

## Transforming school principal: From the Nepalese private school teachers perspective

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### Abstract

Importance of competency in principal of the private schools has been an invariable need of the days. This research raised questions to answer like teacher's perception towards principal about the engagements dealing with change and leadership roles of Nepalese institutional school principal. This research design is descriptive. It is descriptive as it describes the opinions of the teachers about the performance excellence, team building capabilities of leaders (principals) and transformational leadership they observed in their schools. This research also tries to answer rational questions whether any intervening effects of sex, qualification, experience and age seemed on the responses of teachers while evaluating their principals' ability to handle performance excellence, team building and possessing transformation leadership skills. This research hypothesizes that there is no significant differences between teachers agreement of opinions on the system due to age, sex, qualifications and experience to the agreements of the performance excellence, team building ability, leadership displayed by the principal. The reliability statistics of the responses of the quantitative data in the research is estimated in the pilot tests is .829 (Cronbach's Alpha from IBM statistics version 20) which is enough. The quantitative perspective of the research the dependent variable of this research is the agreement of the teachers towards the performance of the organizations and independent variables are different components of performance excellence, team building and transformation leadership as developed by the leaders of the organizations in the course of leading their organizations. Age, sex, qualification, and experience are taken as intervening variables. The finding of the research indicates that principal are proactive and they are developing themselves by the development of sharing culture in their schools. This research throws sufficient evidence that they agrees with the opinions of the teachers about school performances. They try to learn by experience for which they treat teachers as their valuable partner. Sharing with association members, occasional lecturer and discussions are some external means to acquire some insights about the roles they have to play. In this study major outcome suggest that school leaders act as an actor that helps in formatting school vision in a transformative way. This study presents empirically based analysis in association with teachers' responses while developing school in a transformative leadership which values in creating transformative school vision.

**Keywords:** Principal, Teachers, Transformational, Leadership, School

## Introduction

It is well established that special circumstances need to be addressed by special measures. And successful and efficient leaders know the circumstances and employ the leadership styles as the situations demands so that the problems get solved. Now the education and schools have become the concerns not only for national but also for international subjects of discussion and debate. There is a need to understand the education system internationally by the principal (Portin, Schen, & Williams, 1998).

Researchers have suggested that School Principals should have an understanding of the "real issues" to facilitate the smooth operation of school and they are prepared to 'stand up' and do 'what is right' in the future (Greenfield 1982). In this connection, a major problem has to be addressed and explored by many. Many questions have been aroused in terms of school principal where he/she needs to bring all staff together and manifest in a collaborative way to handle team work and participation that inspires them for overall growth of school.

The research of Balring Weber and Kelloway(1996), based on extensive literature review, has identified that transformational leadership can be taught and learned. Therefore, this research adopts Transformational Leadership as theoretical model and assumes that this affects superior performances in the organizations (Weber and Kelloway, 1996). This research endeavors to link transformational leadership and performance in a school. James McGregor Burns and Bernard Bass (1970, 1985) initiated Transformational Leadership Theory. Avolio, Waldman, and Yammarino (1991) established four primary behaviors that combine transformational leadership. They are (1) idealized influence (or charismatic influence), (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration. (Waldman, and Yammarino, 1991)

Albert Bandura's (1997 & 2001) developed Social Cognitive Theory (SCT). This theory states that employee behaviour (extra-role performance) is the result of combination of personal resources (e.g., self-efficacy), contextual resources (e.g., transformational leadership) and motivation (e.g., work engagement). This study stresses that transformational leadership develops self-efficacy (Bandura, 2001). With the self-efficacy subordinates involve into the work in a greater degree and give extra roles and performance so that school becomes more effective and research shows that people with high self-efficacy perceive troubles as challenges, are highly committed to the activities they carry out and invest more time and effort in their daily activities (Bandura 2001). Work engagement refers to the extent of persons mind, time, intensity, and devotion towards the work (Schaufeli et al. 2002).

According to the model there are two components in the work engagement- vigor and devotion. Vigor means a large extent of zeal and force that a person put in the work to achieve the goal whereas dedication means putting mind to work intellectually, persistently, emotionally, honestly, despite the difficulties arise in the works.

Balring and Kelloway(1996) has given 5 components of transformational leadership which are; idealized influence attributes, idealized influence behaviors, inspirational motivation, intellectual stimulation, individualized consideration. These are measured with the help of scale called Leadership Questionnaire (MLQ) Form 5X-Short. Many researches have been reviewing in this study as to the development practices of leadership for organizational sustaining, changing and growing.

## Methodology

Major assumption of this research is that this research is theoretical as well as empirical. This is theoretical because many ideas are developed, explored and tested. Also this research is empirical because this research measures what we assume on what is being done around the school circumstances. This research has raised questions to study proportion of teachers described different opinions about the performance excellence, team building capabilities of leaders (principal) and types of leadership they demonstrated during quantitative research.

This research tries to measure the relations of teacher's age, sex, qualifications and experience to the positive and negative attitudes toward performance of the organizations to know the effect of intervening variable. The dependent variable of this research is the agreement of the teachers towards performance of the organizations and independent variables are different components of performance excellence, team building and transformation leadership as developed by the leaders of the organizations in the course of leading their organizations. Age, sex, qualification, and experience are taken as intervening variables.

A selection of the schools was based on minimum criteria of 5 years old. Multistage random sampling was used for the selection purpose. Out of the 24, 50 percent were from Kathmandu district and 50 percent from Lalitpur and Bhaktapur. From each school six teachers (3 from male and 3 from females) were selected randomly from the teachers who were present on data collection day and requested to fill the form. Out of 60 male and 60 female teachers, requested only 55 from female and 48 from male teachers' responses were received.

