacher was selected to lead the school successfully. This is a unique study conducted in a Nepalese context in which a headteacher's perceptions and experiences were narrated. The study is useful as it showcases the leadership qualities of a successful headteacher of a secondary school. Danai (2021) explores the tradition of the headteachers' leadership of the school and the role of the head teachers in the transformation of educational attempts

and achievements following the phenomenological research method. Five head teachers leading the schools for more than a decade were interviewed. The research finds out that the leadership role of the head teachers. The study is a mini-scale study carried out in a Nepali context as it does not largely focus on the leadership dimensions. However, it also discusses the instructional practices of head teachers.

Methods and Procedures

This section incorporates philosophical premises which include my ontological epistemic, and axiological positions in this study. It also incorporates a methodological premise that highlights on research paradigm. This qualitative study is based on the interpretive research design along with narrative inquiry, data collection, analysis, and meaning-making.

Philosophical Considerations

Philosophical considerations help us better understand what constitutes knowledge claims. They provide a thoughtful grounding to scrutinize the interconnection between the philosophy a researcher holds and the ways the research will be conducted. Willis (2007) has defined a research paradigm as a comprehensive belief system, the worldview or framework that guides research and practice in a field. Under philosophical considerations, ontology refers to the ways of being and becoming whereas epistemology refers to the ways of knowing. Further, axiology has to deal with ways of valuing.

Ontology

Ontology literally means the science or study of being which is concerned with the nature of reality and its stances (Richards, 2003). For me here, the reality in my research project is that the female headteachers understand and make sense of the leadership practices and their experiences of their role as head teachers. They have their understanding, experience, and perception. Therefore, my ontological stance is relativist as there is no fixed single, absolute, and universal truth. The reality or truth depends upon the time, situation, person to person, context to context, and so on. Every individual constructs the subjective meanings of their own experiences and understandings. So, the reality is completely context-based and socially constructed. I believe realities are always multiple, constructed, and holistic. Thus, my research findings have multiple realities constructed from the context of my research participants.

Epistemology

Here in this study, my epistemological stance is subjective as every individual is unique, he/she constructs knowledge by internalizing a process of understanding his/her surroundings, his/her experiences, and stories (Riessman, 2008). So epistemology may differ from person to person. The world itself is socially created and constructed realities differ from person to person and from context to context. So my epistemological considerations are: every individual differs in perspectives to the experience of leadership practices and knowledge can be constructed through experiences, interactions, and negotiation between individuals. That constructed knowledge can benefit the research participants. I used my experiences as a teacher and academic program leader, my research participants' experiences, and my interaction with them to find the truth of society. I even shared my ideas and experiences with them, which further generated interaction and helped to find out the truth. In a nutshell, I, through in-depth interviews – narrating research participants' experiences and stories developed my epistemology. I believe that knowledge is subjective and it is rounded within human experiences and stories.

Axiology

Axiology, for me, refers to the value of people as every individual is different from each other. Each individual is different and unique, so their thinking and understanding or experiences are certainly different. The participants' understanding, knowledge, and experiences, in this study, are not value-free but value-laden. So the truth is greatly affected by the individual perceptions and realization of things or the world. My study is value-laden because I value my participants' perspectives and my perspectives as well.

Interpretative Research Paradigm

As interpretive researchers believe in the reality of people's subjective experiences of the world, the ontology is socially constructed. Hence, the interpretive paradigm supported the aims of my research project as it explored the lived experiences, stories, and narratives of female head teachers on how they experience their role as head teachers in schools.

Myers (2009) maintains that interpretive researchers make the premise of reality, be it given or socially constructed, through constructions. Thus the paradigm is qualitative in nature and inculcates the constructivist approach to the nature of knowing.

It recognizes these multiple perspectives as rich sources for thinking about issues. I prefer the interpretive paradigm for narrating stories of head teachers to make meaning in the context. Interpretive research is non-statistical and it focuses on individual perceptions, personal constructs, negotiated meaning, and definitions of the situations. Indeed, interpretive research is a practical interest that will help me explore women teachers' understanding and experiences (Cohen, Manion & Morrison, 2007).

