



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

JULY 2014, VOLUME 2, ISSUE 3, 1 - 17

E-ISSN NO: 2289 – 4489

## PREPARATION OF PRINCIPAL FOR SCHOOL CHANGE: A COMPARATIVE STUDY BETWEEN NEPAL AND SINGAPORE

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### ABSTRACT

This article examines the current leadership trend and the exploration of systematic preparation of private school principals of Singapore and Nepal in order to cope with future school change. School principals are the most important change agents in the construction of new and innovative leadership practices that enhance the change process in the school. In this sense, school principals are *trend-setters* who build frameworks for their own preparation for the future to better understand effective leadership in different contexts. This article presents a comparative study keeping Singapore as a benchmark and a discussion of leadership process of the Singaporean and Nepalese principals and their preparation strategy for school transformation. The results from this study will indicate the new role of prepared principal for the 21st century and challenge the paradigm shift in the leadership patterns through change for Nepalese private school principals.

**Keyword:** principal, school leadership, change, preparation, private school

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## **INTRODUCTION**

School Principals of the 21st Century must possess a vast range and network of skills that go beyond the technical territory. According to the modern education philosophy, they must have the strong base for strategizing, build a culture of shared vision and cultivate trust among the staff and themselves. One potentially relevant principal role concerns their support in developing a transformative school vision. Recent research also demonstrated that principals can leverage school visions for transformative hiring, curriculum development, professional learning and school improvement (Kose, 2008). Future school principals who have developed a shared vision for possible future change have also created common ground that serves to facilitate or compel action in realizing school effectiveness.

The major goal of 21st century education is to develop school leaders who can focus on instruction, coach others and generally lead the transformation of schools into continuous improvement (Fullan, 2001). Superintendents, principals who are effective leaders of school change are proactive. When these effective school leaders manage and adjust change accordingly, they become prepared principals for the future who will work toward school effectiveness. These principals tend to create an effective change process and initiate vision that creates remarkable achievement for the school and the students. They also create effective systems that challenge the status quo and discover efficient procedures best suited to each and every staff in the school. This characteristic of the Prepared Principal of being proactive merges with being a risk taker for successful adaptation of school change results in school effectiveness.

The Singapore education system has already proven to be a milestone in the South East Asia region being one of the best education hubs. A developing country such as Nepal can learn so many leadership modalities from Singaporean proceedings. Singaporean school principals are preparing themselves for all sorts of changes and innovations required by their school. The key challenge confronting school principals is that they should understand how to anticipate the variation of their school change and the modality to be prepared for the future. The knowledge, skills and competencies that the next generation of school principal need to cope with future school transformation are the subject area understood by the school principal of Singapore to deal with changes. Designed programs and finding ways to equip such transformation in Singapore private schools (MOE, 2001) are the best example that any developing countries or country like Nepal should follow in order to prepare effective principals for tomorrow.

## **OBJECTIVE OF THE STUDY**

The major objective of the study is to explore the understanding of the educational leadership of two countries in order to cope with future school change. The specific purpose of this study is to compare leadership practices related to leading and supporting change and how school principals of Nepal can prepare themselves for the future and school change taking all aspects of the internal and external environment into consideration.



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## RESEARCH QUESTIONS

The research questions of this study are focused on the Nepalese and Singaporean private school principals' drive towards preparation for school change leading to school effectiveness. The following mentioned research questions are scrutinized with presentation of interview and observation data projecting proper analysis of the theme generated through them. The research questions in this study are:

- How is the evolving status of principal facilitating the process of leading and supporting change?
- How can principals be prepared in Nepal for a future that facilitates school effectiveness?