### Profile of respondents

The profile shows that there were 53% female respondents and 48% male respondents even though questionnaire distributed were equal. It meant female respondents were more interested to respond to the questions. Regarding qualification, nearly 50% were found master level, nearly 44% bachelor level and nearly 6% were intermediate. In order to teach in private schools, mostly teachers having master levels are recruited. Regarding experience 20 percent, male teachers have more than 10 years of experience where as 16 percent female teachers have more than 10 years of experience. Eleven percent male teachers and 29 percent female teachers have 6 to 10 years' experience. Sixteen percent male teachers and 9 percent female teachers have 1 to 5 years of experience. Regarding age of the teachers, more than 40 years male teachers were 5 percent and female teachers were only 1 percent. The numbers of female teachers of age ranging from 31 to 35 are more by 12 percent than male teachers. Seventeen percent male teachers and 15 percent female teachers are of the age of 26 to 30 years. All together 33 percent teachers are of below 30 years and two-thirds majority of teachers are above 30. It means matured teachers run private schools.

### Teacher Perception on Principal Leadership

Based on the review of literatures it is found that three major aspects can judge the existing states of schools performance and leadership preparation. They are status of performance excellence, team building ability of the leaders and their abilities to possess and delivery of transformational leadership styles. A set of questionnaire, containing 3 factors (See Table 1) were distributed to 110 respondents. One hundred and three teachers returned the questionnaire, rating the factors as instructed in the questionnaire sets by the respondents. The rating scale used was 1 to 5 [1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree] for measuring performance excellence and team building skills of the principals. A rating scale of 0 to 5 [0 for never, 1 for once in a while, 2 for sometimes, 3 for fairly often, 4 for frequently and 5 for always] was used for measuring transformational

leadership possessing styles of principals. To be more precise in this study I have simply presented the data “who said what” based on the questionnaire.

**Table 1**  
**Table displaying factors and sub factors from Questionnaire**

Factors	Operational excellence	Team building	Transformational leadership
Sub factor	<ul style="list-style-type: none"> <li>• Governance and social responsibilities</li> <li>• Strategy development</li> <li>• Strategy implementation</li> <li>• Voice of the customer</li> <li>• Customer engagement</li> <li>• Measurement analysis and improvement of performance</li> <li>• Management information, knowledge and information technology</li> <li>• Workforce engagement</li> <li>• Workforce environment</li> <li>• Work system</li> <li>• Work progress</li> <li>• Learning</li> <li>• Customer focus</li> <li>• Workforce focus</li> <li>• Leadership and governance</li> <li>• Budgetary, financial and market outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Consensus building</li> <li>• Conflict resolution</li> <li>• Effective meetings</li> <li>• Collaboration</li> <li>• Group Decision making</li> <li>• Commitment to team</li> <li>• Team building</li> <li>• Team trust</li> <li>• Team alignment</li> <li>• Delegation</li> <li>• Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Build trust</li> <li>• Acts with integrity</li> <li>• Inspires others</li> <li>• Encourages innovative thinking</li> <li>• Coaches' people</li> </ul>
Measuring scales	Likert type 1 to 5[1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly disagree]	Likert type 1 to 5[1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly disagree]	A rating scales of 0 to 5[0 for never, 1 for once in a while, 2 for sometimes, 3 for fairly often, 4 for frequently and 5 for always]

### Level of performance excellence of the private schools

Performance is the outcome of various activities in the organizations. In the schools, overall performance excellence includes excellence in teaching and learning process, result of the schools and student and parents, (client/customer) satisfactions. Below are the outcomes from the teachers' responses for performance excellence of the private school.

### **Governance and social responsibilities**

Organizational social responsibility the term often used as corporate social responsibility means addressing to internal stakeholders in the issues of skills, workplace safety, working condition, human rights, equality, and employee rights. When internal stakeholders are empowered then this gets transformed to external stakeholders in the form delivery of goods and service, thus this is taken as important element of performance excellence.

The respondent's average score in governance and social responsibility is 3.71, which does not give evidence that principals fulfils social responsibilities in the eyes of respondents (teachers). This shows that there is positive sign in accepting both factors but not strong governance and social responsibility.

Only 50 % male respondent and 59 % female respondent agreed that there is good governance in their school. All respondents except the age range of 36 to 40 years agree that their schools are running under good governance principle and fulfilling social responsibilities. Irrespective of the qualification most of the respondent agreed that schools are running under good governance and taking social responsibilities. One third respondents of 10 to more years experience are found to hesitate in saying that their schools have good governance and fouling social responsibility. However, majority of all ages are not reluctant to say that their schools have good governance practices and fulfilling social responsibilities.

### **Strategy development**

In the course of making strategy, any organization makes vision, clarifies its missions, set targets (objectifies) and declares policies. Any performance carried out in an organization cannot be said as the real performance of the organization, it must be within the framework of strategies set up by the organizations, similar in the schools, too. Researchers and management theorists like, Eccles 1991; Kaplan and Norton 1996, 2000; Ittner and Larcker 2005; Julian and Scifres 2002, have stressed this point and have even stated that any performance measurement of the organizations must be tested, validated, and revised through the unique strategy.

In the response to the questions whether their organizations formulates strategies, the respondent's average score is 3.71. The respondents do not strongly argue in the favor meaning that their school makes proper and effective strategy. The leaders are not competent enough to frame strategies that guide the schools. Majority of 46% male and 65% female respondent agreed on the principle that strategies are developed. All respondents except the age 31 to 35 agreed that their schools run with strategic planning. Irrespective of qualification, respondents agreed that their schools develop strategies. Irrespective to the experience, respondents are positive to express that their schools formulates strategies.

### **Strategy implementation**

For implementing strategies, appropriate organization structure together with empowered human resources (teachers), sufficient budget, inspiring leadership is made available or provisioned by schools is an important issue. The respondent score in this question was 3.58. The score 3.58 resembles that teachers have no strong belief that their leaders will implement what has been formulated. This score is very low than required for functioning the schools effectively. This response has demanded the principal who can formulate strategies, and have skills and abilities to get strategies implemented.

Gender wise analysis of that response indicates that 46% male and 67% female agreed that strategies are implemented. All respondents except the age 36-40 agreed that their schools implement strategy properly. All respondent irrespective of qualification agreed that schools execute strategies in timely manner. Irrespective to the experience, respondents are positive to express that their schools implement strategies.

### **Voice of the customer**

Customer has some needs, wants and certain choices in relations to specifications of goods and services which are also called their voices. Generally, it resembles to price, size, place,

method of delivery, reliability, etc. The expectations and promises that are fulfilled or not by the product or service delivered by the organizations. What actually customers need for increased satisfaction has been the issue forever.