Narrative Inquiry as a Research Method

I used narrative inquiry as a method to illuminate head teachers' experiences, their stories in the context they live, and their perspectives toward the role of head teachers. Connelly and Clandinin (2000; as cited in Webster & Mortova, 2007) claim that human experience happens narratively, therefore, educational experience should be studied narratively. It implies that the experiences of human beings happened in the form of a story, thus the experiences in the field of education should be examined narratively. My research participants have the experiences of working in schools as the teachers and later on, as the head teachers. Further, narrative inquiry provides researchers with a rich framework to investigate how humans experience the world depicted through their stories (Webster & Metrova, 2007).

Research Site and Participants

For my research, the Kailali district was the study site. It is situated in low land region of the Far Western Province of Nepal. I selected this study site as I have spent two decades in the region in different academic roles like teacher, lecturer, and so on. I purposively selected four female head teachers working at the secondary level in Kailali district as the research participants. There are only ten female head teachers in the district. Among them, I chose four participants purposefully for in-depth study so that I could get their access informally and formally for pre-research, while-research, and post-research processes and support me understand the problem and research questions in this study (Creswell, 2009). In other words, I selected them purposefully as they were approachable and convenient for me (Denzin & Lincoln, 2005) because purposefully selected study sites and informants can best help me understand the problem and research questions in this study (Creswell, 2009). I also assumed that they have experience implementing several programs and activities of school-level education. I expect that, Likewise, I selected two from Dhangadhi Sub-Metropolitan City and two from Godawari Municipality. In the selection criteria of the participants, I paid attention to the different

Head Teachers' Narratives as the Data

I used female head teachers' narratives as the primary data to generate information in this study. I primarily collected data through interviews. During the interview, I used interview guidelines. Then I transcribed the data maintaining what they said. Apart from the interview, I also made notes during the data collection period to help capture their attitudes and actions.

Data Analysis

The process of data analysis primarily involves making sense of out-of-text and collected data, which involves organizing, transcribing, coding, themetizing, and meaning-making. In basic qualitative analysis, the researcher collects data and analyzes it for themes and reports. Though analytic differences among several strategies lie, qualitative data analysis follows a general procedure. In short, data analysis is an attempt by the researcher to summarize collected data. In my research project, I followed the three major steps following Creswell and Cheryl (2017) reading the data: it is the stage of transcribing the data in which I was able to put data into more analyzable form so that it could be manageable to further segment into different categories. Coding the data: in this stage, I was able to identify themes and concepts in the data. Data interpretation: it is the most important part of my research at this stage I attempted to find the meaning of themes or descriptions. I would like to further elaborate on these steps as below:

First, I organized and prepared the data for analysis, which involves transcribing, typing, sorting, and arranging the data of different types. Then I attempted to become familiar with the data through reading and memorizing. I made sense of the information at this stage and reflected on its overall meaning. I examined the data in depth to make a general sense of descriptions of the setting, participants, and activities.

Secondly, I attempted to segment the information into several categories or chunks which is called coding. It involves coding pieces of data and grouping them into hierarchical themes. In other words, it is the process of classifying or breaking data into analytic units or categories. The coding process generates a crush of data for themetizing. It is a detailed transcription of information about people, places, events, or activities in a particular setting. As a researcher here I can interconnect themes into a story (narratives) or develop them into a theoretical model (grounded theory) or they might be analyzed for

each individual (case studies) or they could be shaped into a general description (as in Phenomenology). Therefore, themes might be analyzed in several ways.

Thirdly, I interpreted the descriptions and themes. At this stage, the researcher makes meaning from the data along with his/her understanding of the context. I attempted to answer some of these questions: What is important in the data? Why is it important? What can be learned from it? What is the new information in the data? Interpretation unquestionably depends on the perspective of the researcher in qualitative research. While interpreting, I was able to connect findings to my personal experiences, contextualize findings in the research, compare and contrast the findings with previous studies, or turn to theories.

Results and Discussion

This section discusses how female head teachers experienced the practices of their role as transformative leaders for school improvement. Analysis of participants' narratives is done based on the elements of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Gomes, 2014).

