

**Roles of Head Teachers in Fostering the Quality Education
in School Level**

**A Mini Research Submitted to
the Research Management Committee (RMC)
Diktel Multiple Campus, Diktel**

Submitted By:

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Department of English Education

Diktel Multiple Campus

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DECLARATION

I hereby declare that to the best of my knowledge this mini research entitled 'Role of Head Teacher in Fostering the Quality Education in School Level' is original; no part of it was earlier submitted for the candidature of this research degree to any university.

Date: 17 Feb 2025

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Abstract

The prime objective of this study is to explore the effects and consequences of head teachers' role in fostering quality education. In addition to this, to investigate the innovative roles of head teachers in teacher education of Diktel Rupakot Majhuwagadhi Municipality Khotang. The finding of this study might assist the government, schools, NGOs, INGOs and researchers in their respective fields. It is important to find the relationship between the roles of head teachers and quality education. To explore the factual information in this regard is essential. It was found that academically qualified head teachers performed better roles than less qualified head teachers. The development of quality education is dependent on the roles of head teachers. is increased because of the good performance of the head teacher. So this paper will attempt to find the facts related to these issues. The target population for this study are limited to Diktel Rupakot Majhuwagadhi Municipality Khotang. The total number of secondary level schools, all the head teachers, twenty-four teachers, twenty-four students, fifteen guardians, and six educational experts were the sample for respondents to this study. Non-random purposive sampling procedures were implemented. The narrative inquiry method was highly used.

ABBREVIATION

B.S.	Bikram Sambat
DRMM	Diktel Rupakot Majhuwagadhi Municipality
ESD	Education for Sustainable Development
INGO	International Non- governmental Organization
NGO	Non-Government Organization
SDG	Sustainable Development Goals

Chapter One

Introduction

Background of the study

Several factors determine people's lifestyles. Primarily, teacher education plays a vital role. It promotes the quality of education. Turney (1977) states, 'Teacher education during this decade included organizational arrangements such as school-university partnerships; the use of emerging technology; pedagogical innovations and broader issues of collaboration between schools and universities over curriculum design.' Under teacher education, roles of head teachers are the most prominent issues. In organizational work, pedagogical work, and partnership work roles are mostly important. The head teacher should use his skills as a role player to change his performance qualitatively. 'Specifically, motivation, teaching-learning pedagogy, school environment, and training and development were found to be statistically significant in improving the quality of education Acharya (2024). To promote quality of education motivation, pedagogy, school environment, training and development are required. For this, the school head teacher should be conscious. 'The head teachers struggled with timely student admission, political strikes, closed programs, political activist donations, cultural and religious holidays, and the school's environment. Due to our socioeconomic status, lack of resources, implementation mechanism, geopolitical structure, parents' perceptions, and children's psychology, results-oriented implementation is difficult' Acharya (2024). The effective role of the head teacher determines the educational progress of the learners. Activities and programs created by the head teacher play the role of building up the quality. If head teachers do not have innovative roles in school then certainly they find it difficult to mobilize the human resources. Besides this, many factors affect the roles of head teachers in building quality education. Motivational skills, managerial skills, transversal skills, educational

People struggle for their quality of life. They always attempt to eradicate difficulties, problems, and challenges of life and want to live the happiest life in society. To avoid such factors and live a happy life they used to search and implement

different options and practice them effectively and successfully in their lives and their lifestyle progressed. In this situation, the role of head teachers can be the solution.

There are many options to make lifestyle more convenient. One of the most prominent factors can be quality education. This study primarily focuses on delineating the impacts of the roles of head teachers in fostering quality education through rigorous investigation. The impacts of the head teacher's role in quality education have been researched from various sources. The major issues of this study are:

1. To explore the effective roles of head teachers to foster the quality education.
2. To compare the traditional and modern roles of head teachers.
3. To explore the relation between roles of the head teachers and quality education.
4. To recommend the effective roles to the head teachers to foster quality education.

This study has been carried out to find out the relevancy and rationale of the roles of head teachers in the field of teacher education, and the effects of quality education on peoples' lifestyles. The prime objective of this study is to investigate the roles of the head teachers and the impacts of quality education. A qualitative study design is used. Interviews, observation, and focus group discussion were the tools to collect data from the respondents. The result is significant. That is, to promote quality education, effective roles of head teachers are needed.