These are to be understood by the organizations (schools) so one question was there to know to what extent organizations are successful in understanding and addressing these particular issues. The average score under this is 3.91. This is nearly to the 'agree' which means private schools of Kathmandu valley use various methods to understand voices of customers mostly by observation, interviews, surveys, etc. Gender wise analysis reveals that 40% male respondents agree that voice of customer is heard and 25% strongly agree towards voice of customer is taken care inside the school. Analysis of female responses reveals that 62% opined on agree and 20% strongly agree. Irrespective to the age all the respondents opined that their schools hear the voices of clients (parents, community and students). Most of respondents irrespective of qualification agreed that their schools hear the voice of the customers. Irrespective to the experience, respondents are positive to express that their schools listen the interest of parents and students.

### **Customer engagement**

When customers know about the services of the organization then some psychological attraction or detraction are developed. Hence, a number of things are understood by the term customer engagement. The first reason as changed communications channel and changed customer demand, cost of acquiring new customer has been very challenging due to cost involvement, competitions, customer loyalty and customer satisfaction. This is why respondents were asked about the organizations' customer engagement issues and efforts. The average score from the rating scale is 3.74.

The analysis of responses display that 35% male respondent agrees and 19% strongly agree. In the case of female, 58% of the female respondent agrees and 20% strongly agree. This means private schools has not been successful to keep customer (students and parents) engaged in their periphery. Regarding students engagement all the respondents except the age 40 and above stated that their schools engages the customers (students). Most of the respondent's irrespective to their academic qualification agreed that their school engages the customer. Irrespective to the experience, respondents are positive to express that their schools engages parents and students.

### **Performance measurement analysis and improvement of performance**

Right exercise of reward and punishment helps any organizations to get performance excellences. In order to know in the existing questionnaire, they were asked and their response came out to be 3.76. Moreover, the score ranges from 2 which means disagree to 5 (most agreed), which meant there is a wide discrimination among employees (schools teachers). Dissatisfied employee reduces work performance. So performance excellence cannot be attained, this shows that schools system needs to be developed so that equal treatment and fair satisfactory remunerations system based on performance and ability should be established.

Under gender wise analysis of responses reveals that 21% male strongly agree and 34% agree that their performances are measured. In the case of female respondents 15% strongly agree and 62% are on just agree. A majority of the respondents of all ages agreed that their school performances and individual are evaluated. Regarding the analysis based on qualification of the respondent, a majority of the respondents seem to be agreed on the fact that their school measures the school performance and their individual performance too. Nearly one third respondents of 1-5 years' experience are neutral that school analyze the performance of group and individual whereas a good majority are in favor to say that their school analyses their group and individual performances.



### **Information technology, management information, knowledge**

The main factor for organizational fall is ignorance. It is the information technology that helps to generate information for manager and create knowledge. If there is lack of right information system, organizations either make wrong decisions or hesitate; both are dangerous for the organizations. It is the proper management of information system, from which organizations create, store and use information required for the organizations. Employee needs analytical skills to furnish the information in proper way and change to employee knowledge to doing particular task successfully. The knowledge of using information technology (computer, internet, system software and application software) helps the employee and organizations to receive, analyze, use the information with reduced cost, increased accuracy and promptness.

A school is the place where people required for different fields. For this a special subject or discipline in the name of knowledge management (KM) has been developed. With the view of knowing the status of management information system, respondents were asked about knowledge and information technology in their respective school. The average score received from their score is 3.76. It revealed that in private school of Nepal, it exist positively but in low extent. Since 21<sup>st</sup> century belongs to the knowledge workers, private schools are also slowly framing the policy to enhance in this sector.

To this status, the responses of male responded was 23% strongly agree and 31 % agree. And the female responses were 22% strongly agree and 51% agree. 50 to 75 % of the respondents of all ages agree that their schools rely on MIS and its deals in knowledge creation. Nearly half of the respondent having intermediate qualification showed indifferences. However majority respondents show that they agree with the fact that their school applies MIS and knowledge based on MIS. Nearly one fourth of 6-10 years experienced and one third of 10 to more years experienced were found undecided to the fact that their schools use MIS to create knowledge and rest irrespective of their experiences, favors on the MIS practices in their schools.

### **Workforce engagement**

It is also views as the employee commitment as affective, normative and continuance. Once the employee is engaged, they go beyond their duties of meeting business goals and display extra ordinary performances. A number of studies have displayed that employee engagement has powerful relations with business success. It is because employee engagement increases performance/efficiency. The average score on workforce engagement is 3.83 which are also nearly agreed from the teachers. This means that teachers are not kept engaged to produce enough. Research survey conducted by Right management Company (2009) investigated that due to workforce engagement there has been increase 44% higher in retention, 33% in profitability, 50% in productivity, and 56% higher in customer loyalty. This has necessitated shown the importance of introducing some short of system that can enable principal to address such issues.

To this status, 23% male were strongly agreed and 40% agreed. Female responses were 26% and 46% for strongly agreed and agreed respectively. 50 to 80% of all age group responded that their schools practices teacher engagement. Nearly half of the respondent having intermediate qualification showed indifferences. 28% of respondent of 1-5 years of experience stated that they cannot say about the workforce engagement practice in their school where as majority of others were in favor to say that their school practice workforce engagement.

### **Workforce environment**

Workforce environment includes environments that directly or indirectly help to get the task completed without any hurdles. Geographical location, office building, quality of working place, noise, perquisites and benefits, childcare, adequate parking, etc. comes under work force environment. In the absence of workforce environment, proper workforce engagement is barely possible. Transparent & open communication, training & development, work-Life balance, strong team spirit and recognition for hard work are some of the most common prerequisites for workforce environment. The workforce environment felt by employees (teachers) from the

questionnaire is 3.78. This means teachers do not see the workforce environment is appropriate to the schools as it should be. The minimum score responded is strongly disagree and highest is strongly agree. This indicates that there are no uniformities in the work environment inside their school.

