



## **Full Length Review Article**

### **REVITALIZING HEAD TEACHER'S INSTRUCTIONAL LEADERSHIP ROLE: A POSSIBLE REMEDY FOR REDUCING EDUCATIONAL LOSSES IN SECONDARY EDUCATION**

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#### **ABSTRACT**

This paper discusses about the contribution of head teacher as instructional leaders to reduce educational losses including dropout and repetition rate and promoting students learning competency in secondary education. I discussed available literature, state my best experiences during my teaching career and field experiences of research works while preparing this paper. Discussion has been organized under sub headings as introduction, government investment in education sector; investment for secondary education; educational losses in secondary education; head teacher's role towards entire education sector; head teachers' instructional leadership roles through seven different initiatives and conclusion. Study result reveals that stakeholders have been investing a lot for education differently but there remains educational losses including drop out and repetition of students in secondary education. Similarly, pass rate of SLC examination is below to 50 percentages and more than 40 percentages of gap remains between SLC result and internal promotion rate. With respect to reducing above mentioned educational losses the head teacher intervene these instructional leadership strategies including following planned way of teaching learning activities; supervising and supporting teachers and students; providing incentives for teachers and students; and developing relationship among stakeholders by considering and combating with emerging issues and challenges.

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#### **INTRODUCTION**

With respect to the beginning of this paper let me share my lived experiences they were related to educational losses while I was a head teacher in my village school. Experiences are interconnected to efforts made by the head teacher to make parents responsive towards their kid's care and learning improvement to reduce educational losses in school education particularly in secondary education. It was winter season after a long vacation of the school. One day I was busy in official works in my office room. It was just 11 o'clock. At that time one male guardian came into my office. He was uneducated but prudent farmer from higher slopes of our village. I greeted and let him to take seat. He responded accordingly but facially he expressed anger. His son was studying in grade ten. The parent blamed us by saying that we (school staff) were not caring his son properly who was absent in the school since a week though parents were sending him routinely. Furthermore, he asked me to provide transfer certificate of his son that proved his degree of anger towards school staff.

Majority of our guardians were farmers engage remaining always for livelihood and the media were limited for two ways communication with all stakeholders during that period. This means stakeholders were informed by limited means of communication. In this context I listened keenly, patiently and carefully by paying full attention to him. After his comments I reminded and informed him the number of teaching staff in the school; number and resident of students they came from and the reasons of being unable to provide individual care to those students who left home on time but not attending the school. In addition to this, I described him about the responsibilities of parents towards the future of students particularly for their discipline, learning and livelihood. I also proposed him some ways to regulate his son to the school with alternatives. In this moment he seemed somehow serious, responsive and thoughtful. As a result he agreed with my one alternative to continue his son to the school. Furthermore, I provided some additional suggestions with regard to the alternative which the parent has chosen. After these events he greeted me and left school with smiling face. As a result, the guardian continued his son by following my suggestions and alternative from the day on wards.

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Ultimately, the boy (student) was successful in improving his learning achievement and he passes out SLC examination. The essence of above mentioned lived story is that there exists educational losses in secondary education due to different factors which needs to be minimized under the leadership of respective professionals and authorities particularly revitalizing head teacher's instructional leadership role by applying different strategies including listening stakeholders comments carefully, educating them, supporting and facilitating teachers and motivating and inspiring students in school environment. In this paper, I will discuss about the scenario of existing educational investment, and remaining educational losses (dropout and repetition) and gap between internal promotion rate in school and SLC result and head teacher's instructional leadership role as possible remedy for promoting teaching and learning situation for the improvement of learning competencies of students.

Along with these resources financial aspect plays a vital role for running educational institutions smoothly and achieving better outcomes of students. Government is also called the guardians of the nation and investment from governmental side for education sector plays a decisive role for educational development which indicates the priority of the nation towards developmental activities across the nation and education sector in particular. Additionally, financial and non financial local resources also plays crucial role to sustain and survive educational institutions particularly schools under the leadership of school head teachers. With regards to investment in education sector, financial/monetary investment plays crucial role. In this respect Meuronen and Palecka (2014) said that to fight against inequalities in education and to counteract social distress, there is a need to sound policies and investment in the development of education to ensure access to quality education and lifelong learning opportunities

**Table 1.**

S. no	Description	Allocated budget for three fiscal years					
		Fiscal year 2013/14		Fiscal year 2014/15		Fiscal year 2015/16	
		Amount	%	Amount	%	Amount	%
1	Total national budget	517240000	100	954000000	100	819468884	100
2	Education sector budget	80958080	15.65	91713572	15.44	98642826	12.04