## METHODOLOGY

As this study involves comparative study of Singaporean and Nepalese private school principals which intends to project their experience, their real life story of process of change and process of preparation for future, the method of Narrative Enquiry is used. Narrative inquiry is the process of gathering information for the purpose of research through storytelling (Conle, 2000). Humans are storytelling organisms who, individually and collectively, lead storied lives (Clandinin, 2000). Thus, the study of narrative enquiry is the total experience shared by humans in their social surroundings. Meaningful presentation of real life experiences are gathered here through stories shared by Singaporean and Nepalese school principals. In this study the sample is small; hence the samples are chosen randomly in regards with this study. In order to facilitate better understanding of the research, the target population is randomly picked. Three private school heads are chosen on the basis of random sampling method where they have equal chance of being selected as sample out of a pool of registered private schools of Singapore and Nepal. Codes are given to each respondent to hide their identity as a part of ethical consideration. For Singaporean private school principals the codes are SP1, SP2 and SP3; for Nepalese private school principals the codes are NP1, NP2 and NP3. Since data were collected from three private school principals from each country, this article only encompasses data regarding their present leadership modality, how they lead and support change and how they prepare themselves for the future. As all principal respondents belong to the reputed private schools in Singapore and Nepal, hence they can express the essence needed for this article.

Primary qualitative data tools such as non-participant observation and semi- structured interview are used in this study in order to investigate the Principal leadership style and principals' adaptability, as well as their innovative and new techniques of educational leadership, if any. Both data collection tools qualify in this study that helps to understand the leadership philosophy proposed to the principals which encourage them to change and prepare for the future.



## **FINDINGS OF THE STUDY**

The comparison of leadership in private school among Singapore and Nepal is a very demanding task as the two countries are considered as developed and developing country. Education sector are differently developed in these countries; hence the school leadership practice differs. Still few of the areas are covered in my findings for the comparison which will help private school principals of Nepal to understand what they lack so that they can proceed in bridging those gaps. A few of the comparisons now follow:

### **Comparison 1: Leadership Trend in School**

Practices related to educational administration vary across societies and cultures as individuals construct and experience leadership in different ways. However, it is possible to identify some similarity concerning the leadership practice of two different countries and being a leader in schools in different contexts. Themes emerge from research related to the main constraints

#### *Experiencing Singaporean Leadership realities*

There were three private school principals interviewed in order to understand the Singaporean way of leading, exploring and preparing. Let me throw some light on what they have to speak about their leading pattern that foster smooth landing on change.

SP1 defined himself as the Principal which is effectively with the CEO nature. He practices consultative and servant-leadership management. When asked about the change initiated by him in his school, he replied:

*“We are a new school (six years old) and therefore going through many changes e.g. teaching and learning styles, pastoral care. The process is that changes are agreed by a planning group of heads of departments and then discussed within departments. Ideas and suggestions are then fed back to the group which then formulates the Plan. This is then implemented and monitored on a regular basis”.*

He also thinks change is very crucial in any school for effective running of schools. He also adds on the changes he had practiced:

*“This happened when I took over two years ago....These are agreed upon and then a consensus reached on the following questions: Where are we now? Where do we want to be? How do we*



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*get there? What will stop us doing so? This then led to the formation of the group to formulate and manage the Plan. It also led to team-building and leadership training for over 30 staff involved in running key areas of the school”.*

It is clearly seen that SP1 worked as a catalyst and integrated the change through a common forum with effective participation and staff involvement.

SP2 leads taking group work into consideration. He also follows strategic planning of the school taking growth and staff planning into account. He is also a proactive leader who considers timely information should be given to parents, students and staff to make them aware of the school culture. When asked about the motivating his staff, he replied: *“I have also focused more into training programs where I can get enough environment tracks. Various training programs include HR training, pedagogical training, technological training”.* Moreover, he seems to give ample priority to training and practiced situational, participative and collaborative leadership style in his leading modalities. On the topic of change initiation in his school, he replied: *“I have changed the grading system for students. I also launched education excellence training for all staff members”.*

Looking at his comments, it is clearly seen that he gives high priority to staff training. He also claimed that he always sets for collective decision making procedure along with his staff and helps them grow through change with mentorship when necessary.