23% male respondents strongly agreed and 35 % male respondent agreed that they have good workforce environment. 19% and 55% were on strongly agreed and agreed in the case of female respondents to the support that they have good work force environment. 50 to 80 % respondents agree that their working place have good working environment. More than half of the respondent with intermediate qualification expressed undecided on their better school's workforce environment. Similarly, one fourth respondents with bachelor and master level respondents also showed undecided concern to workforce environment. 29% of 6-10 year experienced respondent expressed that they are indifference about the workforce environment of their school, whereas majority of rest expressed positively to the existence of workforce environment.

### **Work system**

Every organization has a pattern of work, and procedures which makes their official work as a system. A single task or activity has no value unless it is not analyzed under the framework of whole school system/functions for which the school is established. Under the work system, an organization defines its framework of work structures. Every work consists of some components, which are customers, product and service, process, participants, information and technologies (Alter, 2006). In a school environment, the customer of work system is teacher, employees and principal. Product and services are classes, counseling, examining the performance of the students. Major activities and the process are assigning the class, preparing contract, preparing and discussing lesson plans in advance, running classes, evaluating the performances, taking remedial actions, rewarding and punishing, conducting and receiving evaluations system. Participants are students, teachers, department heads, principals, parents, management committee chairperson and members, district administrators, resource person, and supervisors. Information of the job consists of job description, job specifications, resume, job applications, short list of applicants, rejection letters, appointment letters, etc. technologies of the jobs include teaching portals, word processors, email, telephone.

With the interest of knowing, what the teacher opines regarding the work system defined by their school was analyzed. The average score is 3.81, minimum score is 1 and maximum is 5. This indicates that teacher's response varies as to the presence of work system definitions. 35% and 23% male respondents were for agreed and strongly agreed in favor of good work system. 51% and 22% female respondents were for agreed and strongly agreed in favor of good work system. This indicates those principals are not able to persuade work system required by the teachers. 50 to 80% respondents of all ages perceive that they have good working system.

Nearly half of the respondents with intermediate qualification are indifference to say that they have good work system. However, a good majority of respondents with higher education expressed positively that they have good work system. Nearly 32% of 6-10 years' experience, 24% of 1-5 years, and 24% of 10 to above years of experience respondent were undecided about work system of their school. However, majority respondent remarked positively towards the work system of their school.

### **Work progress**

Some schools established in Nepal have been disappeared and some have taken growth. If the working culture is not systematic, structured and grown, they will disappear in the future. The staff can judge whether the organizations will grow and sustain or not. The symptoms of growing organizations can be observed in terms work progress that has grown in terms of new classroom building, new library, new departments, new training halls, new children parks, new athletic grounds, etc. Teacher's average score in this connection is 3.81, which means neutral to



agree and minimum is strongly disagree to most agree. This reflects that schools have not shown enough progress in a satisfactory manner.

37.5% and 18.8% male and 52.7% and 25.5% female were in favor of agreed and strongly agreed respectively for the issue of work progress. 50 to 75 % perceive that their schools are adopting better work progress. One fourth of respondents with intermediate and bachelor degrees are indifference with work progress and respondent with master level education expressed agree and strongly agreed to the better work progress by 41% and 25% respectively. 28% of 1-5 years, and 26.8% of 6-10 years of experience expressed that they were undecided about the work processes of their school, where as a majority of rest were favorable to the work processes developed in their schools

### **Learning**

Learning in the organization can be in three forms, as Peter Senge (1990) coined them as pragmatic, normative and inspirational. Pragmatic form means knowledge should not mean for knowledge sake it should have meaning to organizational practice. As normative form of knowledge is to understand the organizational problem with proper diagnosis, as described by Wycoff et al. (1995). The third form is inspirational which means organizations member's own self-knowledge regarding the environment, world, cause and effect. Does their organization give opportunity to learn, the answer was made through questionnaire. The average score on this is 3.82; minimum 1 and maximum is 5 in the scale. It resembles that there are variation in learning opportunities and learning from the organization.

This score resembles that schools run its operational activities without enough preparation, discussion over the issues and course of actions. Schools are opened in traditional pattern where each subject teachers are independent to each other whereas time has come when they must be interdependent like a team towards enhancing quality of the students.

46% and 17% males were in the opinion that they have learning environment for agreed and strongly agreed respectively and 58% and 22% females were for agreed and strongly agreed respectively. Irrespective of the age, respondents believe that their school has better outcomes. Irrespective of the qualification, respondents were positive towards outcomes of the schools. Irrespective of the experiences, the respondent expressed their favorableness towards students learning in their school.

### **Customer focus**

In schools, parents and students pay for the service. Therefore, school is an organization where they must try to satisfy the customers through activities like creating better teaching and learning environment. On the enquiries to the status of customer focus, the score is 3.91(neutral to agree), minimum and maximum were strongly dissatisfied to strongly satisfied. This reflects that all schools were not found equally inclined towards customer focus, or give priorities to hearing the customer of the school.

50.0% males agreed that their schools are customer focused, and 21% for strongly agreed to this point. 55% and 24% of females were agreed and strongly agreed in the issues that their school are customer focus. Irrespective of the age, the respondents believe that their schools have been successful to focus students learning. Irrespective of the qualification, respondents were positive to the fact that their schools concentrate on students and parents. Irrespective of the experiences, the respondent expressed their favorableness towards school's efforts and success for focusing students and parents.

### **Workforce focus**

Like any organization, school should bring programs for teacher's well-being, stress management, student satisfaction and high turnover. Researchers have investigated that this is possible only if organizations makes endeavor on some teacher-focused activities. Average score on this effort received was 3.72(neutral to agree), minimum was 2 (disagree) and maximum 5 (strongly agree).

43.8% male teachers agreed that their schools runs programs for workforces and 10.4% male teachers strongly agreed for this. 54.5% female teachers were agreed and 18.2% female teachers were strongly agreed for the issues that their schools are workforce focused. Irrespective of age, the respondents believe that school focuses on successful in mobilizing human resources.

Nearly 38% respondent with Bachelor qualification showed indifference to workforce focused outcomes whereas majority respondent with intermediate and master expressed it positively. 29.3 5 of 6-10 years, and 35.1 % of 10 to above years' experience expressed undecided to work force focused practice of the school where majority of the rest expressed favorably to work focused practice in the school.