Source: MOE, 2015

Education is considered worldwide the backbone of each and every sector of development in nation and worldwide. This sector provides competent and capable human resources in job market. Regarding this Baral (2015) said that education sector provides competent human resources for nation development. With regard to local context educational institutions particularly schools have been running according to the need, interest, intuition, initiation, aspiration and continuous efforts made by local people. Similarly, the inherited aim and interest of local people to contribute to education is transformation of their lifestyle through quality education. In this context quality education is a means that promotes lifestyle of people in the society. Furthermore, secondary education has been providing lower level of skilled human resource to upgrade livelihood and meet the need of job market. In our context, secondary education has been suffering from different factors including educational losses like drop out, repetition and lower pass rate of students.

These losses made stakeholders dissatisfied towards education. There are different factors to improve school education and the head teacher as instructional leader plays key role for utilizing available resources in general and human resource in particular in schools (MOE, 2007). The major purpose of this paper is Examine and discuss about stimulating head teachers' instructional leadership role as possible remedy to reduce educational losses in secondary education to promote learning achievement of students by utilizing investment in education sector contributed by different stakeholders. Reviewing available literature, sharing my best experiences of teaching career and field experiences of research works are major strategies of data generation for preparing this paper.

### **Governmental Investment in Education Sector**

Achievement of education depends upon different factors including human resources, technical resources, physical infrastructure and financial resources.

for everyone. Similarly, Nepal (2008) said that government of Nepal has been investing maximum 17 percent of national budget annually which seems lower compared it with that of developed countries. He has further added that South Korea has been investing maximum 24 percent of national budget on education sector. He further suggests that Government of Nepal should provide 20 percentages of budgets for education sector from the total national budget. In the context of Nepal with respect to increase financial investment in education sector the government must reduce the allocated budget to other sectors including health, security, physical infrastructure and so forth due to limited annual national income. Increasing budget for education sector would be a great challenge for government of Nepal. Similarly, ensuring the expected improvement in education sector by using existing resources might be another burning issue and challenge.

Improvement in education sector is also associated with physical infrastructure of institutions which is related to capital budget. In this regard Lamsal (2007) said that the composition of educational budget for recurrent and capital cost remains 92 and 8 percentages respectively. He further explains, teachers' salary shares the large amount of recurrent budget and capital budget seems inadequate for proper infrastructure development in educational institutions. Nepal (2008) said that the sources of educational investment are guardians, central government, local government, local community, developmental partners, nongovernmental organizations, private sector, students and educational institutions. With respect to above mentioned sources of investment in education sector the head teacher as instructional leader in school could be leading authority and professional to identify, collect and utilization of local resources for school development. The table below depicts the picture of allocated governmental budget for education sector during three fiscal years.

**Table 2.**

Fiscal years	2013/14	2014/15	2015/16
Percentages of budget	18.95%	21.08%	20.99%

Source: MOF, 2015

According to above mentioned table the trend of governmental budget for education sector seems to be decreasing, however, there is a need to increase annually to cover different recurrent expenses including salary grades for existing permanent teachers and expenses for physical infrastructure. Ministry of Education (MOE) (2009) shows the target of education share of total budget that is more than 18 percentages for fiscal year 2013/14. In this regard the government of Nepal seems to step back by not providing more than 6 percentages of targeted budgets in fiscal year 2015/16. During this period Teacher Service Commission selected and recommended more than 12,000 candidates to government of Nepal as permanent teacher for primary, lower secondary and secondary level (TSC, 2014) but the budget seems not responsive to this requirement. However, government has been bearing the cost of total amount of teachers' salary across the country. Above mentioned scenario indicates the urgency of head teacher's instructional leadership role to identify, collect and utilization of additional local financial and non financial resources.

### Investment for Secondary Education

Secondary education is the gateway for higher education and the source of lower level skilled human resource in job market. MOE (2009) states that, to meet the national development needs by producing competent and skilled human resource and to provide a sound foundation for tertiary education as the goal of secondary education. Similarly, Niroula (2012) said that secondary education is considered as mail stone to achieve higher education. With respect to investment in secondary education Nepal (2008) said that governmental investment for secondary education remains up to 24 percentage of total educational budget. He further suggested that government must invest more than 25 percentage of total educational budget for secondary education to improve learning and infrastructure in schools. Lamsal (2007) said that per student governmental investment in secondary education remains less than 3000 annually. In this regard he is also silent whether this contribution from government side is sufficient or not? Stating inadequacy of existing educational budget Mathema and Bista (2005) recommended that the MOE should increase annual budget for secondary education but they are also silent about the volume and percentages.