SP3 shared that his leading practice is very much inclusive based. He stressed that he is a firm believer in giving people ownership of major decisions at work and that he thinks top down method will create passive resistance. Even though involving staff is a longer process it will be a successful one. He thinks by doing this more people work in a team with team spirit: *“I have worked where principal use leading practice being teacher so I use the same model and find it successful.”* When asked about noticing change in his school, he replied:

*“Yes, I do notice change. People nowadays are open and prepared to discuss issues as a group and they like to be open. The biggest problem in any school is implementing change. I think by having an atmosphere supporting each other help adopting change. Having staff involved in the change, getting their valid reason and having a clear process to implement change and making sure it’s not an added extra”.*

He addressed that nowadays people are not being resistant to change and have open discussion about change practice which are going to be implemented in the school. Getting collective idea is also an effective way of welcoming change. When asked about change implementation in his school, he replied:



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*“I changed a complete timetable in my school; it was not working well before. So I had to bring a whole new structure. I got software worth 10000 USD, had several meetings with staff, and customized it and making sure students feel easier”.*

Looking at his statement, he has clearly understood the meaning of change and had implemented it too in his school with a significant round of discussion with his staff. He chooses ICT as the first stepping stone for implementing change in his school.

### *Experiencing Nepalese Leadership realities*

Since we have witnessed the leading practices as well as implementation of change by Singaporean private school principals, it is time to see how our own Nepalese private school principals lead their schools, how they think about change, and what changes they have initiated in their schools. Looking at Singaporean principal leadership practice, it is clear that they are the risk takers in the matter of change and they consider the collective ideas of their staff in their final implementation. Nepalese principals face some constraints when performing roles in educational administration and different approaches have been proposed in order to address the principal preparation process.

NP1 does not follow any specific style but believes as per the demand of time the leader of any organization should be able to act. She remarked that if school leaders proceed according to current trends they are always in the right direction; while those who are outdated will be out of track in the race. She later on addressed that leadership style depends upon the nature of an organization. When asked about her leading style in her school, she replied:

*“I think no one in an organization is followers I believe they all are co-workers or supporters. Trust upon the people of an organization is the key of success of any leader. Through counseling I make them realize that they are working for themselves and their organization”.*

She indicated that trust is very important in any school and anything can be communicated to the staff through proper counseling. To a question related to change implementation in her school, she reacted:

*“Through several meetings and talks and furthermore arranging training and workshop for the employees related to the need of organizational change as time demands. There was not any specific strategy rather through critical thinking”.*



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She quote that after critical thinking of strategy, implementation of proper change process are done in accordance with the school system which will make “not to resist” attitude for the staff. Training, meetings and workshop are a few of those strategies.

NP2 thinks so far he is doing well with his leading practice. He also shared:

*“I used to be authoritarian before but several years of experience observing other principals run their schools, so you look at them, you see their strength, and you look at their weaknesses and even the method of handling issues. You see, you learn something from it. I prepare my leadership style through learning and by doing the way you see others do”.*

Looking at his comments, it seems he has also changed in years of his leading practice from authoritarian to situational. He later remarked that he normally motivates his staff to bring out the best performance from them by acting as a role model inside his school so that his teacher learns something from and gets influenced by his professionalism. When asked about the change process in his school, he replied:

*“In my opinion, change is a gradual process in any school so my job as a principal requires me to be in high alert for the successful implementation of those changes. I always inform my staff about the change if it creates bigger impact and if not I change without consulting anyone. But when it comes to bigger change, I keep meeting of the staff and get their opinion”.*

From his statement we can view that he also follows a collective decision making process when it comes to implementing the change process either by communication with the staff or taking their opinion. But he also informed about fear of changing things in school.

