

ROLE OF HEADTEACHER TO ENHANCE THE PROFESSIONAL
DEVELOPMENT OF TEACHERS IN PUBLIC SCHOOLS OF CHITWAN
DISTRICT: A NARRATIVE RESEARCH

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AN ABSTRACT

of the dissertation of *Narayan Prasad Shrestha* for the degree of *Master of Philosophy in Educational Leadership*, presented on 17 May 2026, entitled *Role of Headteacher to Enhance the Professional Development of Teachers in Public Schools of Chitwan District: A Narrative Research*.

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The Nepal government has allocated significant resources in education sector. It has allocated 211.9 billion for the Ministry of Education, Science and Technology in the fiscal year 2082/2083. The government of Nepal has adopted the policy of “Education for all” and free education up to secondary level, free tiffin, free school dresses etc. And the government has been organizing regular training, workshops, and seminars to enhance teachers' professional development. The head teacher can support the implementation of this knowledge among teachers in the field.

This narrative research aims to examine the perceptions and practices of government school head teachers regarding the implementation of training, workshops, and seminars in the school. The seven head teachers of government schools of Chitwan district shared their perceptions and practices on the professional development of teachers after participating the several trainings, workshops and seminars. This qualitative research on the narrative approach has been used purposive sampling to select seven head teachers. The narratives of these head teachers describe different training and workshop structures for teachers' professional development, which sharpened their skills and introduced new ideas, thereby supporting students' skills and qualities.

Professional development increases teachers' confidence. Teachers' confidence and skills directly support students' learning and help them achieve better

performance. All the head teachers drew on their personalities, values, and school challenges to craft unique professional practices. Despite varied approaches, all agreed that teachers' growth cannot be separated from the students' success and school improvement. And the core message is that teacher professional development is not an event but a culture nurtured through leadership, collaboration, and teachers' intrinsic motivation. So, the head teacher must act as a facilitator of professional development by aligning teachers' strengths with school priorities, engaging ownership, and ensuring a culture of sharing and application.

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17 May 2026

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शोध सार

शैक्षिक नेतृत्वमा दर्शनशास्त्रको स्नातकोत्तर उपाधिको लागि नारायण प्रसाद श्रेष्ठको शोधप्रबन्धको शीर्षक “चितवन जिल्लाका सामुदायिक विद्यालयहरूमा शिक्षकहरूको पेशागत विकास अभिवृद्धि गर्न प्रधानाध्यापकको भूमिका: एक आख्यानमात्मक अनुसन्धान” ३ जेष्ठ २०८३ मा प्रस्तुत गरिएको थियो।