### **Leadership and governance**

Leaders play an important role in governance by promoting collaboration, joined-up working (Harker et al. , 2004 ) and encouraging commitment at all levels (Robinson et al. , 2008). Good governance includes three primary activities-transparency, partnership and accountability. The roles of leaders are to maintain the governance system and give direction to the organizations in order to achieve the desired needs. For good governance, the schools need to base their planning and decision making processes more participatory as far as possible. Its financial matters and resource utilizations should be made open for others to know about how the things are going on. The extent of good governance creates image and increases motivational level of the employees. In the response to the leadership and good governance, the teacher's expression ranges from strongly disagreed to strongly agreed and in average they indicated neutral to agreed in favor of leadership and governance exist in their organizations

35.4% male respondents were agreed and 18.8% strongly agreed. In favor of leadership and governance exist in their school. 52.7% female responses were agreed and 21.8% were strongly agreed.

Irrespective of the age, the respondents believe that their school runs with good principles. One fourth respondents, irrespective of the qualification are undecided about the leadership and governance in the school and a good majority of the respondents were positive towards the leadership and governance of the schools. 32.4 % of 10-above year's experienced respondents were undecided about the leadership and governance outcomes whereas majority of rest of other experience were found positive toward leadership and governance practice of their schools.

### **Budgetary, financial and market outcome**

An organization requires a good market response, financial strength, and a balanced budget that addresses all required activities. Market response ensures cash flows and image, financial strength ensures capability to seize opportunity and deliberate preparation of the budget ensures coverage of all activities that organizations prioritize to perform for the betterment of the organization.

For the purpose of market response, schools marketing efforts should be intact on their 8 Ps. They are (1) Product elements, (2) Place and time, (3) process, (4) Productivity and quality, (5) People, (6) Promotion and education, (7) Physical evidence, (8) Price and other costs of service (Lovell, & Wirtz , 1999). All these activities demands for the budget and finance which was enquired through the questionnaire.

In the question, does these things are practiced in the organizations(schools).The average rating from the teachers came 3.65 (neutral to agree) and the range was strongly disagree to strongly agree. This indicates that organizations vary in the financial strength and market responses. The strategies regarding 8 Ps can be implemented properly and efficiently if the budgetary provisions are adequate but the responses show it is inadequate. 41.7% male respondents were agreed and 10.4% were strongly agreed to the point that their organizations make proper provisions for budget and financial arrangements marketing. Female responses for

this were 58.2% on agreed and 12.7% on strongly agreed. Except the teachers of age 40 and above, all others believe that their school is financially sound and makes proper marketing plans.

More than one fourth respondents, irrespective of the qualification are undecided about the Budgetary, Financial, and Market Outcomes of the school and a good majority of the respondents are positive towards the progress of budgeting, financial and marketing of the school. 40.5 % 10 to above years experienced respondents and 28 % 1-5 years experienced showed themselves unknown to budget, financial and marketing status of their school. Majority of the rest gave positive responses on budget, financial and marketing

#### **Overall performance excellence score**

Overall performance excellence score is 3.75 this indicates that it is near to ‘agree’, which is positive sign but not strong positive.

**Table 2:**

**Descriptive statistics for performance excellence level of the schools**

	Min	Max	Mean	Std. Dev
Senior leadership	1	5	3.65	.848
Governance and social responsibilities	2	5	3.71	.788
Strategy development	1	5	3.71	.870
Strategy implementation	1	5	3.58	.985
Voice of the customer	2	5	3.91	.793
Customer engagement	1	5	3.74	.939
Measurement analysis and improvement of performance	2	5	3.76	.846
Management information, knowledge and information technology	1	5	3.76	.944
Workforce engagement	1	5	3.83	.909
Workforce environment	1	5	3.78	.885
Work system	1	5	3.81	.886
Work progress	1	5	3.81	.908
Learning	1	5	3.82	.883
Customer focus	1	5	3.91	.818
Workforce focus	2	5	3.72	.797
leadership and governance	1	5	3.76	.902
Budgetary, financial and market outcome	1	5	3.65	.825
Valid N (listwise)			3.75	

Source: self-compiled

#### **Analysis of team building capacity in the private schools**

An organizational outcome is the collective efforts of the members of the organizations. Skills, knowledge and attitude, which are said to be the main components of learning are supposed to be with the members of the organizations to perform a given task. Having these things set up on their mind, members do ensure that organizations are achieving their goals. These require the leaders with team building skills. Organizational achievement and functions are mostly so complex that people with the required skills may not complete it but group of people may required. From this point of view, a team is a group of people who achieves objective being interdependent to each other. Through different process and activities leader (Principal in the school) can formulate and facilitate the team to achieve the goals of the organizations.

### **Consensus building**

In any administrative setting, resources allocation and position distribution among the members of the organizations are common aspects. However if due care is not exercised, it can be a great source of conflict to the organizations. In most of the cases, experienced principal can be proactive regarding consensus building.

Studies have suggested prerequisites and strategies for successful consensus building in the complex management issues. Some of them are: (a) all can gain something they value in the process, (b) all important players are willing to participate (c) participants agree on the process structure and goal, including a definition of the problem, (d) no one will be asked to compromise a basic value, (e) participants share information with each other or seek information together early in the process, (f) interests are identified and communicated, (g) multiple options are encouraged, and parties discuss criteria by which to evaluate them, (h) the time necessary for negotiation is available, (i), the issue is "ripe" for resolution, and there is a deadline or urgency for decision, (f) the process is transparent and communication with broader,(g) interests occurs throughout; and (h) all parties have authority to make commitments. Regarding consensus building the average response accounts to be 3.77 (neutral to agree), minimum score is strongly disagree and highest score is strongly agree.

Male respondent's response to consensus building practices in their organizations seems to be 35.4% for agreed and 20.8% for strongly agreed. Female respondent's response to consensus building practices in their organizations seemed 74.5% for agreed and 9.1% for strongly agreed. Except the respondents of 40 and above, others agree that school is able to work with the consent of others. Irrespective of qualification, a good majority responded positively that the school runs with consensus. Irrespective of the experiences, a good majority of the respondents were favorable to the consensus building practices in their school.