NP3 thinks if they work responsibly for the organization, the organization will benefit. He presumes a leader should also try to understand every staff member’s nature, problems as well as caliber, treat them individually and motivate them to collaborate with full of enthusiasm. Finally he shared that he leads his organization with a motto of ‘Together We can’. When a question related to getting best performance from his staff, he replied:

*“We give any assignment to the staff it should be clear what we are expecting from them. It should be made clear that they should not cross the professional ethics. Let them do all their work; fully trust them so they give their full effort on their work. They should not get the sense of cross checking of them rather should be guided if it is necessary. After the completion of their task they should be given personal recognition. This way we can get*



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*best performance from our staff and can influence people to achieve what we need to achieve”.*

It seems that NP3 also seems to regard trust as major issue for the staff. He mentioned mentoring is better than cross checking and nagging at any assignment. He also added that staff should get at least some rights to work independently so that they become accountable for the results and feel responsible. When asked about change in his school, he replied:

*“This is 21st century, the world of IT. Those who don't update themselves are obsolete. Same things apply to teaching field as well. Teacher should be updated in every field not only in his/her subject and IT can be one of the important tools. We tried to convince many time to our teachers but could not. So we applied a strategy. We made everyone (all teachers) compulsory to type their questions (no handwritten questions allowed), enter their marks into the computer themselves and have an email address and started sending school information through email. It was a very small step but it really helped all our teachers.... They started to search information and other necessary subject related matters in the internet and use in their lesson plans. Now all the teachers thanking the management about the decision we made”.*

In my observation too, I have found major changes happening in school are in the ICT department. It is always easy to change something in the technological field. As staffs are always eager to learn new things, ICT is one of the major fields where changes occur without any resistance.

### **Comparison 2: Challenges in Leading and supporting Change**

The current globalization era has forced all organizations to continue re-assessing their practices in order to bring about some changes. Now, change is a vital aspect to every organizational growth and survival and it is inevitable. For that reason, organizations are required to develop and enhance the culture of change and innovation to keep them in a dynamic and competitive position. They also need to formulate strategy to eradicate challenges while leading and supporting change.

#### *Challenges in leading and supporting change: Nepalese Perspective*

Globalization has taught many things to Nepal, leadership in school being one of them. From the observation in valley based private school in Nepal, there is still a traditional and conventional perspective of leaders and leadership prevails. They are still holding the pre judgmental view including the positional-hierarchical view and predominance of the “Great Man” Theory (Bennis & Nanus, 2007). Principals in Nepal recognize significant differences between management and leadership, and their





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implications for individuals and organizations, and for leadership development. A few principals whom I have particularly interviewed do not follow a specific leadership style or modality. And they cannot accommodate one single leadership style due to complex working culture in the country.

Transformational leadership theory argues that being influential and inspiring is different, although one can follow any leadership style but reaching people is important. This statement is marked by many principals in Nepal. It is clear that many of the principals in Nepal do not have clear leadership modalities. Most of them have situational leadership style ignoring the leadership trend such transformational leadership style which reaches to the heart of the staff with a huge amount of motivation for them and bringing major changes in school effectiveness. Let us see what Nepalese respondents have to say about challenges they face in leading and supporting change. NP1 responds on challenges and difficulties in the change effort as:

*“In every organization there are few people who resist to change and love to go against but as the time passes, these people also looking at others start realization but till that time we need to learn to ignore such type of people and their act”.*

According to her, although a few staff members do not like change in school, there are methods that a leader should follow in order to change those staff who do not like change. Those methods include counseling, communication and finally ignoring them and their act. Similarly, NP2 takes his perception on leading and supporting change as a continuous but contagious process. He quotes:

*“Always I do want to change my school, myself and the working style but I fear my staff won’t let me go towards that change. I fear in extreme that political intervention might come if I change any system or working habits”.*

It seems that although he wants to bring changes in school, he is bit fearful about the staff’s reaction. He claimed that was because of bad practice of politics and ignorance in the staff regarding future growth and development of the school.

NP3 has a little bit different opinion on leading and supporting change. According to him, a change always comes with the discussion and dissatisfaction but later on results in a harmonious working culture inside the school: *“In the beginning we got lots of comments and dissatisfaction about the decision. But now everyone started working looking at the brighter side of change.”*

It seems that in a Nepalese private school, it is very difficult to change the system into one where all have the habit of working and being productive towards the school. From my observation, private school principals in Nepal use conceptual and conventional tools; they thus lack practical skills to promote innovative organizations that thrive in and contribute to an innovative society against all odds



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and hurdles. Respondent from Nepal clearly focused on several areas where the need for change is seen and forecasted. Meanwhile from the observation I have found that principals themselves resist change and they hesitate to transform because they are happy with their regular and old act of doing and

practicing leadership style in their respective school. It is clearly seen that school leaders want to change but they are terrified with the working culture commonly captured by the country's political scene. They too mentioned about political intervention which again prevails in Nepal. They examined the situation and discovered models of change and models of leadership and investigated how their staff can promote personal, organizational and societal change in themselves but were constrained by the political instability.