Statement of the problems

Because of the quality of education, many Nepalese youths have got jobs in the country. But if quality education is not given to them, they do not find a job. If the job is not found, they fall into a financial crisis. And at last, their lifestyles become more problematic. Those who have received quality education, are employed in foreign countries too. In public schools, most of the teachers are qualified and trained. In public schools, teachers are employed if they have a license. It shows that public schools own qualified and trained teachers. The curriculum is designed by the government and publishes the textbooks. The government distributes them to their students in a free system. Teacher's guides, grids and instructional materials are also managed by the school. Infrastructure like drinking water, buildings, toilets,

playgrounds, and a library have been managed by the school. But why quality education has not been enhanced? Why students drop out is increasing? It answer needs to be explored. What roles are needed by head teachers in schools to foster quality education? What are the major problems of this study? The role of head teachers is the most influential factor in determining the quality of education. Nepal government has promulgated a code of conduct to the head teachers and teachers to assure quality education but schools could not provide quality education. So school improvement is not found in terms of quality. On the contrary, some people believe that head teachers could not play an effective role in bringing positive impacts. The contribution made by the head teacher is very remarkable to the quality of the education. It is important to find the relationship between the roles of head teachers and quality education. To explore the factual information in this regard is essential.

Rationale of the objectives

The Mini Research entitled 'Role of head teacher in fostering the quality education' has made a plan for investigation about the contributions that are attributed to the various aspects of the quality of education. Quality of education is a very influential factor in human life. They affect education, economics, culture and others in different dimensions that directly influence lifestyle. This study attempts to find results that are brought into the field of education. The choice of private school for the guardians is an increasing attraction. The flow of students in private schools might be a cause of quality education. To judge their relationship, this mini-research becomes a conducive tool. Quality education promotes the all-round development of the people and the nation. If the quality of education is ensured it reduces the job problems in the country. Guardians are not satisfied with the present educational delivery system. They are blaming the head teachers and teachers. Schools are not doing the work properly. Young people are being frustrated by school education. They like to drop the class and want to go foreign country. Nepal is earning foreign currency through remittance and has a great contribution to the GNI at present but it is not the permanent solution to the problems. So this study finds the role of the school head teacher to foster quality education. Quality education certainly would help to create job in the country. This study investigates the condition of education relating to quality. And it's findings help to prepare further plans to ensure quality education. Without the effective role of head teachers, schools cannot be improved. This study

finds the present condition of education and recommends improving it with practical measures. Quality education helps to create opportunities and jobs. Nepalese people are learning only theoretical knowledge but when quality education is ensured they learn life skills and culture too. There is no doubt that quality education has ample advantages

The objective of this study

The prime objectives of this study were to find the major roles of head teachers in developing quality education in Diktel Rupakot Majhuwagadhi Municipality, Khotang district.

1. To introduce the condition of quality of education and its effects,
2. To analyze the roles of the head teacher in developing quality education.

Research Questions

1. How does the leadership of the head teacher's impact academic achievement?
2. What are the key responsibilities of the head teacher in developing the quality education?
3. How has head teachers' role changed the quality of education?

Significance of the Study

This study is significant for the researchers who want to carry out further research. The findings of the study will be helpful to the government as well as to head teachers themselves. This finding of the study will help the local government prepare the program and policies about the utilization of educational resources and design a sustainable plan to upgrade the pass rate of the students. The educational institute will prepare an academic plan based on its findings. Guardians will benefit from the school. Guardians should have knowledge of quality education and the importance of education. This study will certainly help them. The study can be a good guideline for the school and local government. Many INGOs and NGOs are working in the field of education, setting the objective of quality education in urban to remote villages. They will also benefit from this study. This study is made to delineate the effects of quality education relating to different variables. Certainly, it introduces the outcomes after the completion of the study. And the outcomes of this study will assist

the government, INGO, NGOs, educational institutes, investors in education, etc. So the study is relevant and significant.

