

Head Teacher's Self-efficacy with Transforming Leadership for Changing School

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Abstract

In the context of Nepal, most of government-aided schools are poorly managed. They could not provide good achievement academically and non-academically. Head teacher's leadership is considered highly significant for the transformation of such schools. The schools are not getting expected change. However, there are very few schools that have been transformed considerably. This study explored the role of head teachers' self-efficacy and their transformative leadership qualities in connection to the transformation of schools. Along with this, teachers' perception about the head teachers' leadership role and impact in the transformation process were also underpinned. This multiple case study of two government schools from Dhading district adopted qualitative method. The findings were illustrated in narrative and descriptive way. Research findings indicated the current situation of transformed schools, leadership effect, the head teachers' self-efficacy and transformative leadership qualities. The findings are helpful to head teachers, administrators, teachers, policy makers and school managers per se in order to transform schools.

Keywords: self-efficacy, transformation, leadership, head teacher, case study

Background

Head teachers play key roles in setting the direction for transforming schools (Fisher, 2020). In order to successfully develop an effective teaching and learning environment, head teachers must have a clear plan of what they want the school to become (Grigsby et al., 2010; Shahadan & Oliver, 2016). Under their leadership, academic and non-academic achievements occur. Society plays a significant role in shaping schools, alongside head teachers, teachers, students, and parents. Within the school community, there exists a three-way relationship between teachers, students, and parents. The head teacher assumes the crucial responsibility of guiding the key stakeholders of the school.

Hersey, Blanchard and Johnson (2012) believe that the head teacher's leadership skills involve accomplishing goals with and through the stakeholders in schools. In the context of Nepal, many government-aided schools are lagging behind the transformation. Although local governments are responsible for schools' improvement up to secondary level (Constitution of Nepal, 2015), there has not been considerable change. The governments (local, provincial and federal) have not provided complete support to the schools. They are lacking necessary resources. Academic achievement with good adjustment is far more complicated for them. It becomes very hard to cross average regional and national results in the Secondary

Education Examination (SEE) and School Leaving Certificate (SLC) every year for the schools of Dhading district. Many of the schools are hardly surviving with the insufficient number of students and inadequate infrastructure. They cannot deliver good results. Quality is far behind them. Overall, transformation for them is far to reach. However, few schools have recently been transformed well. Their development in infrastructure and academic progress is commendable. Here, the researcher tries to find out the role of head teachers' self-efficacy and their transformative leadership qualities in connection to the transformation of the schools.

Introduction

Head teachers are leaders of schools. They have a sole responsibility to handle the school administration. They have to provide academic as well as non-academic leadership. Head teachers' success depends on their efficient management of teachers, staff and infrastructures based on the resources available (Brinkmann, Cash, & Price, 2021). An effective head teacher provides a clear vision and a sense of direction for the school (Fisher, 2020). They focus the attention of staff on what is important and do not let them get diverted and side-tracked with initiatives that will have little impact on the work of the students (Day & Sammons, 2016). The role and relation between teachers and headmaster are reciprocal. They have to support each other.

Head teachers are the key agents to initiate change raising the expectation to teachers and students (Ali & Ali, 2015) to achieve goals. Hersey, Blanchard, and Johnson (2012) argue that school leadership involves completing aims with and through concerned people. The headmaster alone cannot achieve all aims. The concerned people have to decide which of their responsibilities to delegate to the head teacher (Ali & Ali, 2015). The head teacher's performance in leadership determines the future of the school because they are one of the key factors who governs the school's effectiveness (Laouni, 2023). Better leadership leads to better development of the institution and better academic achievement.