.....
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शोध निर्देशक

नेपाल सरकारले शिक्षा क्षेत्रमा उल्लेख्य मात्रामा स्रोत र साधनहरू बाँडफाँड गरेको छ । यसै अनुरूप नेपाल सरकारले आर्थिक वर्ष २०८२/८३ मा २११.९ बिलियन रकम शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयको लागि बाँडफाँड गरेको छ । नेपाल सरकारले ‘सबैका लागि शिक्षा’ र माध्यमिक तहसम्म निःशुल्क शिक्षा, निःशुल्क विद्यार्थीका लागि खाजा, निःशुल्क विद्यालय पोसाक र यसको साथसाथै सरकारले शिक्षकहरूको लागि नियमित तालिम, वर्कशप र सेमिनारहरू सञ्चालन गरी शिक्षकहरूको पेशागत विकास गर्ने नीति अवलम्बन गरेको छ । यसको लागि प्रधानाध्यापकले शिक्षकहरूलाई तालिम, वर्कशप र सेमिनारको अवसर प्रदान गरी त्यसबाट प्राप्त ज्ञानलाई कार्यान्वयनको लागि सहयोग गर्न सक्दछन् । यस आख्यानमात्मक अनुसन्धानले विभिन्न सरकारी विद्यालयहरूका प्रधानाध्यापकहरूको तालिम वर्कशप सेमिनारहरूको बारेमा आ-आफ्नो धारणा र अभ्यासलाई उल्लेखन गर्ने काम गरेको छ । यस कथानामात्मक अनुसन्धानमा चितवन जिल्लाको सरकारी विद्यालयका ७ जना प्रधानाध्यापकहरूले आफ्ना शिक्षकहरूले सम्पन्न गरेका तालिम, वर्कशप र सेमिनारको अवसरबाट प्राप्त गरेका ज्ञान र सीपहरूको कार्यान्वयन तथा प्रगतिको विषयमा प्रस्तुत गरेका विविध धारणाहरू र अभ्यासहरूलाई समेट्ने जमर्को गरेको छ । ती सातजना प्रधानाध्यापकहरूको उद्देश्य पूर्ण गर्ने तवरले नमुना छनोट गरी कथानामात्मकको रूपमा उनीहरूको अभिव्यक्तिलाई यथार्थपरक रूपमा गुणात्मक अनुसन्धान गरिएको छ । यस कथानामात्मकतामा प्रधानाध्यापकहरूले आ-आफ्ना शिक्षकहरूको पेशागत विकासको लागि विविध तालिम वर्कशप र सेमिनारहरूको अवसर प्रदान गर्ने र त्यसबाट विविध नयाँ सीपहरूको विकास गरी विद्यार्थीहरूको समेत सीप तथा क्षमता विकास गरी गुणस्तरयुक्त उपलब्धि हासिल गरेका विद्यार्थीहरूको निर्माणमा सहयोग पुगेको कुरा व्याख्या गरेका छन् । पेशागत विकासले शिक्षकहरूको आत्मविश्वास बढेको र शिक्षकहरूको उच्च आत्मविश्वास र सीपको विकासले सिधै विद्यार्थीहरूको सिकाइमा सहयोग पुगेको र उनीहरूको सिकाइ उपलब्धिमा समेत सहयोग पुगेको यथार्थतालाई यस कथानामात्मक अनुसन्धानमा उल्लेख गरिएको छ । सबै प्रधानाध्यापकहरूले आ-आफ्नै तवरले व्यक्तित्व, मूल्य र चुनौतीका आधारमा विभिन्न नविनतम पेशागत विकासका अभ्यासहरू र

धारणाहरू यस अनुसन्धान बाट उजागर भएका छन् । शिक्षकहरूको पेशागत विकासको सन्दर्भमा हरेक प्रधानाध्यापकहरूको विविध दृष्टिकोण भएतापनि उनीहरू सबै शिक्षकहरूको पेशागत विकास, विद्यार्थीहरूको सफलता र विद्यालयको उन्नति र प्रगति एकआपसमा अन्योन्याश्रित हुने कुरामा सहमति राख्दछन् । तसर्थ यस कथात्मक अनुसन्धानको मुख्य सार तत्व शिक्षकहरूको पेशागत विकास कुनै एउटा घटना मात्र नभई यो त विद्यालयको नेतृत्वको सहयोग, सहकार्य र शिक्षकहरूको आन्तरिक उत्प्रेरणाद्वारा निर्मित विद्यालयको संस्कार हो । अतः विद्यालयको प्रधानाध्यापकहरूले शिक्षकहरूको पेशागत विकासको लागि सहजकर्ताको रूपमा कार्य गरी विद्यालयको प्राथमिकताको आधारमा शिक्षकहरूको क्षमता विकास र अभिवृद्धि गर्ने, शिक्षकहरूको बीचमा स्वामित्व विकास गर्ने र प्राप्त ज्ञान सीपलाई साझा गर्ने संस्कृतिको विकास र त्यसलाई प्रयोग तथा कार्यान्वयनमा समेत विशेष सहयोग पुर्याउनु पर्दछ ।

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३ जेष्ठ २०८३

नारायण प्रसाद श्रेष्ठ
उपाधि उम्मेदवार

This dissertation, entitled *Role of Headteacher to Enhance the Professional Development of Teachers in Public Schools of Chitwan District: A Narrative Research*, was presented by *Narayan Prasad Shrestha* on 17 May 2026.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

17 May 2026

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DEDICATION

This dissertation is dedicated to my family members, my parents and all family members to whom I always indebted.