Delimitation of the study

The study was limited to:

1. The study is limited to discussing the roles of head teachers.
2. The study is made only in Diktel Rupakot Majhuwagadhi Municipality, comprising of fifteen wards.
3. Only twenty-four head teachers, twenty-four teachers, twenty-four students twelve girls and twelve boys, fifteen guardians and six educational experts responded to the study.
4. One month (Poush) was given time to collect the data.
5. Only the roles of head teachers were attempted to investigate to enhance the quality of education.
6. The narrative inquiry method is highly administered.

Chapter Two

Review of Related Literature and Conceptual Framework

Review of the Theoretical and Empirical Literature

‘The term “quality” of education qualifies for the World Championship of frequently used terms that are nevertheless considered indefinable’ Scheerens (2004). Quality of education is the most important factor. It determines the types of human resources. Skilled, semi-skilled and unskilled human resources are available in the society. Among them, skilled human resources play a vital role in changing society. Society is dynamic and changes rapidly. To change society progressively, quality education is required. In the context of globalization, only skilful human resources are demanded. To produce skillful human resources, schools should be cultivated in a quality dedicated manner. In this context, Adipat and Chotikapanich (2022) put the view that ‘Quality education helps to level the playing field and promotes upward mobility in society.’ School is driven by the head teacher. If driving is not fully perfect, competent and skillful then it might cause an academic accident. It means head teachers must have influential roles in schools to cultivate quality education. Regarding maintaining the quality education in the world UNESCO has provisioned the goals. They are: as cited in Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). SDG Target 4.1 Aiming that all girls and boys get affordable, inclusive, and high-quality primary and secondary education by 2030, resulting in relevant and effective learning outcomes (Miles & Singal, 2010; Raina, 2019).

SDG Target 4.2 Assure that all girls and boys have access to high-quality early childhood education, care, and pre-primary education by 2030 so that they are prepared for elementary education (Haslip & Gullo, 2018; Murray, 2021).

SDG Target 4.3 Ensure that all women and men have equitable access to cheap and high-quality technological, vocational, and post-secondary schooling, including universities, by 2030 (Owens, 2017; Shiohira, 2021).

SDG Target 4.3 Ensure that all women and men have equitable access to cheap and high-quality technological, vocational, and post-secondary schooling, including universities, by 2030 (Owens, 2017; Shiohira, 2021).

SDG Target 4.4 Boost the number of young people and adults with necessary skills, including technical and vocational skills, for jobs, decent-paying jobs, and entrepreneurship by 2030

SDG Target 4.5 Eliminate gender inequalities in education and guarantee equitable access to all types of technical and vocational education for the disadvantaged, including disabled individuals, native communities, and vulnerable populations, Education and Information Technologies (2023) 28:2031–2069 2039 1 3 by 2030 (Do et al., 2020; Felice, 2002).

SDG Target 4.6 Make sure that just by 2030, all adolescents and a significant number of adults, including women and men, have achieved reading skills and quantitative skills (Harrowell et al., 2018; Park et al., 2017).

Target 4.7 Ensure that all learners have the knowledge and experience necessary to achieve sustainable development by 2030, including through effective teaching and sustainable lifestyles, civil rights, sexual equality, appreciation of cultural diversity, harmony and pacifism, internationalization, and appreciation of diversity and culture's involvement in sustainable growth, among many other things (Askerov & Askerov, 2010; Vrdoljak & Meskell, 2021; Windorf, 2020).

To achieve SDG 4. the head teacher has to play the most important roles in school. Only quality education can bring positive changes in the country. Relating to the function of quality education, Chaturvedi, R., Abhinav Chaturvedi, A., & Chaturvedi, J. (2020) put the views 'Quality Function Deployment in an Educational is a tool to know the customer requirements and then finding what is technically required to fulfil these and then finding out the relationship between the technical requirements and customer requirements.' Unterhalter, E. (2019) puts the contested meaning of quality of education relating to SDG 4. as follows,

1. Debates about education sub-sectors, and whether to make the SDG targets focus on primary and secondary school or include early years, further, higher, adult and vocational education.
2. Whether to focus on quantities of enrolment, attendance and progression or quality variously defined.
3. How to define quality education, and whether this entailed a simple focus on learning outcomes or entailed free education, inclusion and contentious areas of value, like sustainability, rights and gender equality.
4. Whether the meaning of equitable education was limited to expanding formal rights to education to excluded groups, or entailed more substantial acknowledgement of intersectional inequalities entailing redress of disadvantage and transformation of injustice within and beyond education.
5. The relative position of states and markets, and how to engage with the considerable growth of the private sector in education, a discussion which came to be expressed partly as a dispute around the nature of accountability.