Self-efficacy Within Head Teacher

Self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). According to Bandura (1999), self-efficacy means a belief in one's ability to manage sources and execute actions required to handle situations. Effective leadership performance may be essential to ensure that change leads to increased effectiveness, efficiency, and profitability (Pittaway et al., 1998; Zhao & Merna, 1992; Slattery & Olsen, 1984). Effective leadership with self-efficacy delivers positive results. One of the most important tasks of a school head teacher is to produce efficient solutions to the problems encountered. The head teacher is the focal person who leads the process to reach the highest productivity that can be achieved in the school and can

facilitate to take ownership of success (Celikten, 2003) with their self-efficacy. School leaders, particularly the head teachers, have a key role to play in setting direction and promoting success for schools in difficult situations (Day & Sammons, 2016), they must be well prepared in multiple sectors (Laouni, 2023). It is challenging to succeed in "students' achievement and performance in the absence of talented and self-motivated leadership" (Louis et al. 2010, p. 9). Students' learning improvement depends on the school leader's self-efficacy which can be produced through their direct influence on institutional and functional conditions (Lopez & Garcia, 2018). The leaders with high self-efficacy are generally successful to perform the tasks effectively (Zheng et al., 2018). The teachers with self-efficacy have the potential to direct and influence the institutional functions for positive and progressive change.

Head teacher's self-efficacy impacts change in teachers and students in school because the head teacher as a leader provides direction, coordination and leadership to entire school (Laouni, 2023). Self-efficacy is mostly significant to the head teacher's success as it is based on the degree of effort made on a particular task (Versland, 2016). Self-efficacy is also an attribute which can shape goals and behaviours of the head teachers with improvement and influence in performance (Baroudi & Hojeij, 2020). Self-efficacy helps to achieve desired outcomes which reflects the head teachers' perception of their own abilities and competencies (Petridou, Nicolaidou & Karagiorgi, 2017) associated with an optimism, self-confidence and opportunities to performing tasks successfully for good results (Schrik, & Wasonga 2019; Mansor, et al. 2021). When the head teachers get good results their efficacy rises to higher level. Thus, self-efficacy is a key factor for changing attitudes, behaviours and working efficiency of the head teachers themselves and their followers.

Transforming Leadership

Transforming leadership is a concept and a form of leadership. It is the process that changes people by the effort of transformational leaders (Northouse, 2021). Gomes (2014) argues that the transformational leaders demonstrate their efficacy in a broad set of contexts, leading their followers, groups, and organizations to perform beyond what would be expected without them. Transformational leadership exhibits support and motivation to followers and adapts to instable and changing conditions (Gümüş & Bellibaş, 2020). It is a process of bringing fundamental changes to the core concept and values from the existing situation in which an institution is founded.

The transformation of every educational institution depends largely on its administrative head. The administrative heads are generally the head teachers in schools in Nepal (Bhujel, 2021). In order to successfully develop an effective teaching and learning environment, the head teachers must have a vision of what they want the school to become. This vision should be encapsulated within the

school program (Grigsby et al., 2010; Shahadan & Oliver, 2016). Head teachers are the carriers of the vision and designers of the mission of the institution. They have to implement strategies and oversee the processes. Their effective leadership provides the ability to produce the intended result (Khanal, 2018). When the head teacher changes the school environment positively, the teachers will carry out their profession efficiently (Musa et al., 2020). Relation between leaders (head teachers) and followers (teachers) remains intact to transform the school when the leaders pay attention to the followers' personal needs and aspirations (Dhungana, 2020; Gümüş & Bellibaş, 2020). Collective roles under leadership of the head teacher pave the way to transformation of the institution.

In the context of Nepal, head teachers are given major responsibilities to handle the school. They are assumed to carry out multiple roles (Bhujel, 2021; Dhungana, 2020) of academic as well as non-academic ones. They are expected to play a key role in transforming schools. However, most of the schools run under poor management. The schools in Nepal get a few support from the governments. Many schools are running themselves with limited resources managed locally. Necessary quotas of teachers are not provided by the governments. Present constitution of Nepal (2015) has given more authority to local government for managing basic and secondary schools. However, the local governments are not willing to bear the burdens of expenses. Within this mire, there is the ray of hope that very few schools have been tremendously changed positively with limited resources. Last few years, some schools in the Dhading district have undergone considerable transformation (Education Development and Coordination Unit, Dhading, 2020). To the researchers' best knowledge, few studies have been conducted on the best practices of transformed schools in the Nepali context. To my best knowledge, there is no study made in connection with transforming leadership, head teachers' self-efficacy, and school transformation. Hence, this study aims to add to the limited literature on the best practices for school transformation due to head teachers' efficacy, and their transforming leadership qualities performed particularly in the Nepali context.