The table below depicts the scenario of proportion of the budget allocated for secondary education during three fiscal years. According to above mentioned table the budget of three fiscal years is not in increasing order however, everyday expenditure has been increasing day by day. Similarly, most of the budget portion goes for teachers' salary, gratuity, pension and other facilities for retired teachers. The expense increases due to annual increase of permanent teachers' salary but the budget seems silent in this regard. Moreover, during this time Teachers Service Commission recommended more than three thousands new candidates for secondary level as permanent teachers.

That demands the increase in the governmental expenditure for provident fund. In addition to above mentioned budget from government sector local government, and nongovernmental organizations, guardians and community based organizations have also been investing for education however; investment could be monetary or non monetary. Similarly, time and effort made by students and school staff are also the form of non monetary but crucial investment in secondary education. Likewise, opportunity cost of students and non monetary contribution for school and students from guardians' side also crucial for investment in education. Further, investment for education sector naturally demands visible outcomes particularly learning achievement of students.

### Educational Losses in Secondary Education

Educational losses mean not meeting the expected outcomes and target of educational institutions including hundred percentages of pass rate and 0 percentages of dropout and repetition rate of students. Regarding educational losses Hada (2007) said that educational losses comprises repetition and dropout rate and low percentages of promotion of students in school. Similarly, Baniya (2010) said that supervision is supportive to reduce educational losses like repetition and dropout and promoting learning competency of students. Likewise, Karmacharya (2013) has clarified that our school education has been suffering from different educational losses including dropout and repetition rate of students and higher failure rate of students in SLC examination. Above mentioned statements demands additional effort to improve teaching and learning situation in school from different stakeholders and one of them could be the head teacher's instructional leadership role with different efforts, strategies and activities in school. In Nepal there remain educational losses including dropout, repetition and lower pass rate of students in school education particularly in secondary education. In this regard Nepal (2008) said that secondary education is the gateway of higher education and source of human resource for job market but pass rate of SLC examination remains below to 50 percentages. Similarly, Department of Education (2015) estimates more than five percentages of dropout rates in secondary level.

Hada (2015) noted that promotion, repetition and dropout are the prominent indicators of internal efficiency of the education system. He further said that non enrolment, repetition, absenteeism, dropout, low achievement and insufficient utilization of resources for education are some of the key factors contributing to the educational loss in the country's school education system. Mentioned statements indicate to focus on reducing educational losses through learning promotion of students. With respect to educational losses in secondary level the following table needs to be considered.

**Table 3.**

Descriptions	Academic years		
	2012/13	2013/14	2014/15
Dropout rate	6.9	5.9	5.3
Repetition rate	3.7	3.4	3.2
Promotion rate	89.04	90.6	91.04

Source: DOE, 2012, 2013, 2014

Above mentioned table reveals small decrease of educational losses in secondary level. But if other contributing factors remain the same, the pace of pass rate demands almost one decade time to achieve 100 percentages. Similarly, dropout and repetition rate demands additional one decade to achieve 0 percentages. In our context stakeholders consider the SLC examination as the major gateway of school education and focusing with higher ranking in terms of different investment including financial, human resource and utilization of media to publicize. In this context the picture of SLC result need to be considered.

Scenario of School Leaving Certificate (SLC) examination from 2013 to 2015 is as follows:

**Table 4.**

Descriptions	Examination years		
	2012/13	2013/14	2014/15
Appeared	404009	394986	405448
Pass	169161	174624	193781
Pass percentages	41.87	44.21	47.79

Source, OCE, 2015

The trend of pass percentages of students in SLC examination is found in increasing with minimal points but that remains below 50 percentages. If other factors are remaining the same it needs more than fifty years to achieve 100 percentages of pass rate in the SLC result. The presented information of SLC result shows larger losses in education and that has been compelling to send our young and energetic blood towards unskilled labor force in local, national and international job market.

This picture is also the evidence of educational loss and one of crucial contributing factor to reduce this could be head teacher's instructional leadership activities. Above mentioned description shows the scenario of input from government side and output in the grass root and national level for secondary education. With respect to the monetary investment from governmental side as input part it is only satisfactory comparing with national income and pass rate of students but different kind of input from local insider stakeholders National College for Leadership of School (NCLS), 2010), from local level cannot be ignored. Calculating different kind of inputs from local level we have been contributing a huge amount of monetary and non monetary investment for secondary education. The output part including reducing dropout and repetition rates indicates for further improvement for which schools as local level of organizational structure could be crucial means of solution. The head teacher, as motivating and driving force to improve students' learning achievement (NCLS, 2010) by using available resources, has been striving.