To ensure quality education, UNESCO has set up goals, targets and indicators. Chaturvedi, R., Abhinav Chaturvedi, A., & Chaturvedi, J. (2020) argue that 'Quality Function Deployment is a necessity for any educational institute to know their present

position concerning their competitors.’ In the concern of promoting quality of education, ‘Every Institute should have a strategy for skill development aligned with the strategy of National Skill Development Centre or Government of idea.’(ibid.).

The effectiveness of the role of the teacher depends upon its practice. Norman (2019) argues that ‘to attain school improvement or positive outcomes, head teachers must convince the stakeholders of the school to trust them even when implementing unpopular policies.’ School head teachers are the key person to run the programs of the school. Headteachers should have the sound characteristics of educational leaders. Leaders always lead the masses positively. Some of the fostering innovative characteristics of educators are essentially required. In this regard, Thomas (2021), mentions the requirements for developing qualities of the leader: a. effective communicator b. Life Long Learners c. Effective Leaders. Visionary leadership d. Risk Takers e. Effective Collaborators f. Perfect Role Models. The head teacher covers a broad area of responsibilities. The more they perform the responsibilities the more success will grow up. It means quality education will be ensured. Varga et al. (2020) state that, the most important competencies for the headship include the following aspects: providing rapid response to crises, building mutual trust among staff members; creating a safe and supportive environment; engaging in professional self-development; adopting a clear vision for the institution; quick and efficient problem-solving ability; motivating staff; conflict resolution; collaborating with educational staff, psychologists, pedagogues etc.; coordinating and delegating tasks. In the context of Diktel Rupakot Majhuwagadhi Municipality and its head teacher’s roles are discussed from different points of view. Muda'im and Shanie (2023) present ‘ Parents' lack of attention to a child's education can have a significant negative impact on a child's learning development and achievement.’ Similarly, Podgornik and Vogrinc (2017) quote ‘Quality is an elusive concept, as it varies in space and time. It depends on the context in which it appears, as well as on the inter

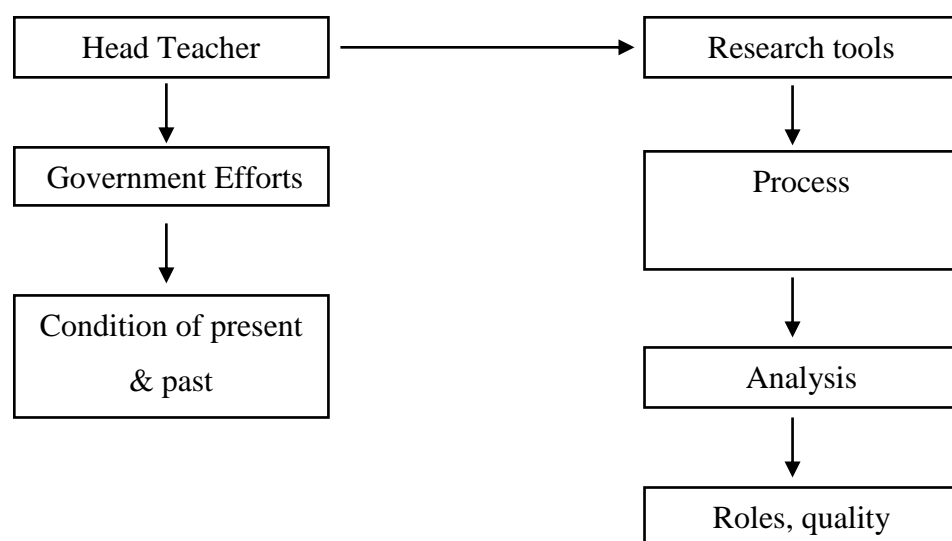
Implications of the review of the Related Literature