### **Conflict resolution**

Consensus building is proactive whereas conflict handling is reactive measures in team building. Literature has indicated the pros and cons of conflict management. Are principals able to manage conflict? To the answer of this question, some strongly agreed and some strongly disagreed. The average score is neutral to agree. The respondents observed regarding conflict resolution practices reveals that 39.6% male were agreed and 20.8% were strongly agreed towards conflict management practices. 60.0% of female respondents were agreed and 20.0% of female respondents were strongly agreed for same conflict management practices in their schools.

Except the respondents of 40 years and above, others agree that school is able to solve the conflicting situations. Irrespective of qualification, a good majority responded positively that the school can handle conflicts aroused among the teachers and staffs and management. Irrespective of the experiences, a good majority of the respondents were favorable to the conflict handling practices of their schools.

### **Effective meetings**

Meeting is an arrangement where principal gets an opportunity to meet teachers, if wisely conducted several information can be known to principal. Meeting is an instruments to build relation, building consensus, handling conflict, making decisions, formulating plans and policies, fulfilling legitimacy and influencing people. Studies have identified various factors that makes meeting to be unsuccessful like poor leadership, lack of preparation, timing, uninterested members, disruptive members, environment, organizational culture and tradition. The responses of the respondent about the meeting was disagreement with the 'most disagree' to 'most agree' with the pattern of meeting running in their school. The average remark is 'neutral' to 'agree' towards meeting. Whether meetings are properly conducted or not was enquired, only 39.6% male's respondents agreed and 20.8% were strongly agreed. 65.5% of female's respondents were agreed and 18.2% of females' respondents were strongly agreed regarding proper functioning of meetings.

Except the age group 40 and above all others agreed that there effectively meeting is run. A majority of respondent are positive to say that their schools conduct effective meetings. Irrespective of the experiences, a good majority of the respondents were favorable to the effective meeting in their school.

### **Collaboration**

For handling the team, concept and principles of collaboration is essential. Collaboration is an arrangement for relationship for making mutual benefit, sharing risk and return, and shared responsibility and accountability for common missions. In this competitive environment, many organizations collaborate and strive for common goal so that they can be successful. The leader (principal) under collaborative principle must create and work under collaborative team so that all members feel equally responsible and accountable. To this question, respondent's reaction seems to be most agreed to most disagree. In addition, average score comes to be 2.89, which means neutral to agree not much.

37.5% males agreed that their principal works collaborating with teachers and 22.9% strongly agreed for the same. In the case of females' responses, it is found that 58.2% agreed and 27.3% strongly agreed for the same.

Irrespective the age, respondent agreed on the collaboration with principal. Most of the respondents comfortably agreed that their school maintain collaboration in carrying out daily functions. Irrespective of the experiences, a good majority of the respondents were favorable to the collaboration practices in their school.

### **Group decision-making**

There are several benefits of group decision over individual decision-making in terms of accessing to more information and knowledge so that many alternatives are generated. For example, parliament members in parliament decide the bills to pass into law; juries in the court decides who is guilty or not, school boards decide whom to upgrade, teachers recruitment and curriculum planning. When decisions are made in a group, it earns social value. However, formation of a group by nomination of people under the influence of a certain powerful person in the school unit sometimes makes decision making process go in the vein. In schools sampled, the respondents' opinion towards group decision making seems to be 'most disagree' to 'most agree'. And average score is 3.80, which means neutral to agree.

43.8% of male respondents were agreed that their principal are involved in group decision making and only 14.6% person strongly agreed for this. 54.5% person female respondents were agreed to this point and 27.3% strongly agreed. Irrespective of the age, all the respondents agreed that group decision making is executed effectively. Regarding group decision making nearly 29 % respondents with intermediate qualification are found undecided, from the same group nearly 29 % showed strongly agreed. Majorities of respondents with Bachelor and Master' degree responded positively. Irrespective of the experiences, a good majority of the respondents were favorable to group decision making practices in their school.

### **Commitment to team**

Team commitment depends on the answer to the questions like participation, choices, team mission, team opportunity, team recognition. The team commitment level in the existing situation seems to be 3.79(neutral to agree) and ranges from most disagreed to most agree.

35.4% of male respondents agreed that schools members are committed to the team and 22.9% strongly agreed that they are committed. 54.5% females agreed and 23.6% strongly agreed in the same point. Irrespective to the age, all respondents opined that there is commitment to team from the principal and other teachers. A good majority of respondent, irrespective of qualification expressed positively to the practice of school team. Irrespective of the experiences, a good majority of the respondents were favorable to team commitment practices in their school.

### **Team building**



Many studies in the organizational team building have prescribed the ideal team of 5 or 6 members. So instead of making team consisting of many member's, better options shall be small teams with less members for many functions which is also a cross-functional teams. When members do not get opportunity to contribute fully in a team then team efficiency is decreased. The common principles of team are: (1) define success criteria, (2) lead by examples, (3) value all contributions, and (4) reward success.

Ideal team possess characteristics like setting integral goals, sharing responsibility, assigning task to team as a whole, getting feedback and discussing mostly between team members. In the 'real team', managers like to be team members rather than team leaders.

In this periphery, the responses of teachers of different schools are from most disagree to most agree towards their team building practices of the schools. And their responses were averaged to be 3.81, which means neutral to agree. 37.5% of male agreed that they form team and 22.9% strongly agreed for the same. 50.9% females agreed and 27.3% strongly agreed in building teams. Irrespective to the age, all agreed that tem building practices are good. Almost respondents, irrespective to the qualification are found that they work in a team. Irrespective of the experiences, a good majority of the respondents were favorable to team building practices in their school.

### **Team trust**

Team trust is the belief that one's effort will bring results in the team. The successful team has its foundation on relationship among the members by trusting each other. Trust is psychological response towards others works or words. Trust in a team can be developed by forming a habit of honesty, sincerity, diligence, and devotion towards works at the same time caring others values and interest. Trust cannot be created in a day; it is the result of continuous practices or involvement. The enquiry made to the teachers on team trust displays that teacher's responses vary from strongly disagree to strongly agree with the status of team trust in the schools and average score seems to be 3.75 which mean neutral to agree.