#### **Head Teacher's Role Towards Entire School Education**

If we see the educational history of Nepal with regard to formal education the contemporary authority hired head teacher from our neighboring country. This indicates the importance of the head teacher towards school education. With respect to the importance of head teacher NCLS (2010) concluded that the head teacher is the main source of leadership in a school and plays the lead role in promoting change for improvement particularly students academic performance and wellbeing of community.

Qutosni and Khaki (2014) concluded that head teacher performs his/her best to provide better education to learners; tries to meet stakeholders' expectations in terms of improving teaching and learning, improving school infrastructure (e.g., up-gradation of the school building), keep her teachers motivating and satisfying parents. They talk about three pillars of school education including students, school and parents for student learning promotion and achievement through head teachers' managerial, administrative, leadership and instructional leadership roles. This statement indicates the crucial and dynamic role of head teacher in school education and one of them is instructional leadership.

In our context there is a policy provision of head teacher for primary; lower secondary and secondary level (Government of Nepal, 2009) as chief executive and instructional leader for school improvement. Head teachers also have been assigned from among existing teachers in schools. As the function of head teacher is considered an additional and additional monthly allowance is offered to motivate the teachers to be the head teacher based on the performance evaluation. Similarly, the experience in the post of head teacher is also the criteria for teacher promotion that provisioned in education regulation (GON, 2007). Likewise, MOE (2009) provisioned that selection of head teachers made on the basis of leadership quality criteria. Above mentioned policy provisions also indicated the importance of the head teacher in school environment associated with professional career of teaching profession, factor for learning promotion and evaluating professional of teaching staff in school.

Above mentioned tables related to students achievement in secondary education in school depicts educational losses in the form of dropout, repetition and low pass percentage of SLC examination. These pictures demands additional interventions for improvement in secondary education and the head teacher could be key authority and professional for expected improvement. With regard to reduction of dropout rate the head teacher needs to improve school environment through maintaining good sanitation, management of competent and motivated teachers in vacant posts, arrangement of learning materials for classroom activities, provision of extra and co curricular activities and child friendly teaching learning activities in classroom to retain all enrolled students in school. Similarly, strengthening and continuation of internal evaluation system, provision of incentives and reward system to motivate teachers, promoting participative classroom activities and participation of parents in schools activities could be contributing factors to increase pass rate of students and decrease dropout and repetition in school by stimulating head teachers instructional leadership activities. Head teachers are regarded as the captain of the ship. Regarding head teachers' importance Kafle (2015) said that head teacher as motivator, supporter and inspirer plays crucial role to improve students' achievement for school effectiveness. Similarly, Hada (2015) suggests that head teacher should facilitate for punctual teaching and conduct effective public awareness programs in school to reduce educational losses in school education. Mathema and Bista (2005) found that the main causing factor for school effectiveness is the head teacher with decisive power, inspiring, dedication, passion to work and goal focused.

In this context school effectiveness refers to improve students' learning through motivation and participation of students, teachers and parents through instructional activities made by head teacher.

### Head Teacher's Instructional Leadership Roles

Instructional leadership is closely associated with teaching and learning and the main focus of educational institutions is also the same. Schools consist of teaching staff, non teaching staff and students. Major indicator of school output is the learning achievement of students. The role of teaching staff is crucial and head teacher's role is influencing for school staff to improve students' learning achievement. Head teacher is the chief executive in the school and also the main instructional leader to improve learning achievement of students. McEwan (2003) said that instructional leadership is a development process in instructional sector. She further added that to be an instructional leader the head teacher needs to eat and sleep teaching and learning. Similarly, Ghimire (2011) states instructional leadership is a process of aligning all stakeholders of education and getting them committed to work for a common goal to the maximum learners benefit. He further added that reformative action is one of the most important characteristics of an effective instructional leader as the ability to provide strong instructional leadership.