The possible effects of this study are to investigate the role of head teachers in fostering quality education and assisting the school and its stakeholders. This study and its findings will support the government in preparing policies in the field of education. This research helps to build new policies and will help to build new concepts about the roles of head teachers. It can establish a new method of ruling

school. Teachers can benefit from the help of these research findings. Researchers, students teachers also benefit from this study. This study certainly has presented the most reliable roles of the head teacher. Students' teachers would study them and apply them in their professional lives. Will take support from this study to make their policies and programs such as the code of conduct of the head teachers. This study mainly focused on finding the roles of head teachers in developing quality education. So head teachers will be benefited by applying the new roles of head teacher role in their professional life. School head teachers are doing many activities for the welfare of society.. They have tried to play effective roles in quality education. The data and information related to this study are collected through different tools. It assists the concerned people mainly in promoting head teacher jobs and increasing education access. development of skilful human resources. It is assumed that this will bring positive impacts in the related fields. The government might promote to utilisation of the skills, experiences and knowledge of head teachers for the overall development of the nation.

Conceptual Framework

The study entitled ‘roles of head teachers in fostering quality education’ can be built up under the following linkages. Head teachers, teachers, guardians, experts and students were the study group. The present real condition of the head teacher role was observed and analyzed. Literature related to the role of the head teacher and quality education was studied. Traditional and modern roles were compared and the conclusion. Information and data have been gathered using research tools like interviews, observation, and focus group discussion. Data were analyzed rigorously. After analyzing the data the result has been drawn up. Theoretical and empirical reviews have been made to find the knowledge gap.



Chapter Three

Method and Procedure

Research Design

Quantitative designs have been used in this study. More focus is given to the narrative study method. The narrative inquiry method is highly focused on collecting information from respondents. To explore the roles of the head teacher in fostering quality education at the school level, the narrative inquiry method is used. Information collected through different tools including interpretation with respondents was also used. Some of the unstructured questions were administered and made flexible to collect the data. Information collected through structured questionnaires, interviews, surveys and narrative methods is highly used in this study. Interaction analysis has been used.

Population

The population for this study is limited in Diktel Rupakot Majhuwagadhi Municipality. This municipality consists of fifteen wards. The total number of secondary-level schools in this municipality is twenty-four. Among them three are private and twenty-one are public schools. Educator experts of the Municipality, secondary-level teachers, students and their guardians are the population of the study. The head teachers of the whole school of the Diktel Rupakot Majhuwagadhi Municipality are the population for the study.

Sample

All the head teachers from the secondary school are selected as the respondents. So there are twenty-four head teachers in the municipality. Similarly, twenty-four students were selected as the respondent of the study. Only one student is selected from one school. Twelve girls and twelve boys were selected. The students' ages ranged from fifteen to nineteen. Fifteen conscious guardians were selected as the informants. Six educators and experts were asked to be involved in the study. So, altogether sixty-nine respondents were selected for the study.

Sampling

The target samples for this study are selected from the people who are involved in the teaching profession and playing the role of head teachers guardians and contributors in the field of education. Similarly, regular students were selected. A purposive random sampling method was used to select the samples. The quota system was used to select students for the gender base. Twelve boys and twelve girls were selected by using non-random quota sampling procedures. Head teachers were selected using no random purposive sampling procedures. Twenty-four teachers were selected by using purposive random sampling procedures. Six experts were selected by using non-random purposive sampling procedures. The sample is attempted to be more reliable and representative by sampling procedures.

Research Tools

Interviews: A series of unstructured interviews were conducted with six experts in the field of education. Each interview took place individually, scheduled at a time that was convenient for the participants. **Observation:** The primary method employed in this study was observation. Various aspects such as behaviors, task execution, leadership qualities, teacher support, the school environment, community involvement, and additional roles were systematically observed.

Focused group discussion: To discuss the title, a focused group discussion was made. Under this method role of the head teacher and quality education were the topics to discuss.

Checklist: Some of the indicators to judge the performance of the head teacher were prepared and administered during the study.

Questionnaire: Unstructured questionnaires were structured and administered to the respondents. Their opinions were collected by using the questionnaires from the respondents.

Source of Data

Both primary and secondary sources of data were searched and studied. Laws of the government promulgated on different dates, reports from the government,

NGOs, INGOs, and internet sources are some of the important sources as secondary and interviews with respondents, phone calls to the recruited person of the school, observation, focused group discussion, interview to the target population are other important sources as data.