37.5% maintained team trust in their organization and 18.8% of males respondent strongly agreed on team trust. In the case of females 47.3% females respondents were agreed and 27.3% were strongly agreed for the same. Irrespective to the age, all agreed that team building practices are good. Almost all respondents irrespective to the qualification are found that they work in a team. Irrespective of the experiences a good majority of the respondents were favorable to team building practices in their school.

### **Team alignment**

Team alignment refers to common understanding among the team members. Through the proper process, team is aligned so the duty of team leader (principal) develops a process for it. The purpose of the alignment process is to develop a well-formed team which performs task quickly and effectively based on consensus. Hawthorne consultant (2009) has prescribed how aligned team operates with the clients. It does contracting with clients, assess the clients, design the program, pre-work, makes event, and follow up in the consensus of group members.

Regarding team alignment in Nepalese private schools, the opinions of the teachers varied from strongly disagree to strongly agree. The mean score is in between neutral to agree i.e. 47.9%

Irrespective to the age, all agreed that tem alignment is very effective. Almost all respondents irrespective to the qualification are found that they have a culture of team alignment. 32% of 1-5 years of experienced respondents were undecided about team alignment practice and majority of others, irrespective to experience were found to be favorable to team alignment practices of the school.

### **Delegation**

The secret of an organizations and multinational lies in the delegation of authority. According to Moore, delegation means assigning work to the others and giving them authority to do so.

If some of the authorities are given to subordinates to exercise then organizations get two fold benefits; one is stress and overload to head is minimized at the same time subordinates develop the ability to understand and operate organization in the absence of main person. Therefore, delegation is also called human resource development activity that creates a team of experienced and matured managers for the organization and improves overall efficiency of the organization. The issues arise in the team and organizations when delegation should be made and what should be the principles for delegation of authority.

The responses of the teachers on the delegation of authority shows that they are in the opinion of neutral to agree and responses vary from strongly disagreement to strongly agree with the existing delegations practices of the schools.

Irrespective to the age all agreed that works are delegated to the lower levels. Irrespective of the qualification their responses about the delegation practices in the school show positive result. 29.3% of 6-10 years experienced were undecided about the delegation practices of their school where as rest of the majority were found positive towards the delegation practices of the school.

### **Accountability**

In a team or organization, accountability lies with the main person who is entrusted to run them. The person who has no knowledge, skills and attitude cannot discharge accountability. To make the school principal accountable in terms of quality of educations, they must be able to perform the task of principal according to their job design. They must be given authority and school policy must support them by giving them a process of performing job.

According to the opinion of the teachers towards principals accountability ranges from strongly disagree to strongly agree add mean score ranges from neutral to agree.

Irrespective to the age, all agreed that principal and teachers are accountable. One fourth respondents irrespective to the qualification stated that they were not sure that their school is accountable, whereas rest respondent were positive to agree that their school is accountable. 31.7% of 6-10 years' experience were found undecided about accountability culture of the school whereas rest of majority were positive towards accountability maintained by the school.

### **Overall team building practices and ability in the private schools**

Overall result score is 3.76, which means they nearly 'agree' that principals have team building ability and they practice it. Their reposes is positive but not high positive.

**Table 3:**

**Descriptive statistics for team building ability of principals**

	<b>Mi n.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
Consensus building	2	5	3.77	.807
Conflict resolution	1	5	3.74	1.019
Effective meetings	1	5	3.78	.969
Collaboration	1	5	3.89	.907
Group Decision making	1	5	3.80	.943
Commitment to team	1	5	3.79	.987
Team building	1	5	3.83	.961
Team trust	1	5	3.74	1.029
Team alignment	2	5	3.71	.824
Delegation	1	5	3.70	.906
Accountability	1	5	3.70	.873
Valid N (listwise)			3.76	

Source: self compiled

## **Transformational leadership practices in the private schools**

The schools require two types of planning and control system. One is related to day to day efficiency, which is commonly known as performance excellence. This ensures that schools are being run efficiently and effectively with the help of teaching subordinates and staffs. The second, schools should have a vision for the future. It should prepare its teacher for the changed situations of future for which existing capacity and resources will not be sufficient. Both of these situations require dynamic leaders who can address both system.

Much has been written about transformational leadership in review of literature. Transformational leaders focuses on team formation, motivation and group effort with the staffs at different levels of an organization to accomplish change while providing opportunities for personal and professional growth for each employee.

This part discusses about the main functions of transformational leaders from the teacher perspective which include formation of trust, acting with ethics and integrity, stimulating and inspiring others, encouraging innovating thinking, and coaching people.

### **Building trust**

Transformational leader's first steps is building trust, because every successful team and organization has its foundations on trusting relations with stakeholders. Trust is developed in the organizations by promising the actions and fulfilling it. Leader's role on setting directions and continuously convincing the members, and fulfilling actions are important process for building trust. Literatures on how to build trust have given some practical steps of building trusts. Mostly they are- being predictable, being reliable, fulfilling what is said, being faithful on partners capability, being up front with each other to say truth, not being reluctant to state desires, say no when it is not possible to do, expand relationship with consistently, trust to people who are trustable.

Teacher's opinions about the trust were analyzed in the schools of Kathmandu valley. It was found that teachers response were ranged from the schools were never trustable to school principal were always trustable. However, their mean score is 3.07 which means, often to frequently they can be trusted.

Irrespective the age, respondent's trust building is sound. Majority of respondent irrespective to the qualification expressed that their school builds trust most of the time but not always.

### **Acting with integrity**

Transformational leaders act with integrity. They do not believe on power and prestige, but on achievement through instrumental values. Integrity refers to respecting one's work by way of keeping full faith on it. Mostly people work for money and power, but the people with integrity works for honors and satisfactions. Workplace integrity starts with honesty, decency and trustworthiness. Successful organizations have people who act with integrity. The sign of integrity in the employee/manager are seen as receiving feedback of the job, accepts personal responsibility, cares about others needs while fulfilling one's need, trying to understand other and keeping compassion, seeking advice of others, respect the views that are unusual, performing with honesty even when it is problematic, keeps faith on the act, etc. Teacher's responses in this regard seem to be ranged from their leaders work out of integrity to always follow integrity. The mean score of 3.71 shows the level of integrity as often to frequently.