Review of Literatures

This paper mainly draws on the leadership performance of head teachers of the schools that have been recently transformed. The primary focus of the research was to explore the roles of the head teachers' self-efficacy and transformation leadership qualities to transform the schools. For the purposes of this paper, I adopted theoretical grounds of transformational leadership practice. Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns (1978), transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation. Bass & Avolio, (1994),

extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; they also used the term "transformational" instead of "transforming." The transforming approach creates a significant change in the life of people and organizations. It redesigns perceptions values and changes the expectations and aspirations of employees. It is based on the leader's personality, traits, and ability to make a change through example, articulation of an energizing vision, and challenging goals (Laouni, 2023). Transforming leaders are idealized in the sense that they are moral exemplars of working toward the benefit of the team (Burns, 1978).

Transformational leadership is measured first in terms of their influence on the followers. The followers should feel trust, admiration, loyalty, and respect for the leader. They have a willingness to work harder than originally expected. These outcomes occur because the transformational leader offers followers an inspiring mission and vision and gives them an identity. Transformational change is a paradigm shift in the belief, behaviour, and mindset of the people, which also included a paradigm shift in the mission, vision, values, processes, structures, and tools of any organization (Levy & Merry, 1986; Kotnour, 2010; 2011; Laouni, 2023). School leaders especially the head teachers are under considerable pressure to demonstrate the contribution of their work to school improvement (Fisher, 2020), which has resulted in the creation of a wide range of literature that addresses leadership in the context of school improvement (Day & Sammons, 2016). The head teachers have the responsibility to lead and to work on school improvement and student achievement (Shahadan & Oliver, 2016). They are responsible to create an environment for fostering academic and non-academic achievement. The school environment is a key, strategic, and indispensable element of the education system since the core service of the education system is produced in the school (Celikten 2008 as cited in Yildirim, 2016). The core services of education system with good leadership is helpful for transformation of the school.

The head teachers with transformative leadership qualities prioritize and focus on staff and other necessary resources with a clear vision and direction for the school (Fisher, 2020; Brinkmann, Cash & Price, 2021). They do not let their staff be diverted and side-tracked from the missions (Day, & Sammons, 2016). The head teachers behave openly and fairly. They show flexibility. Their work is clearly guided by the missions and articulated by moral and ethical values shared by the co-workers. They need to cultivate a clear school mindset and positive culture of working collaboratively. These transformative traits of head teachers help to improve and promote success for schools in difficult circumstances (Brinkmann, Cash & Price, 2021). This reflects a transformational leadership style in which head teachers engage to transform their colleagues' attitudes, behaviours, and beliefs (Dhungana,

2020). Their leadership style, behaviour, and abilities are appreciated by teachers. Head teachers with transformative leadership qualities can inspire and make their colleagues their followers (Asbari et al., 2019; & Cahyono et al., 2020). Therefore, transformative leadership desires certain qualities in the head teachers. These qualities help them inspire the teachers to transform schools as guided by the vision, missions, and morale (Brinkmann, Cash & Price, 2021).