Experiencing different kinds of wonderful and emerging instructional leadership activities in the educational field and reviewing available literature I come to define instructional leadership as the integral part of leadership for school environment which focuses on teachers' professional development for promoting learners' competencies through instructional activities in educational institutions in dignified environment. Inside my above mentioned concept about instructional leadership the term teachers' professional development indicates the instructional leadership role of the head teacher to foster teachers' instructional competency through different activities including conducting staff meeting for sharing best experiences; convincing school management committee to invest for professional development of teachers; organizing in house workshops, seminars and teacher training (NCED, 2009). Similarly, encouraging teachers' to participate in different teacher training; observing classroom activities and sharing feedback could be other contributing factor to improve learning achievement of student through teachers competency. With regard to head teacher's contribution for teaching learning improvement in school Mathema and Bista (2005) recommended that the process of head teacher's recruitment and selection should improve and need to review existing management training course. This recommendation also indicates the importance of head teacher in school education. This section discusses about head teachers' instructional leadership role in different form to reduce educational losses in secondary education in the following sub headings:

### Macro and Micro Planning

Praiseworthy teaching and learning is the major destination of educational institutions for students' higher learning achievement which largely depends on planning and preparation of teaching staff.

As Mason (2013) states defining mission is one dimension of instructional leadership that associates with head teacher's instructional leadership role as macro planning in schools. Similarly, Karki (2013) suggests that teachers and teaching professionals need to follow work plan as operational calendar, annual lesson plan and daily lesson plan for praiseworthy and meaning centered teaching learning in school. Likewise, Kandasamy & Blaton (2004) said that the planning of teachers work through assignment of tasks, distribution of workload is a crucial activity of the head teacher in all south Asian countries. They further added that head teachers need to involve in preparation of time table, assigning specific duties, distributing teaching load, granting casual leave of staff and ensuring fair balance. Moreover, National College for Leadership of Schools (2014) noted that the head teacher was main actor for school leadership. It offers eight successful leadership dimensions and one was defining the vision, values and direction as the core strategy for different actions. This dimension indicates to create macro and micro planning for effective implementation of rest of seven activities.

Above mentioned national and international literatures and practices suggest that head teacher prefers planned ways of instructional activities by developing annual operational calendar, planning for extra and co curricular activities and annual lesson plan for his/her respective subject as macro planning. Furthermore, facilitating teaching staff to prepare and implement annual and daily lesson plan through head teacher's leadership could be other contributing factors. In the context of Nepal reputed and prestigious schools have been running under the leadership of head teacher with vision, mission and strategies. Relating to reduction of educational losses in secondary education macro and micro planning with expected target including experiences based interventions and strategies could be fundamental approach for the head teacher and teachers as instructional leaders in schools.

Head teachers need to prepare annual operational calendar (Karki, 2013) as macro planning by participating staffs. In our context majority of the head teachers have been performing as teacher and head teacher as well. Due to limited financial resources and teachers positions in school majority of head teachers are compelled to conduct classroom activities in respective subject as subject teacher. In this situation head teachers must prepare and implement annual and daily lesson plan to utilize limited time resource for praiseworthy teaching. Furthermore, facilitating teaching staffs while developing instructional planning and monitoring and supervising them to foster achievement oriented teaching learning activities are also the responsibilities of head teacher in school.

With respect to the implementation of macro planning head teacher needs to follow daily lesson plan as micro planning in school. Regarding daily lesson plan for effective teaching and learning Kafle (2011) said that daily lesson plan helps teachers to utilize limited time and resources in school. In this context the meaning of effective teaching and learning could be active participation of students in classroom activities in friendly environment, praiseworthy facilitation of teachers in classroom activities and use of additional learning materials for interesting, sustainable and meaningful learning.

Planned way of teaching learning activities in classroom could be easiest and best strategy for a head teacher as subject teacher and head teacher as well. Further, observation of teachers' classroom activities, providing and sharing feedback as instructional activities could also be other strategies.

Following planning for instructional activities in school there could be some issues and challenges including participating of all staff to create annual operational calendar and lesson plan, managing school time by coping different band and local obstacles, monitoring and facilitating staff and implementing planning with visible changes in students learning with existing work load. In this context Karmacharya (2005) said that workload of teaching staff and reluctant nature of some teachers was the barrier of instructional planning in school. Similarly, resource constraints, participation of guardians in school activities and developing and maintaining relationship among different stakeholders are also equally serious challenges for head teachers. Furthermore, reluctant behavior of some teachers, students, guardians and other stakeholders could be considered as additional issues and challenges. Above mentioned issues and challenges could provide the glimpse and guidelines to the head teacher to identify and implement viable strategies for planned way of teaching learning to manage and overcome them for reducing educational losses.