Irrespective the age, respondents said that integrity is maintained. Majority of respondent irrespective to the qualification expressed that their school seniors and leaders display integrity most of the time but not always. Majority of the respondent's responses irrespective to the experience show that their supervisors and leaders act with integrity most of the times but not always.

### **Inspiring others**

Transformational leaders inspire subordinates to uncover their potential. They want them to be creative and innovative. They want others to do on their own rather than what is instructed on them. These leaders give emphasis on forming a habit of learning rather than instant learning of something. Transformational leaders have a clear vision that they are able to articulate to followers. Leaders are also able to assist followers to experience in the same passion and motivation to fulfill these goals (Cherry, 2014).

How principals are being judged in the eyes of teachers was analyzed through their responses. Their responses show that principals do inspire in the private school. This means there are different types of principals in this regard. In the average the responses were often to frequently they inspire proved by a mean score of 3.26.

Irrespective of the age, respondents said that school principal is successful in inspiring others. Majority of respondents irrespective of the qualification expressed that their school seniors and leaders inspire them most of the time but not always. Majority of the respondents' responses irrespective of the experience show that their supervisors and leaders inspire subordinates most of the times but not always.

#### **Encouraging innovating thinking**

Transformational leaders help to enable people to solve their own problems. They create more innovative opportunities, which means they promote better prospects for employees to try new and innovative activities outside the workplace. They believe that people want to be different so they are different.

In this regard, the responses were 'never these leaders do' to 'always do' and average score was 3.26 which means 'often they do' to 'frequently they do'.

Irrespective of the age, respondents opine that school is successful in innovative thinking most of the time. Majority of respondents irrespective of the qualification expressed that their school seniors and leaders display innovative thinking most of the time but not always. Majority of the respondents' responses irrespective of the experience show that their supervisors and leaders encourage for innovative thinking most of the times but not always.

#### **Coaching people**

All managers coach and facilitate their subordinates. Coaching is an interactive process in developing new skills and knowledge. It is a special type of learning centered training method, designed to help in building self-confidence by training. The objective is developing a person accountable for his or her goals.

Whether coaching is practiced in private school or not, teachers' responses were analyzed. The results were 'never coaches' to 'always coaches' and average was 3.27 which indicates they often coach. Irrespective of the age, all respondents said that school is successful in coaching its staff and teachers. Majority of respondents irrespective of the qualification expressed that their school seniors and leaders coach them most of the time but not always. Majority of the respondents' responses irrespective of the experience show that their supervisors and leaders coach others most of the times but not always.

#### **Result of transformational leadership**

Overall transformational leadership in the private schools in Kathmandu valley is 3.20, which means often it is found. It is not found frequently and not always.

**Table 4:**

**Descriptive statistics for transformational leadership of the principals of Kathmandu valley**

	Min.	Max.	Mean	Std. Deviation
Build trust	0	5	3.07	1.123
Acts with integrity	0	5	3.17	1.133
Inspires others	0	5	3.26	1.102
Encourages innovative thinking	0	5	3.26	1.188

Coaches people	0	5	3.27	1.095
Valid N (list wise)			3.20	

Source: self-compiled

## Conclusion

The age of the respondents ranges from 2 years to 31. Their qualification ranges from BA to MA. Experience is 6 to 10 years. In the average the respondents ranges of responses whether there is operational efficiency exist is neutral to agree. In the response to what extent their leaders display team building skills also, overall responses is neutral to agree. This means they agree but not strongly agree. Similarly, answer to the to what extent they show transformational leadership in the school, the respondents overall responses lie in the range fairly often to frequently. It was found they affected partially. In the analysis of the responses of male and female, It was found that females tends to rate higher than males in working excellence of their schools: senior leadership, strategy development, work progress, learning, workforce focus, leadership and governance, budgetary, financial and market outcome, under performance excellence factors. Quantitative information from the above analysis reveals that their teachers with whom principal's must work have remarked performance of the schools, their team building and team works and leadership skills as not good as supposed to be.

My study has come to end with the progressive outcome in relation to Nepalese private school principal highlighting on various aspect that they have to change, execute and enact. I have always thought Leadership is time and again differentiated from management. Leadership is described as a platform where directions are set and staffs are inspired that enhances school performance and improvement. From this research, I came to conclusion that leadership not only enough to hold the strand of present scenario for the principal. They need equal and enough transformational preparation in relation to the present context. In the responses of respondents of Nepalese teachers, it can be noticed that they prefer to agree mostly with community which needs more assorted population of student, to careful towards gender and culture issues, to enhance cohesion among groups, to use emerging technology, to develop professionalism, to support democratic way, and carryout researches in the field of pedagogy.

In my opinion school principal must work in collaboration with staffs, teachers, community members, for setting a clear vision that can bring change and development of the school. The vision should always be in line with stability over long time and quality of the education that schools impart. His leadership, while doing so must embrace lower level staffs, too, because they are important elements to carry out working functions. The foresight is the most important quality because school principal needs to be proactive to solve every future uncertainty; because these uncertainties cannot be fully controlled but being proactive the negative effects that caused are reduced. Now a day's it is seen that school remembers past glorious days and forget the future which are full of uncertainties the loss of which can be minimized by being proactive. For the purpose of better future schools need to discuss the three things: these can be current culture and atmosphere of the school, better leadership for making the schools best and bringing the best to change the existing situations (Fullan, 1993).

Any secondary school and its principal can prove its reason of existence if its performance excellence is at least of acceptable level to the teachers, community members, students as well as planners of the nations who makes education plans. However, this study tries to investigate performance excellence through the eyes of teachers who are the key people in the school. On the analysis of the responses received from the teachers regarding different aspects of working excellence, the results seems to be inclined towards positive, even though they were not adequately positive. Regarding team building practices and efforts teachers' indication also matches to working excellence and again this is linked with the transformational leadership skills and practices of the school principal. These were found to be associated. Therefore a logical



ground is set because of transformational leadership skills the teacher's endeavor as a team are affected and it has further consequences on the performance of the school.

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