### *Challenges in Leading and Supporting Change: Singapore Perspective*

In Singapore schools too, change is a continuous process and the dissection of those changes is carried out frequently. The real change in school involves changes in conceptions and role behavior of the principal (Fullan, 2001). Countries such as Singapore also face challenges while there are changes in the workforce and keeping the value of school in a genuine manner where all staff can work and keep the organizational culture alive. Although backed by many supporting structures, it too faces difficulties in leading and supporting change. Whenever we think about any developed country then we think there are very minimal challenges associated in any field. When asked, SP1 seemed to be considerate on his staff's views and taking their decision into account. He added: *"...The entire staff spent two days in conference debating the philosophy, vision and goals of the School"*.

According to SP2, while leading change, he makes sure he takes all the views of his staff before making it a final conclusive structure. SP3 seems to have a bitter experience while leading change in her school. She said:

*".....met with a little resistance at first but then they came up with a plan that could work. Sometimes even though your teachers may not totally agree with what you want to do, the bottom line is that it should always be about what will be best for the students. That's why we do the jobs we do"*.

She expressed that there will be few teachers who will be against changes that the principal wants to proceed but it is the principal's job to make them understand the value and importance of change in a long run. When asked about challenges to SP3, he had different views on leading change. He expressed: *"There was no such challenge to be highlighted for. Everyone welcomed this change as this directly focuses on the holistic development of the school."*



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From my observation of Singaporean private school principals, I came to a few conclusions. Although they are enriched with leadership credibility combined with congruent and credible leader communications and motivating behaviors but somewhere they have to generate a wide array of

positive behavioral dispositions and manifestations of change in their staff. They prefer to have individual and collective efficacy which increases their staff tendencies to engage in change process. I have also found that staffs in Singaporean school are more likely to model leader behaviors engaging more in organizational citizenship behaviors (Organ, 1988), more effective self-regulation and self-leadership (Manz & Sims, 1980), and to have smooth resistance to change which incorporates more likely to forgive all the hurdles easily which can later be accepted as a changed structure.

### **Comparison 3: Preparing Principals in Schools**

Most of the principals had been prepared by experience, either as a teacher or as a deputy principal. More than half of the interviewed principals had been teachers before they became principals. This experience, they believed, had equipped them with the necessary skills, attitudes and knowledge of the many aspects of school administration which can be only found in the proper setting of the school. In my observation too, the area of preparation held by the help of school nearly four times as many as self preparation. SP1 addressed the issue of preparation by the school as:

*“Private school leaders in Singapore are result oriented and competitive. As most of the private school brings meritorious students which are best for the country and adds up value to Singapore growth. School should have strong support system, lots of training program, easy availability of resources and flexibility in budget preparation. Lastly, Leadership is a skill with proper training, adoptive towards environmental change and practicing it successfully”.*

When asked the same question of how schools help in preparing principals, SP2 replied:

*“Private schools can prepare principals for transformational leadership by giving them models of schools that are leaders and have established themselves as excellent schools in Asia”.*

The same question was asked to SP3 and his take on school way preparing principal as:

*“Private school has to develop school-based approaches. They also need to develop various leadership courses (in house and out). Coaching and mentoring is another important issues that management team have to take into account. They also need to*



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*help in the professional development of school leader. And as a simulations practice they have to create challenging work assignment. School need to help to cultivate environment to practice good leadership”.*