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ABBREVIATIONS

CAS	Continuous Assessment System
CCA	Cultural Curricular Activities
CPD	Continuing Professional Development
ECA	Extra-curricular Activities
EMIS	Education Management Information System
ETC	Educational Training Center
LRC	Lead Resource Center
NCED	National Center for Educational Development
SEE	Secondary Education Examination
SESP	School Education Sector Plan
TPD	Teacher Professional Development

CHAPTER I

INTRODUCTION

The government of Nepal has invested significant resources in the education sector, adopting the policy “Education for All” and providing free education up to the secondary level in community schools (K. C., 2023). However, the government has not achieved the expected, and the results have shown a decline; stakeholders' contributions have been seen as negligible in achieving the outputs (Nepal News, 2025). In the same vein, the headteacher's efforts have not been matched by the teachers' definite efforts. All the stakeholders worked for positive changes in the school; however, it became almost impossible. Furthermore, the teachers are appointed through the Teacher Service Commission in the government schools, and teachers are being made qualified through teachers' professional development training at the beginning of the profession and from time to time, several governments have provided various training, workshops, seminars, and conferences to the teachers for developing their profession. Maharjan et al. (2025) noted that reflective practices are the most important measures for teachers' professional development. It enables teachers to demonstrate sharp analytical power and deep knowledge, and provides them with feedback. Thus, the reflection of the head teacher in story form can be an important part of teachers' professional development. The perceptions and thoughts of head teachers could also be a source for new education leaders. The tenure of head teachers has been experiencing many teacher-training initiatives, some of which have been more or less beneficial, and others less so. Many of the teacher training programs, workshops, and seminars have been initiated across various academic activities. Based on my teaching experience and understanding of the profession, actually, teachers are not professionally aware of their job, and there is a great gap in the method of teaching, teaching techniques, skills, and motivation, ethical values in the teachers, and an inadequate relationship between the head teacher and subject teachers. Principal leadership is the most important factor in improving the school's environment and achieving better results. Teachers' professional development has not been effectively achieved, which directly affects students' achievement. The head teacher's leadership is required to accomplish the national education ambitions and mission for achieving educational excellence(Ikram et al., 2021). It is necessary to

observe the headteacher's efforts to enhance the teacher's professional development to achieve high levels of student achievement in the school setting. In the introduction chapter, I have elaborated on my experiences over the past two decades. I would like to conduct research on teacher professional development, highlighting its importance to society and newcomers to the field. The purpose of the study, the research questions, and the delimitation of the research are mentioned in sequential order.

Setting of the Scene

Having worked as a school teacher and school leader for around 2 decades, I have demonstrated a range of roles and activities in my profession. Throughout my journey, I have observed many ups and downs in school leadership across various circumstances, including place, individual behavior, and leadership traits. In my journey of academic endeavor, I have encountered multiple leaders through different lenses of leadership, including transactional, transformational, servant, charismatic, and autocratic. Some leaders seek change, while others avoid it. Some prefer to work collaboratively with their subordinates, while others prefer a directive approach. Some leaders were found loyal to their faculties, some were rude to their subordinates, while others were found creative and innovative in their leadership tenure.

Throughout my educational career, I have worked with three principals. At first, I worked with a directive leader who was tall, handsome, and reserved. He spent most of his time ordering people to perform institutional tasks and did not encourage collaboration or the sharing of ideas. He kept himself in the center of the institution and believed that all his ideas should be implemented by his subordinates. Bin Abdullah et al. (2021) concludes that there is a positive relationship between the headteacher's leadership and teachers' workload, and that there is no relationship between the workload and job satisfaction. So, the high burden of workload on the teachers borne by the headteacher can bring positive change to teachers' professional development; however, it does not focus on the relationship between workload and job satisfaction of teachers. Moreover, in autocratic leadership, no relationship was found between the workload and job satisfaction. So, I found such leadership in my first principal, whom I worked for 4 years, who always expected the best results from students despite the high workload for teachers.

The directive and authoritarian leader believed that the institution's success depended on his own capacity and ideas. He made all the decisions, and his orders were final. He led the school through strict rules and regulations, and teachers felt

immense pressure to follow them. The leader's ideas and interests dictated the work, leaving no room for new ideas or innovation. Teachers worked and performed tasks as they learned during their school tenure, and they developed their skills and capacity through their efforts.