Data collection Procedures

In the process of data collection, the researcher himself searched and studied the reference books and visited the websites. Data collection tools were used rigorously to gather authentic information. Unstructured questionnaires were prepared and administered to the target sample. After the selection of the sample, interview, observation, focused group discussion and checklists were administered and collected within a month. Respondents who did not write their responses to the questions were followed up until they were submitted to the researcher up to the fixed date. The opinion of the selected representative of the municipality was gathered through discussion. Representatives of NGOs, teachers, and businessmen were requested as an informant. The opinion of the selected representative and information from the representative population assisted in tracing the response to the administered questions. The primary method of data collection was highly administered in this study. There was no provision to provide any incentive to the respondents and informants for their valuable support.

Data Analysis Interpretation Procedures

The researcher has analyzed and interpreted the collected data descriptively using qualitative techniques. Data are interpreted in different lists, charts, tables, graphs and diagrams as needed. Statistical tools such as mean, medium, and mode percentages have been used for analyzing the data and descriptions, narratives, and paragraph writing were used for analyzing qualitative data.

Ethical Consideration

Ethical consideration has been highly maintained during the study period. The purpose of the study was told to the respondents. The privacy of the respondents was maintained so that the report of the study did not harm them in any case. Ethics in data analysis ethics in reporting and dissemination and ethics during coding were highly maintained as well and ethical codes for internet research also was ensured.

Chapter Four

Result and Discussion

Role of head teachers are very important to maintain the quality of education. Head teachers play the role of academic leaders, exercise the academic power in the school. Kor and Opare (2017) mention ‘Leaders create change and redirect the culture of the organization toward improved measurable outcomes.’ Head teacher plays the effective role to build the quality education. In the context of role of head teachers Kor and Opare (2017) further assert that when head teachers are visible and approachable, communicate expectations and goals to all teachers and students, communicate expectations and progress to children to parents, ensure that school rules are enforced, and helps in the resolution of conflicts within the school environment then a conducive climate is created which will allow for improvement in learning and performances in school will follow.

Since respondents have given much information to the researcher. Here are some of the striking data and its results. It is attempted to discuss and interpret thematically.

- a. Relationship establish: The head teacher's role to develop quality education is to establish good relationships with the guardians, teaching staff, administrative staff, personnel, and students. It creates a positive environment in the school.
- b. Academic leader: The head teacher should be an academic leader. He should have the skills of convincing power, decision skills, and ruling skills in the school. Institutional leadership is most important to the head teacher. He should set up the academic standard. He should encourage the teachers and students for innovative works in pedagogy and any other work. He should be able to monitor each and every work performed by others. Amos et al. (2022). find in their study that ‘shared strategic vision influence to a great extent on improving the quality of education.’
- c. Centralize to the students: He should ensure the well-being of students. He should recognize the students. Who are they? Who are their parents? Where are they from? He should identify the needs, interests, and problems of students. Muda'im and Shanie (2023) found in their work that ‘the role of

parents in fostering children's learning motivation (students) included giving praise, giving attention, giving advice, giving gifts, giving punishments, and providing learning facilities. Thus, the character of children (students) to study becomes more active because they have a parent figure who can encourage and motivate them to be better.'

d. Soft skills: Head teachers need to be equipped well with soft skills. Having the soft skills, he can drive the school very successfully. Soft skills include decision skills, problem-solving skills, creative skills, interpersonal skills, communicative skills, analysis skills, etc. Those who have skills can build the school smart.

e. Risk factor avoiding: The head teacher should have the skill of avoiding risks in advance. If unable to avoid them, it creates problems in fostering the quality of education.

f. Managerial skills: The school must be managed well with the required material for the teachers and staff. Time management is another important factor for the head teacher.

g. Organizing skills: The organisation of academic programmes helps to foster education. Students get opportunities to participate in different programs, which help to explore their internal capacity.

h. Bridging skills: The head teacher should be able to mediate among local, national, and international provision. Similarly, he should encourage modern teaching techniques and digital tools instead of traditional techniques.

i. Leadership skills: The head teacher should be well equipped with leadership skills. They should always be ahead in a leading position with good morals. According to Kozhimala and Devasia (2023), 'Leadership shall be based on good character, values, and discipline in life.'