According to Zainal, and Mohd Matore (2021) transformational leaders exhibit four types of behaviours: idealized influence, intellectual stimulation, individualised consideration, and inspirational motivation. These behaviours lead head teachers to success (Khanal, 2018). Idealized influence of the school leader gives followers a sense of conception about what to perform for perfection where as intellectual stimulation provokes encouragement to do everything with intellect. Individualized consideration helps to mark the followers' contribution and expectation to achieve expected outcomes (Ali & Ali, 2015). Finally, leaders can provide reasons to do the things which inspire the follower for continuous efforts. Thus, transformational leader should consider specific tasks while exhibiting the behaviours. The tasks involve planning, implementing, assessing and acting (Brinkmann, Cash, & Price, 2021). Efficacy of leaders is associated with self-confidence to successfully perform these tasks (Mansor, Nasaruddin, & Hamid, 2021) to yield better result. Dhungana (2020) believes that transformational leaders can influence the followers to perform the tasks through instilling positive moods. Overall, transformational leaders can utilize managerial self-efficacy in order to influence, encourage, motivate and change the followers when they become task specific manager.

From previous research, it is clear that schools are changed largely by the efforts and leadership qualities of head teachers who have to perform central roles in order to bring expected changes. Thus, their self-efficacy and transformational leadership qualities count much in the transformation process of the school. A little work has been carried out on the transformational leadership style and headmaster' self-efficacy relating to school transformation in recent decades (Zainal & Mohd Matore, 2021). Therefore, this research underpinned the role of head teachers' self-efficacy and their leadership qualities in connection to the transformation of schools.

Methods and Materials

Paradigm and Design

This study adopted a narrative approach to the cases (Tolson, Fleming, & Schartau, 2002). It aimed to explore self-efficacy exhibited by school head teachers in the selected transformed schools in Dhading, Nepal. A multiple-case study design (Miles & Huberman, 1994; Yin, 2009) was employed to collect, analyse and interpret

data. To go with Yin (2009), a multiple-case study design comprises the description of each case in their own settings and then compared with one another to provide additional perceptions on the phenomenon. A case study is based on a real-life context (Creswell, 1994). For this study, two schools publicly considered to have been transformed in the last five years were selected as sites through purposive sampling, considering it the most appropriate type of sampling for selecting multiple sites.

The paradigm of this research is interpretivism adopting the qualitative approach. Qualitative methods are better ways of getting at how humans interpret the world around them (Willis, 2007). Context-based understanding of people's thoughts, beliefs, and values is the primary concern of this methodology. Interpretivist researchers embrace an open-ended research design process that allows emergent research questions, emergent modes of inquiry, and emergent reporting structure (Cresswel, 2007; Taylor & Luitel, 2012). Qualitative approach helps to explore subjective and contextual realities (Khadka, & Bhattarai, 2021). Adopting this approach, it helps to bring head teachers' practice of self-efficacy and transformational leadership skills to transform schools in real context with their subjective understanding, thoughts and values (Willis, 2007). Qualitative inquiry let school leaders perceive their subjective realities which cannot be the same for all (Wahyuni, 2012). It is helpful to interpret the subjective realities differently, leaving multiple perspectives of an incident for knowing the facts (Mack, 2010). Thus, qualitative approach in this study is helpful to underpin leadership performance made by the head teachers to transform schools.

Study Area and Selection of Participants

Recently, only a small number of schools in Dhading have undergone significant transformation. Among them, I purposively chose two schools to study as examples of transformation. These schools were selected because their head teachers, along with two teachers—one from each school—have had over a decade of experience participating in the transformation process under the leadership of the head teachers while remaining at the same schools. One of the schools is Prativa Secondary School (pseudonym) located in the centre part of the district which was considered very poor in academic performance few years before. However, recently the school deserves to be successful in academic achievement and resource management. The other is Dhanpati Secondary School (pseudonym) from the southern part of the district. This school also had similar position like the first one. These two schools have been changing rapidly within the last few years (Education Development and Coordination Unit, Dhading, 2020).

The total population of the study was all the schools, and their head teachers of

the Dhading district. The total number of schools in the year 2020 in the district was 617 (564 government aided and 53 privately run) (District Education Coordination Unit, Dhading, 2020), and a total number of teachers was 3074 (including ECD, Primary, Lower Secondary, and Secondary) excluding teachers from institutional schools. Every school has a head teacher. The head teachers had been in the same school for more than ten years so that they possessed long experience of school transformation. Similarly, two teachers each one from a school who had worked in their school for more than ten years were purposively chosen as informants.