The second principal was physically attractive, energetic, and to some extent loyal. He believed in paperwork and in framing work in a certain shape, but did not like working collaboratively with colleagues. Instead, he directed subordinates by referring to the policies mentioned in the paper. However, there was a drawback of disobedience in the performance of some lower designations. He arranged training programs for teachers to develop their skills and classroom teaching techniques, but they did not have a significant impact on their professional development. Bin Abdullah et al. (2021) has stated that there is a strong relationship among leadership of head teachers, workload, and job satisfaction of special education teachers. So, a transactional leader always sees the relation between leadership and workload. Moreover, the leader establishes a strong relationship between teachers' workloads and job satisfaction. I thought the second head teacher during my teaching tenure was a transactional leader, as he systematically implemented his plan. He expanded the educational horizon by rising above authoritarian leadership; he never ordered any of the teachers, but he tied them to a policy.

The third principal was a tactful, visionary, and cooperative leader who loved working with the staff and was task-oriented and target-oriented. He was not physically attractive, but he was a symbol of love who always emphasized the professional development of the teacher staff, whom he saw as a valuable resource. He regularly organized training programs and skill-oriented sessions with experts in related fields and was mindful of proper remuneration and financial benefits for his staff. "Interaction, cooperation, and communication among headteachers, teachers, and students enhanced transformative learning" (Raut & Pant, 2024, p. 17). Transformative leaders are encouraged to apply collaborative decision-making, cooperation, and discussion among teachers and school stakeholders. The head teacher believes in reflective practice, a far-sighted vision, and effective communication. These adaptations include technological change, social adoption, and awareness of teachers' rights and duties. Transformative leaders are the main drivers of school change. The third leader was somehow found transformative leader. The headteacher's progressive thinking was quite transformative. Moreover, he was a

servant leader who worked collaboratively with his teaching staff, believing in team building and collective decision-making. The third principal had good leadership so that the school made a history in his tenure. The school won local level, district level, province level as well as national level awards because the prestige of school was extended and became a renowned in the locality and country. His teachers and the subordinates were fully satisfied with his facilitation, mentoring and coordination which was highly appreciable and to be learnt.

After meeting the above leaders, I had some questions about how they could enhance the professional development of their subordinates and teachers. Teachers should be skilled in pedagogical practice, effective implementers of project-based learning, curriculum developers, devoted to the profession, technologically proficient, smart at work, effective trainers, etc. Perhaps the professionally developed and equipped teacher could transform more things than the other teachers.

Alsubaie (2016) has argued that teacher involvement should be important for the effective application of curriculum and educational advances, as should teacher ability in introspective and critical thinking; a culture of a flattened hierarchy should be the emphasis of school reform programs. Therefore, the teacher has the vital role in implementation of curriculum and the teachers' skills and critical perspective makes the effective use of curriculum in the ground level. His/her critical thinking and introspective skills enhance educational development, reform the school climate and culture, and help the headteacher develop teachers' professional skills. To this end, qualitative research examines teachers' professional development and offers several ideas for developing teachers' skills. The headteacher plays a strong role in school transformation. Broin (2015) has stated that for any school reform program, including teacher leadership, to be implemented successfully, principals are essential. Thus, the effective implementation of the program head teacher must include effective teacher leadership programs. So, the headteacher plays a pivotal role in transforming school activities and programs. Klerk and Smith (2021) have claimed that in their pursuit of enhancing their leadership skills, educator leaders create space for future collaborative teacher leadership. So, the teacher leader has to improve his/her attributes and skills and also create space for collaboration in the days to come.

Furthermore, it is quite necessary to research effective leadership for school improvement. Leithwood et al. (2020) have argued that there is enormous scope for further research into the nature, implementation, and outcomes of effective school

leadership, and that there is considerable clarity about what is empirically known. Therefore, to be a successful school leader in the future, the leader must learn from empiricism and the deep study of the subjective nature. A visionary, good planner, and collaborator make an effective leader and headteacher. For that, the headteacher encourages the teachers through several professional development skills. Ewen et al. (2025) have stated that in the sense of planning, creating, and assessing activities that support the development of identities as teacher-leaders. So, various programs for designing and enhancing educational interventions and different experiences crystallize teachers' leadership. Shafee et al. (2019) argued that teacher leadership allows the teacher to make decisions about adjustments in instructional improvement by performing the appropriate part of teacher leadership. So, teacher leadership would play a significant role in making the right decisions to improve classroom instruction. Instructional leadership enables teachers to make informed decisions about instructional activities.