Transformation Leadership and Idealized Influence

As I asked how you have been modeling idealized influence through your roles and responsibilities to improve your school, one of the participants shared that she has been demonstrating herself as a role model in teaching. She further narrated:

I as a role model provide mentorship to my teacher on how to teach. This year, I modeled to them how to teach unseen passages to English teachers, how to create a college for social study teachers, and how to use collaborative learning methods to teach math and science. They learned from my mentorship and applied it to their classroom. After this intervention, we observed that student motivation as well as their performance were highly enhanced.

Similarly, another participant also shared that she has been a role model in human capital management where she carried out a job analysis and prepared a routine for the academic year 2024. In this line, she shared:

I as a head teacher carried out a job analysis of my teachers, and most of them were found overloaded, I immediately called a meeting of SMC and managed

four teachers from the private source to engage in the school. For those four teachers who were newly recruited, I inducted, socialized, and as seeded their training and development needs.

In this regard, my participant narrated her story that she has been modeling her roles in self-management, time management, and conflict management. Giving an example of time management she narrated:

I have always been on time in my school. If I am late others also will be late. I generally come ten minutes before the school start and go ten minutes to twenty minutes later than others. This role modeling has solved almost fifty percent of my school's problems.

Similarly, another participant in this research shared her experience regarding the use of ICT resources in the school;

I believe today's time is all about smartness in terms of teaching and learning along with hard work. We are in the ICT-dominant era, there are so many freely accessible ICT resources as well as open education resources. In our school, I motivate teachers to be digital-friendly. In the beginning, only very few send their question paper in soft versions. Later, after motivating them about the importance of ICT in teaching now most of the teachers used to send the question paper in soft version. Along with this majority of the teachers prepare dynamic and interactive PowerPoint slides at home and according to taught in the class. Nowadays most teachers are self-motivated in using ICT resources in teaching learning activities.

After going through my participants' information, I understood that role modeling or idealized influence is one of the areas of transformational leadership that create a way out for the school's improvement.

Transformation Leadership and Inspirational Motivation

As I asked how they were executing inspirational motivation, Anita shared that she found out the areas of teachers' interest so that she could assign some additional roles for them. She also talked to them in person in a way that he or she could lead in specific parts of school activities, such as ECA, writing projects, science activities, games, and many others. In one of the instances, she said that:

In my school, female teachers seemed to be passive in some ways. I called them and talked to them about their interests. When I proposed to one that she would

lead the girls' health issues and sanitation, another female teacher would monitor the girls' hostel activities. The third female teacher was assigned to lead the creation of a good English environment inside the school. They seemed to be happy with the role and I found them motivated. I also provided clear plans and strategies to run the activities. After the implementation of these activities, it was observed that there is a very efficient, decent as well and disciplined environment which ultimately enhanced teaching-learning practices in the school.

Transformational leaders generate new ideas and perspectives to create a roadmap for the organization. They develop commitment, passion, and integrity to execute their role and responsibilities. They also motivate teachers and students to perform better to heighten the productivity of the school (Mirkamali et al., 2014). Parwati focused on honoring teachers for their extra roles and empowering them so that they should work and be responsible for the community where the school is located. She articulated her words this way:

I always tried my best to find extra roles for teachers including female teachers to connect them to the national and society-related events and participation. By empowering them by honoring and encouraging them we enhanced their attachment and love for the school and the local community. Once teachers get honored their passion towards the teaching profession is enhanced which leads to the uplift of student performance.

Transformative leaders inspire and motivate their followers to understand their limitations. They inspire them in a way that they are ready to accomplish their tasks which are more difficult and challenging (Bass, 1998). Kamala particularly motivated students by creating leadership opportunities for them. She remarked:

I set the values and policies for different roles for the students, such as game leaders, class monitors, group leaders school captains, and so on. I also tried my best to make the roles inclusive in different ways such as boys and girls, lower grades and upper grades. These leaders were honored on special occasions for their contributions. By doing this, they feel ownership towards the school, and teaching learning activities progressed smoothly.

Bass (1998) states that transformative leaders articulate the consequences of their performances to achieve the goals which not only scale up the organization but also scale up employees' performance and satisfaction.