### **Modeling/Demonstration Teaching**

Head teacher as instructional leader and subject teacher in the school environment could be a motivator and supporter to colleagues through demonstration lesson to strengthen their teachers' self confidence for teaching competency. Regarding this Blasé and Blasé (2004) states that modeling is the component of instructional leadership to foster teaching competency among teachers. Similarly, Qutosni & Khaki (2014) found that head teachers have been practicing demonstration lesson to promote teaching competency of his/her staff. In our context the concept and practice of idea sharing through modeling and demonstration lesson could be new conception to strengthen, continue and expand due to domination of lecture method in teaching learning sector. With regard to demonstration lesson I would like to share the following experience from the field:

I met Kapil during my field work for PhD program. He has been teaching as secondary teacher in community school. Previously he was working as head teacher in one secondary school in mountain region. He was permanent residents of Terai region of our country. He shares one episode of demonstration lesson as best experience during his headship as follows:

"I practiced demonstration lesson and sharing program among teaching staff at the beginning of session. First episode impressed teachers to hone and shine their teaching competency in group and they agreed to conduct such kind of academic program as integral part of teaching and learning during school time as per our negotiation. After the session completed we reviewed the outcomes of different instructional activities relating to students results.

As the students result was improved and I felt comfortable to continue demonstration session and other instructional activities. Due to lack of cultural practices for experience sharing in the school I feel little difficult to conduct this program for the first time but due to my well preparation and positive support from staff that program energized us to continue with additional updates. We continuously conducted this program with active participation of teaching staff while there was my leadership as a head teacher in the school".

Experience of Kapil could be fruitful for learning improvement of students that fosters teachers for team learning culture in school environment. Mentioned literature backup and practical experience from the field can energizes and inspires innovative and energetic head teachers for reduction of educational losses through learning promotion of students and establishing such type of teaching learning culture in school. However, some challenges including creativeness of head teacher, positive support from staff, financial constraints of school, workload in the school, individual tradition and culture of school for teaching and learning, staff with reluctant behavior and professional support from resource centers and teacher training centers needs to consider while adapting and implementing this activity as instructional leaders.

### **Supervising and Supporting**

Head teacher as instructional leader could be frontline initiator and promoter for strengthening instructional supervision system in school. This system could contribute to reduce educational losses by fostering and strengthening student centered teaching learning activities in classroom through different activities before, during and after supervision. The intent of student centered teaching learning refers to active participation of learners in classroom activities; use of additional learning materials; facilitative role of teachers in classroom activities rather than teaching role; and conducting teaching learning activities of teachers with well preparation that fosters meaningful learning. In line with promoting this system in school MOES (2007) provisioned that head teachers will have greater role in academic aspects including teacher assignment and professional supervision. Similarly, Hada (2014) suggests that the head teacher should supervise the instructional activities in school to reduce educational losses in school. Likewise, Karki (2010) indicates the supervisory role of the head teacher that energizes teachers to improve their teaching learning activities in classroom. Moreover, Mathema and Bista (2005) recommended that supervisory role of the head teacher should improve for professional development of teachers. According to mentioned policy provision, suggestion and recommendation from research works and experiences there is a need to promote supervision system in school through head teacher's instructional leadership activity that supports learning promotion.

Blase and Blase (2004) suggest that the head teacher as instructional leader need to supervise classroom activities of teachers. Similarly, McEwan (2003) said that head teacher as an instructional leader need to supervise classroom activities of teachers to provide positive feedback for further improvement.

The above mentioned suggestion and statement have argued head teachers to supervise instructional activities conducted by teachers in classroom situation. Additionally, McEwan (2004) has further emphasized to provide positive feedback based on classroom activities that energize teachers to improve their teaching learning competency. Blaydes (2004) said that supervision and evaluation of personnel is one of the most important responsibilities of a school head teacher. This statement stresses for supervision of entire educational activities conducted by school staff. Similarly, Philip (2003) said that school head teacher needs to develop instructional observation skill to promote teaching and learning in school. Above mentioned remarks seems associated with teachers' instructional activities observation and feedback sharing to improve teaching and learning by the head teacher. Furthermore, statements indicated and argued to develop instructional supervision proficiency of head teacher.

Above mentioned practice based literature argued for entire instructional activities supervision in school whereas some focuses on teachers' classroom observation, supervision and feedback sharing to strengthen meaningful and students centered teaching and learning. During accomplishing this technical and academic task collaborative, facilitative and coordinative nature and skill of the head teacher could be supportive to strengthen peer and team supervision and feedback sharing. Similarly, strengthening this system collaborating and working together with resource person, school supervisor and training professionals could also be supportive.