Throughout my extensive educational career, I have observed that teaching is not just a duty but also a social responsibility. Teachers are role models who connect teaching with society; they can create value for society and play a vital role in implementing the curriculum and various educational innovations by enhancing school culture and climate through their critical thinking and introspective skills. To make teaching effective, the headteacher has been organizing various training and support programs for teachers to promote academic excellence. This research is an in-depth study of teachers' professional development through headteacher leadership.

My Research Agenda

National Education Policy (NEP) 2019 has mentioned that the free basic and secondary education to all children of Nepal which is completely owned by the state, moreover it is the right of children.

Due to my official work, on 4th of April 2022, I went to the Municipal Education Office. It was the result publication day of the Basic Level Examination, and my eyes went to the published paper on the notice board. The results were listed from the highest-performing school to the lowest-performing school in the Basic Level Examination. Slowly and slowly, I was shocked by the results of some schools that had the very lowest performance. That was the result of Lekh Bahadur Tara Ma. Vi. Then I was curious to see the school in person. On the next day, I had a great enthusiasm to observe the activities of school and the coordination and collaboration

of several stakeholders. After two days, again I went to the same school and observed the same activities. After that, I concluded that the poor coordination and collaboration between the head teacher and the teachers contributed to the school's weak performance. I did not find any professional development programs at the school, except those provided by the government sector. No initiative or effort on the part of the head teacher was found in the professional development of teachers. Furthermore, teachers were found to have poor concentration on their tasks and to be less responsible in their work. I felt a significant gap in performance between the head teacher and the other teachers in the school. I would like to research this genuine issue and examine the cooperation and collaboration between head teachers and teachers. So, I would like to research other schools with strong performance and examine the perceptions and practices for enhancing teachers' professional development to improve the school's performance. However, reflective teaching, collaboration, and professional growth activities support teachers' professional development, which helps build a strong culture and behavior within the professional community (Madel & Zimmerman, 2025). So, the various practices in teaching and collaboration between the head teacher and the teachers bring professional development in teachers and establish a strong culture and habits in the school. Good coordination between the head teacher and teachers creates an environment of mutual support that helps achieve better school performance.

The successful leadership of the head teacher has transformed the school in every respect, as demonstrated in Nepal (Singh & Allison, 2016). The headteacher's effective leadership can play an important role in improving the school environment. Effective leadership may also be one of the elements of improving the school. It is found that the head teacher should have various competencies like being a good listener, a good administrator, good interpersonal relationships, digital skills, etc., which supports to enhance the professional development of teachers (So-Oabeb & du Plessis, 2023). The head teacher's attributes play a crucial role in developing teachers' professional development, which helps coordinate teachers and support good performance in school. The school head teacher plays a critical role in developing a conducive environment, and teachers can develop their skills in the shadow of their leader. The head teacher's behavior and tactful skills effectively work on it.

The head teacher will be made responsible for the continuous professional development of teachers, and this professional development work will be linked to the

students' learning achievement (Ministry of Education, Science and Technology [MoEST], 2019, p. 58). As stated, the policy, the different levels of Nepal's government have launched several professional development programs. Furthermore, the policy has made the head teacher responsible for teachers' professional development and for students' learning achievement.

Teachers in government schools in Nepal have had many opportunities to enhance their professional development, and various training programs and educational excursions have been provided at the local, provincial, and central levels. These activities promote teachers' professional development. Moreover, it is necessary to create a conducive environment for teaching and learning in the school, and the headteacher's foremost role is to foster collaboration among teachers and provide professional development programs for them.