Transformation Leadership and Intellectual Stimulation

Transformational Leaders encourage creativity and foster an atmosphere in which followers feel compelled to think about old problems in a new way. Public criticism is avoided. Developing people refers to providing intellectual stimulation, offering individualized support, and modeling desirable professional practices and values (Leithwood&Jantzi, 2008). Leaders encourage their subordinates to try to create motivation and creativity by modifying the approaches and opportunities of their subordinates. The main purpose of the leader is to offer a free flow of ideas and imagination so that their followers and subordinates try to reach new techniques and approaches. Anita primarily led training sessions for her teachers and students as she said that she was also a teacher trainer in her municipality. She put her voice this way:

I mainly boost up teachers and students by collecting training needs from them which are special for learning improvement. Then I prioritized the area to deliver training, for example, training on the use of multiple languages, use of computer applications, traffic signs, prevention during earthquakes, and self-defense. I also outsourced the trainer on many occasions.

Arabiun et al. (2014) mention that transformational leadership helps and encourages followers to increase their creativity and self-actualization level to encourage team, group, and organizational interests. A transformational leader induces change in the whole organization and creates a perspective for both managers and staff. In this connection, Sarala stimulated teachers by providing training and creating training opportunities for their professional growth. Sarala further stated: "In some cases, I manage financial support to teachers in need for their professional growth. I particularly empowered school coordinators, exam department members, and game teachers by providing training and other leadership opportunities."

The leader promotes their followers' innovation and creativity by questioning established assumptions, reframing extant problems, and approaching old problems in new ways. In this way, the leader encourages creativity and does not use public criticism to respond to individual followers' mistakes. Rather, the leader solicits new ideas and creative solutions to problems (Bass, 1998). Kamala, another participant provided emphasis on using technology. She said that she coordinated with SMC and local banks to provide laptops to all teachers so that it would be easier to work for teachers of their own for their assignments and preparation. Khorshid & Pashazadeh (2014) state that

transformational leaders act as mentors and advisors and pay attention to personal development, learning, and supplying the needs of the employees. They provide challenge, a sense of mission, broader perspectives, respect, and trust for the employees, and they act as role models for their employees. They create an atmosphere of trust and motivate employees to work for the organization beyond their self-interests.

Transformation Leadership and Individual Consideration

Transformational leaders act as mentors and coaches. Individual desires and needs are respected. Differences are accepted and two-way communication is common. These leaders are considered to be good listeners and along with them comes personalized interaction. Followers of these leaders move continually toward the development of higher levels of potential. Leader behaves with his/her subordinates according to their characteristics and capabilities and pays personal attention to individuals to develop a healthy relationship by providing new learning opportunities according to their interests and skills (Nissinen, 2006).

Kamala, one of my research participants helped a differently able teacher by providing necessary resources and training for her personal and professional needs. Kamala also provided support and took care of low achievers through individual-level counseling. Transformational leaders explain the organization's prospects and provide a model consistent with the prospects, improve acceptance of group goals, provide a wide range of support for individuals in the organization, and encourage them to pursue the organization's goals. Anita, another participant in my research, assumed the mentorship of several teachers on an individual basis. She said that:

I inspired and mentored five English teachers to write their reflective articles on their experience of teaching. I made two teachers join the international courses on action research projects and supported them during the project. I also made two teachers write research-based articles to publish in an academic article. In my view, the mentorship of teachers' professional development has always been instrumental for the overall academic achievement of school and creating a good team working culture.

However, Sarala made the earlier release of monthly remuneration for some teachers and staff who were in need, whereas Parwati often invited guardians and community leaders to the office on an individual basis and talked to them about the teaching and learning environment in school.

It is noteworthy to mention Bass (1998) regarding leaders and their role in bringing institutional transformations. He explains that transformative leaders attend to each follower's need for achievement and growth by acting as coaches or mentors. The leader tries to create new learning opportunities in a supportive climate; thus, the leader demonstrates acceptance of individual differences, encourages some followers, standards patterns of work to others, and provides autonomy to those with more experience. In this way, the leader establishes two-way exchange processes of communication with the followers, adopts an active listening style, and delegates tasks to develop followers' skills.