There could be some issues and challenges to initiate and promote supervision system in school through head teachers' instructional leadership activities. Some issues and challenges including adequate proficiency of head teacher; support from staff; time management of head teacher; professional support from resource person; school supervisor and training professionals and positive attitude of staffs are necessary.

### **Running Extracurricular Activities**

With respect to outcome of school education stakeholders have wanted all round development of students and extracurricular activities plays vital role for physical, mental and social development of students. Education regulation (2003, with amendments) provisioned that schools should run extracurricular activities for development of inherited competencies of students. This policy provision states more than ten different extracurricular activities for students and teachers too. Our schools have been conducting different extracurricular competitions including volley ball, football, long jump, high jump, literary programs, song, dance and other viable activities regularly.

Carryout extracurricular activities regularly in school could be one important strategy to sustain and retain students in school that also helps to promote academic performance of students. Annual action plan in participatory approach for extracurricular activities could be possible way to the head teacher in school for smoothly running those activities. Similarly, making responsible for one appropriate teaching staff to run those kinds of activities accordingly could be another distributed and systematic strategy.

Likewise, the provisions of prize and award for winner students and incentive for responsible teacher can also be motivator to continue and sustain those activities as integral part of school education. Some issues and challenges could be barriers while preparing and implementing action plan regarding extracurricular activities in school. Issues and challenges include additional financial and time resource, reluctance of teaching staff to plan and run programs, play ground and competency of staff.

### **Promoting Professional Competency**

Professional development of teachers under head teacher's instructional leadership plays vital role to promote teaching learning activities in school. With regard to professional development in school Subedi (2010) said that the head teacher can promote team culture in school that contributes for professional development of teachers. Similarly, Pont, Nusche & Moorman (2008) said that supporting, evaluating and developing teacher quality is the core responsibility of school leadership by fostering organizational learning in school. This statement argued that teachers' professional development need to put in first priority as the core function of head teacher as instructional leader. Specifying for secondary education UNESCO (2009) said that organizing in service training and professional development activities for teachers and seeking out additional financial resources to perform these activities are new role of school head teacher.

With regards to professional development of teachers through supervision system Ekyaw (2014) suggested that instructional supervisors must; arrange induction training for beginner teachers; facilitate experience sharing between teachers; share best practices among teachers and facilitate professional growth of teachers through short term training. Mentioned suggestions were made in the context of Ethiopia an African country and these suggestions are also relevant and practical for our context too. In our context head teachers are also supervisor of teachers and to perform supervisory activities he/she need to perform the above mentioned activities. Similarly, Hussain et al (2014) said that the head teacher's obligation is to arrange meetings with teachers and parents to know the problems of teachers and students and to discuss other matters of school. This remark argued professional development through regular meetings of faculties, school management committee, parent teacher association and parents too in school. Likewise, short term trainings; workshops, seminars and sharing programs in local level could be appropriate for professional development of teaching staff in school. With respect to internalizing and utilizing classroom situation for teachers' professional development Khanal (2014) said that classroom is considered as proper place for creative teacher for his/her professional development. Based on the notion of this remark there are opportunities to upgrade facilitation skills of teachers while conducting teaching learning activities in classroom situation. Above mentioned remarks, views and suggestions could be guideline for the head teacher to contextualize the need and necessity of professional development of teachers through organizing induction training for novice teachers and refresher training for all teaching staffs coordinating with neighboring schools, resource person and school supervisor.

Similarly, to promote sharing culture among staff through informal talks in leisure time, conducting regular meetings and organizing sharing programs after completion of teachers' workshop, seminars and training could be some additional viable activities for professional development of teachers. Likewise, head teacher can participate his/her teaching staff in training programs organized by resource center, lead resource centers, teacher training centers and other local professional organizations. These initiatives from head teacher could support to reduce educational losses by increasing positive learning climate in school. Regarding professional development of teachers there could be some issues and challenges including financial resource identification and mobilization, continuous professional support from resource centers, and teacher training centers and support from all staff (Ekyaw, 2014). Similarly, managing substitute teachers during long term training conduction and collaboration with neighboring schools for jointly training conduction while conducting professional development activities in school can also challenges for head teacher to run professional development activities in school.