Salfi's (2011) research work revealed that 'the majority of the head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust.' To develop the school environment for quality education sharing, collaboration and support systems need to be promoted. After analyzing the response of informants, it is revealed that: academic qualification leads in his roles effectively. Those who are academically qualified, their performances were satisfactory. So, academic qualification is a key factor. Activeness

in school is another important factor in fostering quality education. Head teachers need to visit all the areas and programs of the school. He should supervise assembly, playground, canteen classrooms, extra activities programs, exams, toilets, drinking water etc. 'Higher education institutions can act as catalysts for steering SDGs by fostering research, collaboration, commercialization, and championing the agenda of SDGs' (Dube et al., 2024). According to this view, the present head teachers need to make further efforts. 'ESD ensures that future generations are empowered with sustainable thinking, which will gear the students towards becoming citizens who work for economic development from a sustainable global citizenry viewpoint' (ibid). That is why the head teacher's role should be developed so that students become successful, skillful and champions of the world.

According to the response given by twenty-four head teachers, 88% were not satisfied with their role only 2% were satisfied with their role in DRMM. Among twenty-four teachers, only 4% were slightly satisfied with the role of head teachers. Among fifteen guardians, 10% were satisfactory. Among six experts, only 10% responded satisfactorily. Similarly, among twenty-four students only 25% responded satisfactorily. Most of the respondents showed dissatisfaction towards the role of head teachers that they are performing at the current time. The head teachers of DRMM need to be updated themselves. They need to be involved in the study. Academic qualification directly affects the quality of education. So that study is needed for them. Head teachers' role and quality of education have a cause-and-effect relationship. If the effective role is increased then quality will increase.

Chapter Five

Conclusion and Recommendation

The role of the head teacher is one of the most effective factors to foster quality education for the learner. There are various roles which are practised in the different countries. Mainly Sustainable Development Goal 4 has guided the quality of education globally. According to Binod (2016) ‘people also say that without quality higher education, no quality primary education can be offered. In this way, a country needs both quality school and higher education to enhance the earning capacity of the citizens of the country.’ Quality education assists in acquiring new knowledge, skills culture. It develops not only intellectual knowledge but also develops soft skills of the students. Quality education will ensure the good citizens of the nation. They obtain theoretical knowledge as well as practical knowledge. Students will be shaped by good manners and culture.

Quality education will develop the soft skills of the learners. Learners equipped with soft skills easily adjust to the world. They can make their life more comfortable. ‘Soft Skills is a very popular term nowadays, used to indicate personal transversal competencies such as social aptitudes, language and communication capability, friendliness and ability to work in a team and other personality traits that characterize relationships between people’ Cimatti (2016). There should be ample opportunities for the learners to build up soft skills in them. Setting programs, organizing events and mobilizing them can be some techniques to build up soft skills. For this, a quality offering school environment is required. So the role of head teachers is crucial to foster quality education to the students.

To foster quality education, head teachers need to perform productive roles, and it brings an effective result. Building relationships among school and community, directing to the teachers and staff, organizing the meeting, and defining responsibilities can help in maintaining the quality of education. Any performance made by school should be ‘smart’. Notice for guardians should be made effective. Master plan, strategic plan, annual plan, operational calendar, guidelines, and code of conduct are some of the key factors to foster quality education. Simply, head teachers, as their role is to conduct teacher staff meetings, teacher parents meetings, counseling

to the needy students, finding the less talented students, and conducting remedial classes. Similarly, head teachers can do: use of IT, follow the policies of government, implement the decision made by meeting, follow up on the tasks given as responsibilities and implementation of decision, supervise every performance made by all staff, As the head teachers roles, they manage teachers workshop, teacher training, excursion visits to teacher, students and body of the school, setting the extra-curricular activities. In the global practice, there have been many practices of head teacher role to foster quality. ‘ Education for Sustainable Development (ESD) pedagogies facilitate the learning of knowledge and promote the learning of skills, perspectives and values necessary to foster and maintain sustainable societies.’ Laurie et al., 2016). The role of the head teacher are contextual. It can differ from context to context . But in general, some of them are common too, which are practiced in the school.

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