Instruments

Semi-structured interviews with head teachers and teachers were major tools for data collection. I took consent from the head teachers and the teachers before visiting their respective schools. I prepared interview guidelines based with open ended questions (Oliver, 2017) relating to self-efficacy and transformational leadership. Some sets of questions were prepared to ask the head teachers in order to find out their self-efficacy and their roles in institutional transformation. Similarly, I asked the teachers the questions related to school transformation and leadership roles of the head teachers. They were individually interviewed. I visited both schools and had more than one-hour interviews with each head teacher. I also visited two teachers from each school and interviewed there. Each interview with the teachers lasted 50 minutes. I made telephone interviews for following with the head teachers. I had informal talks with them on the days I visited their schools. Besides, some observations were made to verify and get necessary data by visiting the schools time and again.

Process of Data Collection

In the process of data collection, I consulted the head teachers and the teachers only who were directly involved in the school transformation process for a decade. I interviewed the head teachers. I had informal talks with them. Besides, I made some observations and inspection of related documents to elicit and verify relevant and necessary data (Cohen et al., 2013).

Data Analysis and Interpretation Procedure

This part presented the analysis of qualitative data gathered from interviews. The data from the interviews were coded and categorized under different themes relating to the research objective related to head teachers' self-efficacy and transformative leadership qualities. After coding and thematizing the data, a narrative or descriptive analysis was made (Murray, 2017). The information gained from the respondents was succinctly handled. Triangulation of data is necessary, as the data were taken through interviews and observations. In this regard, Cohen et al. (2007)

claim that triangulation is the use of two or more methods of data collection in the study of some aspects of human behaviour. So, I made observations of the schools to triangulate the information. Related and necessary data were considered. On the basis of the data, interpretation and results discussions were made.

Credibility and Ethical Consideration

I followed Lincoln and Guba (1985) to ensure credibility by adopting the strategies namely, thick description, persistent observation, prolong engagement and peer debriefing. To maintain ethical considerations the real identity of the informants was masked using pseudonyms H for 'head teacher' and T for 'teacher' respectively (H1, H2, T1, and T2) while interpreting data. In this study, the head teachers were interviewed and their information were cross-matched by the interviews taken with the teachers and related documents. To ensure ethical integrity, ethical guidelines, participants' consent and right to privacy were duly followed (Denzin & Lincoln, 2011).

Results

Brief History of Head Teacher 1

She has been teaching in the same school for 16 years. She had been appointed as the head teacher for 13 years. She completed 30 months tenure and resigned from the post because she had to take care of her children. However, she continued teaching there. She was appointed again in the post of headmaster before five years. Being out of the post, she was a close assistant to other head teachers. She captured memories and experiences from the beginning of how the school has been transformed.

Brief History of Head Teacher 2

He studied in the same school where he has been the head teacher. He has been teaching there for 22 years. He had been the assistant head teacher for seven years before taking full responsibility for the post. He has been serving in the post for five years. As a local and an ex-student of the school, he possessed the best memories of the school's transformation history.

Teacher 1

He has been teaching at the school for 17 years. He is a local and ex-student of the school. He had been the head teacher of the school for four years in the past.

Teacher 2

He has been teaching at the school for 11 years. He is also a local and ex-student of the school. He preserved vivid memories of the school transformation.

Interpretation of Results

The study aimed to explore the self-efficacy of the head teachers and their transformative leadership qualities to transform the schools. The findings presented here are the narratives by the head teachers and the teachers under different themes. They are discussed in a descriptive manner.