Challenges of Female Headteachers as the Transformative Leader

While unfolding their personal experiences and stories, almost all research participants said that they were facing some challenges in their leadership positions due to our patriarchal cultural society as our society does not believe in women's capacity as the head teacher. Male teachers in our society want to hold the role of head teacher. Males do not want to work under the leadership of women due to their superiority complex. According to Acker (1989), women teachers were seen as choosing to prioritize family over career, thus lacking commitment and impeding teaching's claim to full professionalization. In some versions, women teachers were naturally subordinate and amenable to bureaucratic controls as well as being intuitive and unintellectual. During the study, I found some research participants feeling dissatisfied and taking their leadership role as a burden due to difficulty in time management. They were also upset when male teachers undermined their capability in school as head teachers. I also observed that women teachers were always in a hurry to go home due to their work and the responsibilities of their families. I saw male teachers chatting in the tea shop having tea after their school. Sometimes, they assemble in the restaurant with their friend as well. Women teachers always seem worried about home and children.

In this connection, Bharadwaj-Badal (2009) has stated that women normally work up to 15 hours more per week in rural parts of India than men. So is the situation in Nepal. Feminist work focuses on gender roles rather than gender relations and explains women's subordination in the social system in relation to their roles as housewives or mothers (Johnston et al., 1994). These views are compatible with my research sites because, in our patriarchal society, there are multiple ways to look at women; they are not only oppressed by males but also by females in many instances. KC (2013) explains that

there is also tension between individual career progress and bringing about feminist social change. In our country, parents also discriminate against their daughters. That's why the discrimination starts at their home and it spreads in society and all over the world. School leadership is not an exception.

To sum up, female head teachers as transformative leaders deconstruct the ideology of inside house and silent approaches of male dominant society. These female head teachers displayed the capacity to change situations and influence their followers using a challenging and appealing vision. To sum up, in line with Gomes (2014), these leaders have a positive vision that is attractive to teachers, students, and parents (group members); they tend to assume innovative and unconventional behaviors (which reinforces followers' positive attitudes), believe strongly in their ideas, and act as role models of moral correctness. These characteristics of these female head teachers imply that the leader possesses psychological characteristics such as confidence, determination, and motivation for power to improve the school.

Conclusion

The study concludes that female head teachers as transformative leaders encourage department heads and teachers to share their ideas on the visioning of the schools. Presenting to formulate the long-term plans and strategies as the model, assigning clear roles and outlines of the institutional values and responsibilities with authority and accountability helps to achieve the targets. Likewise, collaboration with local community stakeholders, governmental and non-state sectors, and utilizing different public platforms and occasions enhance head teachers' influence among stakeholders. To influence the people, teachers, and students, another important aspect is the capacity of head teachers to be aware of and know local culture, multilingualism, and counseling of people in need.

The research project further shows that taking account of people's interests and strengths, assigning additional roles, honouring their extra roles, creating leadership opportunities empowering inspiration, and providing additional encouragement inspires them to sustain prolonged motivation. This helped me conclude that training teachers and students in different areas of need, supporting teachers and administrative staff in their professional growth, and providing leadership opportunities and use of technology

are crucial for head teachers to intellectually stimulate their subordinates and followers. Thus, creating challenges in the day-to-day professional activities and an atmosphere of trust and motivation helps employees to work for the organization beyond their self-interests.

For the positive transformation of the school, individual consideration is important; school leaders provide necessary resources, training, counseling, and consideration to teachers, students, and community stakeholders as per their personal and professional needs. However, female headteachers face challenges because of historical and social patriarchal structures. Male teachers, according to what my informants have shared, are more favored in the role of head teachers in many ways in our society. This led me to conclude that male teachers undermined female head teachers' abilities in school in the Nepalese context.

Another important aspect of the Nepalese context is female teachers and head teachers also take responsibility for their families apart from the work. This leads to the conclusion that female teachers and head teachers have become bold enough to deconstruct the ideology of silent approaches of the male-dominated society in Nepal as they showed their capabilities, leadership skills, confidence, determination, and motivation to improve the school as transformative leaders

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To Cite this Article [APA Style, 7th Edition]:

Saud, H. B. (2024). Female headteachers' transformative practices for school improvement in Kailali district. *Journal of Durgalaxmi*, 3(1), 120–139.
<https://doi.org/10.3126/jdl.v3i1.73852>