Since many principals are the owners of the schools in Nepal but still they do not prepare or learn more after they graduate. From my observation I think school should focus on preparing good successor if it's sole proprietorship investment. They should give ample exposure and trainings to the new principal in order to cope with change. When asked this question, NP1 replied:

*“Private schools have lot of opportunities as well as threats and challenges in present time due to political situation of the country like Nepal due to which it is not as easy as can be said for the private schools leaders. For overall school effectiveness the principal need to be well equipped for challenges like changes in curriculum, teaching learning strategies, learners disability, classroom instruction, teachers performance and parents expectations. The school principal himself/herself must be well aware of the emerging trends and innovations for this type and s/he must be able to transform himself/herself to new world of education”.*

The school Principal should be qualified practically or theoretically; the school should make the principals available for different national level as well as international level training programs which would enhance their knowledge for running the school effectively. NP2 remarked on same question as:

*“I think school should focus on different kinds of training by different foreign educationists. Only few private schools are doing well in Nepal. Rests of the private schools are facing many problems from staffs to building to finance. There is no time and budget to train myself and my immediate subordinate”.*

According to NP3, an education institution works better when it has a leader who becomes aware of the emerging changes taking place in his/her area of work, develops institutional vision based on the past and future thinking, who inspires coworkers, and jointly implements the programs and activities based on the vision. Applying this notion to the private schools in Nepal, the private schools which are close to this notion have been working effectively and have become successful in delivering what they are supposed to deliver. He added:

*“So far the issue of how to prepare such a leadership in a private school is concerned, since all private schools are free to choose a principal they like, they can first look for competent and committed candidates with necessary background, give all kinds of freedom for managing the school and monitor the performance under a mechanism. They can be given necessary professional training and exposure for the work they are*



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*responsible. Professional development of them should be an inherent part of the school development program”.*

### *Principal Preparation Process: A Lesson for Nepalese Private School principal*

Conventional leadership which is profoundly rooted in private school in Nepal is insufficient to meet the demands of the 21st Century as compared to Singapore. As we have already entered the new millennium, our world is characterized by unprecedented complexity, paradox, and chaos. The process of change is fast and sometimes very ruthless to existing systems. The strong trust charisma, and independent leader and transforming leadership we have idealized, strived to be proven as counter-productive in the new millennium and undermine a sustainable future. Mutual trust between school leaders and teaching staff is the single most important factor within a school's culture that will allow for successful changes for improvement to be possible. The challenges and opportunities of the principal preparation process for a new type of school principal, indeed an entirely new and different way of thinking about leadership and of developing future principals. Nepalese private school principals should explore the nature of innovation in leading and leadership qualities and capabilities expected to be crucial in the future school transformation. A significant number of gaps remain between principal leadership in Singapore and Nepal; in many ways private school principals of Nepal lack current leadership competencies and those needed in the future.

Principals as transformational leaders have taken on new exciting roles as they continue to deal with the ever-changing face of education. Nepalese principals should use their knowledge and skills to work both internal and external to the school organization to map new directions, to secure and mobilize old and new resources, and to respond to present challenges and perceived future challenges (Cashin et al., 2000). A few of the new roles that Nepalese principals should take into account in order to be prepared principal are enumerated below:

#### I. Traits and values

Prepared principals must possess both technical and symbolic traits (Peterson, 1994). That is, they must think logically, but at the same time be actively creative, analytical and passionate for their staff. Their technical roles include planner, resource-allocator, coordinator, supervisor, disseminator, jurist, gatekeeper, and analyst (Cashin et al., 2000). In addition to these traits, Peterson adds that there are also certain values that principals need for leadership in tomorrow's schools. The first and foremost important value is openness to participation, second is openness to diversity, third value is openness to conflict, fourth is openness to reflection. Finally, is principals' openness to mistakes: the prepared principals acknowledge their mistakes and learn from them. Nepalese principal should also incorporate their own personal leadership brand indulging in their own set of traits and values (Harvard Review,



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2010). To be leaders of change, principals must immerse themselves in real situations of reform and begin to craft their own theories of change constantly testing them against new situations and against grounded accounts of others' expectations (Fullan, 2001).