### **Developing and Maintaining Relationship**

Good relationship between stakeholders is key factor for learning improvement in school. Regarding this McEwan (2003) states that establishing and maintaining positive relationships with students, staff and parents is one dimension of instructional leadership. Keeping in mind the notion of this dimension of instructional leadership the head teacher can initiate to establish good rapport with parents to regularize students in school that helps to improve learning achievement of students and reduce educational losses. Pinpointing the need of parental involvement in school Blaydes (2004) suggests that taking parents as educational partners is essential to improve students' regularity in school and learning. Parental involvement in schools' activities is necessary for school betterment for which head teacher can develop and maintain positive relationship through different activities including regular contact; conducting parental meetings; celebrating guardians' day annually; inviting guardians in different activities conducted in school, and providing opportunity to express their views and suggestions in the programs.

School management committee (SMC) is the representative of parents in school. The head teacher can coordinate and initiate to conduct regular SMC meetings to encourage their involvement conducting guardian awareness program to promote good rapport. With respect to promoting good relationship among staff head teacher needs to conduct regular meeting in democratic way which provides opportunity for all staff members to express their views, experiences, expectations, suggestions, problems and challenges in the meeting that helps to improve teaching and learning. In this regard Salfi, Hussain & Virk (2014) concluded that democratic leadership practices have more positive strong correlation with school effectiveness than authoritative leadership practices. Conducting field visit, extracurricular activities among staff, having tea and lunch with staff, conducting door to door visit program to guardians could be viable ways for building good relationship between stakeholders.

With respect to promoting good relationship among stakeholders in schools in our context there could be some issues and challenges including time constraints, support and active participation of staff, financial resource limit, workload (Ekyaw, 2014) in school, negative attitude of some staff and guardians while initiating relationship promotion activities. In this connection Karki (2010) said that guardians cannot participate in schools' activities due to their reluctant nature and domestic works.

### **Providing Incentives**

Incentive plays a key role to energize teachers and students in teaching learning activities. The head teacher as instructional leader and chief executive of the school can initiate to provide incentives for teaching staff to improve teaching competency for promotion of learning achievement of students. Similarly, providing incentives to students could be motivator to inspire them for higher performance as Gazi (2007) noted one dimension of instructional leadership. Vagas and Umansky (2005) said that qualified, motivated and effective teachers are the results of different incentives including recognition and prestige, salary disparities and intrinsic motivation. In our context head teachers in some schools have been providing monetary and non monetary incentives for teachers and students to inspire for better teaching learning. As monetary incentives, they have been providing lunch and transportation allowance for teachers and scholarship and stationary materials for intelligent students. With respect of monetary incentive Vagas and Umansky (2005) further said that monetary incentive can attract and retain qualified teachers. Similarly, head teachers have been using letter of honor as nonmonetary incentives for teachers and students annually in mass gathering in school.

Blaydes (2004) suggest that praising works as non monetary incentive for worst and difficult teacher to turn into best teacher. This statement indicates to identify positive contributions of worst teacher to transform him/her into superlative teacher by highlighting and sharing his/her positive efforts. MOE (2009) states that introduction of a special incentive package to promote access, participation and completion of secondary education for the children from disadvantaged family has been launched as strategic intervention by 2015. Implementing this policy in action DOE (2015) has been providing different scholarship schemes for Dalits, marginalized groups, disables, girls and children from economically poor households. As non monetary incentive there is a provision of work performance evaluation of teachers by the head teacher (GON, 2003) that is also one of the criteria for teacher promotion. The head teacher need to evaluate teachers based on their performance relating to students observable learning improvement in the school. With respect to implement incentive scheme in school there could some issues and challenges to consider while following this strategy to improve learning achievement of students in schools. They include developing and implementing criteria for incentives with active participation of respective stakeholders; resource constraints (Ekyaw, 2014); support from school management committee; support from guardians; some staff with negative attitude and visible improvement in students' performance.

## Conclusion

School education in Nepal has been suffering from different factors including educational losses like dropout, repetition and lower level of learning achievement of students. The head teacher is main contributing professionals to decrease those losses through revitalizing instructional leadership role as possible remedy. The head teacher as an instructional leader in school education particularly secondary education is key agent to develop teen ager students as the strong and trustful foundation of competent human resource for national development by retaining them in school in child friendly environment. Intervening for learning improvement of students through different instructional leadership activities including defining mission (Mason, 2013); modeling (Blase & Blase, 2004); supervising and supporting; developing and maintaining relationship between internal stakeholders (McEwan, 2003) and other local possible initiatives by considering and struggling different challenges and issues emerging on the way of instructional leadership initiatives could be best strategies for head teacher.

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