Involvement of the Head Teachers in Planning, Implementing and Acting

Head teachers need to plan for academic and non-academic purposes. They conduct different levels of meetings; meeting with School Management Committee (SMC), meeting with teaching staff/ non-teaching staff, parents, communicative members, and students to make plans policies and actions. In the meetings, the head teachers put plans as agenda. They play a key role in such meetings. I found the head teachers at both schools very active and careful in planning and conducting meetings. They had short term, annual and long-term plans. They planned every year early in the beginning of the session. They prepared academic plan for the whole session with the help of teachers and SMC. They were much careful to implement the plans. They made a check list of monthly activities. They not only coordinated and facilitated the activities they also regularly monitored. They kept follow up meetings and evaluation meetings after completion of every activity.

We often have meetings with parents, staff, SMC, and student circle to discuss about the plan I prepared. After approving the plan, I make check list for every month's activities. I help and monitor the activities. I call short meetings after completing the activities. This will be helpful for replanning. (H2)

The head teachers acted themselves as initiators. They often started the work before asking others to work. I found them doing every work themselves either alone or with other staff. They were busy every time.

I have found the head teacher most busy all the time. He never remains silent and inactive. He plans and starts implementing himself in the beginning. (T2)

Choice, Effort and Perseverance of the Head Teachers

Choice, effort and perseverance of leaders drive institution towards the vision. These are the expected qualities of a successful head teacher. Head teachers are the carriers of vision and mission of their schools. When they are clear in vision and

mission they can convince and drive teachers towards. Their ability to have right choice and persistent efforts despite difficulty will lead to success of the school. Making success means achieving the vision. In this regard, I noticed one of the head teachers very clever and understanding in describing about the success of the school with clear vision.

When I got a chance to be the head teacher at that time I clearly forwarded my vision to the school management committee. I declared that I would lead the school towards the best practices within few years. It was my choice of being hard worker and risk taker. I persistently worked and worked until we achieved good position in Secondary Education Examination (SEE) result. Our school was marked the best in the district. May be due to my continuous effort my teachers, SMC members and parents supported me every time. I honestly appreciate them. (H1)

Another head teacher had a choice of changing her school's medium. Despite the support from her teachers and parents, she launched English medium. In the beginning parents did not believe her. But she did not give up. With five years continuous effort, the school got very good result (100%) in SEE. Then there was good support from the parents and increasement in enrolment.

When I was appointed as a head teacher I proposed to start English medium from class one. Nobody was ready. I put a hard effort to convince them. I forwarded a clear vision behind the change in medium. I hardly got support. When the result was unbelievable (cent present) they were happy. Now, I am getting good support. (H2)

The head teachers choice of vision and continuous efforts led the schools towards success with very good academic achievement.

Supporting, Mentoring and Transforming Teacher Staff to Perform Tasks

Leader's support is always desired by the follower. Similarly, the leader's mentoring capacity enhances the followers' efforts for achieving targets. In the process of transformation of the staff, the head teachers play supporting and mentoring role. They need to be positive towards the work or performance of the teachers. When the head teachers are ready to help their teachers in doing tasks, they cannot deny. The teachers will perform their tasks well. Transformation of teachers is possible and easy when the headmasters support and mentor them. I found both the head teachers supportive. They were good mentors. One of the head teachers prepared weekly schedule to train or mentor his teachers. He separated his time after office hours to advise and talk about their on-going tasks to one or two teachers every week.

I call one or two teachers every week after 4 PM, I openly talk to them. I listen their problems and give necessary advise. If they cannot solve and feel hesitant to carry out their tasks, I help them any time. Sometimes, I conduct mini trainings for supporting specific tasks.(H2)

Both head teachers advised and supported their staff in need. They provided extra time to solve their problems. They encouraged and provided expertise to the teachers to carry out given tasks.