### II. Principals as agents of change

Change always comes with resistance, from teachers, students, parents or community as well. A culture that squashes disagreement is a culture doomed to stagnate, because change always begins with disagreement (Champy, 1995). The biggest responsibility of a principal lies in understanding the staff, students and parents and to know their challenges which can bring about suitable solutions. In short, principals as agents of change have to be prepared for, and embrace resistance, share ownership of change, develop positive relationships with school stakeholders and navigate the complex two-way relationship between the school and the stakeholders (Cashin et al., 2000). Fullan (2001) suggests that principals who develop leadership for change capacities learn to control more of their own and their community's destiny. In order to face today's education scenario where there are many contextual changes, Nepalese principal needs to be the catalyst of change.

### III. Principals as managers

Efficient principal always know the basics of management. They are not only the academicians but are the managers who hold the function of management in changing, strategizing, leading, and restructuring the whole procedure of the school or are in the process of restructuring themselves so that principals and teachers work together to deal with today's leadership demands and prepare for tomorrow's. Sharing decision--making may imply that the principal is being democratic. On the contrary, since the principals' sphere of communication is increased, the influence of their management activity also increases. Prepared principals, who take on transformational leadership roles, will work together with all the staff, students, parents and the community to take the balanced relationship with effective management skills in the changing nature of education reform. Hence Nepalese principal should think about being managers in the first place and then educationists. Taking managerial skills into their daily operation will help them to cope with most of the resistance to change.

### IV. Principals as chief learning officer of the schools

Every organization seeks change, quality improvement and innovation. As process of change accelerates in day to day activity, schools should perform and transform themselves into learning organizations. If the school includes learning as the major function or division, then the problem of resistance to change will slowly be resolved. Learning can grease the change process with proper guidance and instruction for every staff to cope with the possible changes. Business organizations have a chief executive officer (CEO), a chief financial officer (CFO), and a chief information officer (CIO), among other titles. In the



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school of the future, we need a chief learning officer (CLO). Prepared principals of the future must be open to new learning even when that learning challenges their strongly held beliefs. So, Nepalese principals should encourage their staff to learn, get trained, attend seminars and overall update them which later can bring innovation and shared vision. By acting as chief learning officers, they can implement the culture of restoring and sharing the knowledge within and outside their school.

### CONCLUSION

In the 21st century school principals must create cultures characterized by sound academic excellence, innovation and systematic change process. Creating a culture which includes and norms characterizes the successful 21st century prepared principal. Helping staff develop and maintain a collaborative professional school culture involves innovating teaching and learning skills, planning and most importantly communicating with each other. Learning and embracing change can be also included in these cultures which provoke them to understand and grow within their experience.

Prepared Leadership practices that recognize diversity as a positive asset of organizations and communities will need to be deployed. New models will be required to design processes that increase inclusiveness and diversity in decision making. Transformational leaders involve staff in collaborative goal setting, reduce resistance, build ownership and communicate the shared values of the school. Prepared principals know themselves well and their actions are based on a well formed set of values, beliefs and understandings. Principals who forecast their transformation of schools are committed to a moral purpose and vision, and can achieve a community consensus on school goals and priorities. Transformational principals understand the nature of power and change and know that the quality of their relationships with students, staff and community are crucial to their ability to enable others. They promote an atmosphere of care and trust within the school community, setting the tone for mutually respectful relationships. This trust is grown by providing individual moral support, taking account of people's opinions and appreciating others' work.

Hence Nepalese private school principals should contribute to collective professional knowledge, through an experience and idea generated from Singaporean private school principal. They should integrate their leadership and management roles by focusing on improving their leadership style that is supported by organizational structures and processes. They also should redesign school structures that promote participatory decision making, support decision making and teacher decision making autonomy. They should also advocate staff professionalism and maintain balance through professional networks and alliances beyond the school. Lastly, Nepalese private school principals should value the capacity of others to lead. They should delegate authority and be strategic about developing the school through distributed leadership models. They should place themselves in front and center in the process of transformation and preparation.



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