I often talk to my staff about on-going tasks. When I find them in difficulty, I immediately support them to carry out the tasks. In their leisure classes, I often discuss about their responsibilities. I help them when I have time. (H1)

The efforts of head teachers to transform the teachers were visible. In an informal talk a teacher said:

Our head teacher played a great role to change our mood to work. She spent extra time to help us, support us and advise us. We feel free to ask for her help when we are in trouble. We get immediate response. It's easier to perform every task. (T1)

Optimism, Self-confidence, and Competencies of the Head Teachers

Good leaders are always optimistic. They need to instill hope to their followers. To rise hope of the other and self, leaders should have confidence and optimism. Head teachers' optimism and confidence in performance enhance other teachers' competencies in performing tasks. I found both the head teachers optimistic and confidence. They considered every challenge as an opportunity. Their performance in different tasks showed confidence and competence. They tried to plant hope and optimism among their colleagues.

I think it's my first duty to encourage them. When I am hopeful myself then I can find them with positive thinking. When I perform my task smartly then my staff will follow me. (H2)

My confidence in work gives me courage to do next tasks. I generally have confidence in my works. I think I can perform well and can increase hope of my teachers. (H1)

The teachers also remarked their head teacher's confidence and competence positively. Both the teachers shared their positive experiences of their head teachers regarding self-confidence and optimism.

I am surprised with the confidence of our head teacher. He always takes risks.

He encourages us to be hopeful and positive. When we make mistake, he is never angry. He encourages us to increase confidence next time. (T2)

The head teachers can be the source of motivation to their staff with their confidence and willingness of doing tasks. Their competencies and optimism become the part of encouragement towards co-workers.

Encouragement, Activities, and Inspiration by the Head Teachers

Head Teachers are the executives to monitor and evaluate the overall academic activities of the school. They are free to observe every activity and provide necessary guidance to related persons. Their true guidance encourages teachers. Similarly, head teachers' involvement in activities inspire the teachers to put more efforts. I found the head teachers taking four or five classes every day. Besides regular classes and administrative activities, they take responsibilities to conduct co-curricular activities. They said they needed to spend extra hours in school to do the tasks every day.

I monitor and keep records. Based on the records, I guide my teachers. I take extra responsibilities. I give extra time to do other tasks. (H1)

I monitor every staff's duty every day. I also teach five periods every day. I usually come to school before one hour. I make checklist and overview every day. If I find any lack, I immediately consult the concerned teacher. I try to encourage them when they feel difficult. (H2)

After monitoring and observation, the head teachers consult the concerned teachers and facilitate them to improve. I found them acting as a friend to their colleagues rather than becoming authoritative leaders. They do not impose their ideas and thought. They share ideas and experiences before reaching solutions.

If we have something wrong or when we are weak, he encourages us like a friend. He often discusses with us. He explores possible alternatives and suggests us to follow the better one after discussing it with us. (T2)

Similarly, another head teacher encouraged her colleagues. She accepted that anybody could make mistakes; everybody has a weakness. She believed that leaders must accept reality and encourage colleagues to do better. I discovered that she acted like a supporter of the staff. She never thinks of acting and punishment.

I never blame the teachers for their weaknesses. I can't think of a punishment. I just request them to change if there is a problem. I hear them individually. I also engage in the activities where they see problems. We discuss deeply and recommend the solution to the problem. There is good coordination among us. (H1)

The teachers at the school accepted the fact that the head teacher never talked about punishment and reprimand rather she encouraged and inspired. They found her helpful and encouraging in solving problems.

Our headmaster always encourages us. I like her inspirational skills. She engages in activities which inspire us to do something more. (T1)

The teachers in both schools believed that their head teachers were the source of inspiration to perform tasks with out hesitation. They liked their headmasters' skills of encouragement. Their encouragement, self-involvement in activities and inspiration made the school environment a good working place.

Discussion

In this research, a qualitative multiple case study design was used to explore the self-efficacy of the head teachers and their transformative leadership roles to transform schools. Day and Sammons (2016) envision that headmasters are responsible for setting direction and creating a positive school environment. They play a key role to support and enhance staff to foster improvements and promote a successful future for the schools. The findings indicated that the headmasters from both schools were responsible to enhance a positive school environment to transform the schools with clear vision and missions. The study found that the head teachers were successful because of their transformative leadership qualities and self-efficacies.

From in-depth interviews, follow up discussions with the headmasters and the teachers of each school, this study discovered how the headmaster's self-efficacy supported changing schools positively. The head teachers who possess high self-efficacy are successful and confident to perform their duties effectively (Zheng et al., 2018; Zainal & Mohd Matore, 2021). This study shows that the headmasters of both the schools exhibited their transformative roles: ability to coordinate, guide, motivate, encourage, and inspire their teachers. They were able to lead the entire team in a helpful and respectful manner. They also turned into facilitators, mentors, motivators, and good performers (Mansor, Nasaruddin, & Hamid, 2021; Laouni, 2023) as transformative leaders to their colleagues rather than merely acted as an administrator.

Moreover, the head teachers are key agents of school transformation. They play crucial roles to influence teachers to perform tasks effectively. Their transformative leadership quality and self-efficacy influences people's effective responses to approaching tasks which ultimately reflects successful completion of the tasks (Zainal & Mohd Matore, 2021). I consider that transformational leadership supports the notion of innovative behaviour among teachers. Bass (1985), Anderson (2017) and Dhungana (2020) argue that the head teachers with transformational

leadership quality can influence the behaviours, perceptions, and moods of the teachers to perform tasks efficiently. Similarly, the head teachers' self-efficacies: hardworking, punctuality, flexibility, openness and fairness (Burns, 1978) help to change the perception of the teachers towards performing tasks (Khanal, 2018). Thus, these qualities of the head teachers could be capitalized in transforming schools.

Similarly, the study demonstrated that teachers appreciated the transformational leadership styles of their head teachers. The teachers were inspired. They followed their head teachers. It was similar to Asbari et al. (2019) that the head teachers with transformational leadership qualities are role models and inspirers to their colleagues. Similarly, head teachers' encouragement paid them well to change the mindset of the teachers to perform the tasks. Their monitoring strategies and initiating behaviours helped to recognize them as true, honest, fair and practical leaders among the teachers (Northouse, 2021). These are the desired qualities of the transformational leadership approach of the headmasters that demonstrated the behaviours and capacity of the leaders who inspired the teachers and the stakeholders (Laouni, 2023). It fostered high loyalty and trust toward the leadership of the head teachers. Self-efficacy in this context contributes positively to this functioning, because it affects performance of the head teachers' through mechanisms like choice, effort and perseverance (Laouni, 2023) which were visible in both head teachers. Mansor et al. (2021) envision efficacy as an optimistic self-confidence in competencies to successfully perform tasks and produce good result.

The head teachers could change the mindset of colleagues to achieve a higher level through performative tasks. It is similar to what Bass (1985) mentions. He believes that transformation could be achieved by raising the awareness of the values of designated outcomes to go beyond the level. The headmasters of both schools were able to aware their colleagues so that they could take enough supports for the transformation of schools. Overall, transformational leadership qualities of the head teachers refer to particular behaviours engaged in by their self-effort and efficacy that improve the overall performance and outcomes of the organizations which they exhibited in the transformation process of their respective schools. This is similar to the view of Dhungana (2020) who believes the head teachers with transformative leadership could transform the teacher staff for the overall success of the schools in Nepal.

Conclusion

Majority of schools in Nepal are lagging behind academic achievement. Head teachers as leaders of the schools have major responsibilities to advance the schools towards achieving the major goals. They are one of the factors to determine the school effectiveness. However, this has been just the matter of discussion. In this

context, very few head teachers are found successful in transforming the schools. This study has been drawn within the boundary of the head teachers' transformative leadership qualities and their self-efficacy for transforming the schools. The qualities and the efficacies are not unique in the sense these are only found in those head teachers who could transform their schools but it is inferred that these qualities help the leaders to achieve desired organizational goals. Though the study has been limited within two schools, it gave a glimpse of hope that schools could be transformed by the efforts of the head teachers with certain leadership qualities and their self-efficacies.

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Conflict of Interest

Disclosure Statement

No potential conflict of interest was reported by the author.

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