In education systems where headteachers are expected to lead instruction, their evaluations must include how they have organized the school to facilitate teacher collaboration in curriculum creation (Gouëdard et al., 2020). So, the instructional activities of the teacher have a prominent role in enhancing the school's performance and ultimately academic excellence of the school. According to the literature, there is an important role of head teacher to develop the professional development of teachers in school settings which is required to solve the issues raised in this research in Nepali context that can be useful to upcoming generation of Nepal and moreover supporting to Nepali education system however, there is needed a transformative headteacher. Additionally, Katke (2023) has argued that teacher has the important role to follow and make the social customs and activities and is taken as they can bring a positive in society and formulate the positive environment in the society. A teacher has a skill to understand a students' skills and their mindset. A good teacher always assesses the students and understands their state of mind and the interest before starting the lessons. The good environment of classroom can be obtained when the teachers are professionally enhanced. Jusoh et al. (2024) concluded that a sustainable leadership consists of the dynamic strategies, extended life, elasticity and much progress on contributors, educationists and well-wishers. So, the school's growth depends on the sustainable development of all stakeholders; these favorable changes support excellent teacher performance and the headteacher's successful leadership. The condition of several academic activities managed in school, and the improvement of teacher professional development activities via training at different levels and areas,

are means of professional development. However, there are no expected changes in the school, which are reflected in the poor academic results and weak school climate. So, it is necessary to explore this agenda to improve Nepali schools.

Ogbaga (2021) has stated that the positive relationship between salaries, regular promotions, and the quality of teaching enhances teachers' job security and their contributions to their work. The teachers' teaching styles determine the students' interest and ability that enhanced the students' engagement and concentration in classroom makes a good teaching environment in school. However, it is understood that the student's success completely depends on their engagement, teachers'. Sometimes, teachers might not be conscious of the students' ability and values. Teachers make the students unfit because of their teaching styles, thinking styles, and pedagogies they adopted. So, the students are not weak in their studies from birth; they might be made weak by several circumstances around them, one of which is the teachers' teaching pedagogy. Teacher maturity is built through various mentorships, training, workshops, seminars, and conferences, which are essential programs for teachers' skill development. This issue highlights the need for pedagogical changes in teaching and the importance of teacher mentorship in guiding students toward learning achievements. Headteacher leadership can play a vital role in enhancing teachers' professional development, bringing positive changes in the school and, ultimately, in the country's education system. Bredeson (2000) has strongly argued that the school headteacher plays a vital role in influencing teacher professional development. So, unless the headteacher's role is decisive in improving the school environment, the school will not take the proper steps to develop teaching and learning activities. Teachers has an important role to make good teaching and learning environment in school and the headteacher works as academic leader to enhance the professional development of teachers and carry out the professional development opportunities of teachers in school. Sebastian et al. (2017) have stated that the only organizational component in primary schools that ties teacher and principal leadership to pupil success is the learning environment (abstract). The strong bond between the headteacher and the teacher can create a conducive learning environment in school. Furthermore, the teacher's instructional leadership should be strong to achieve the best performance and outcomes for students. The purpose of the instructional leadership study is to collect information on the nature of educational leadership, its manifestations, players' views on its impact on teacher and student learning, and the

learning itself (Rodrigues & Ávila de Lima, 2024). So, the importance of reviewing and recording information through instructional leadership for the teacher's professional development.

Chan (2018) have noted that, by promoting, fostering, and maintaining a school environment supportive of student learning and staff professional development, an effective educational leader should emphasize the teaching-learning process and the success of all teachers and students. So, the headteacher's great effort could be a dimension of change in the school through teachers' professional growth. We have argued that the application of cooperative procedures is closely related to educational development initiatives, focusing on specific topics and teaching levels. So, the instructional leader can support students' learning and teachers' professional development.

Zhou et al. (2025) have argued that “The key role of collaborative, cooperative and reflective learning in enhancing students' ability to promote sustainable development(Abstract). In a developed country, the education system depends on collaboration and cooperation to enhance sustainability. Moreover, it is quite useful for developing countries like Nepal. There is also a need for effective cooperation and collaboration between the head teacher and teachers to achieve better outcomes in Nepali schools. However, various research and projects have been conducted in developed countries in this burning area. Dhakal, (2024) has mentioned that leadership is the most important for the society if the teachers are ready to accept the confidence and a new shine of life that carries the greatest values and norm in education. It is necessary to research this burning issue, which could bring about a remarkable change to the Nepali education system, and I would like to further explore the professional activities of head teachers to develop teachers' professional skills in the context of Nepali schools. Part of the research work has already been done; however, it is insufficient to capture the essence of what I explored in this research. The role of head teacher leadership in instructing professional development in teachers and enhancing collaboration among teachers is the most crucial work in the Nepali context. It is necessary to examine the head teacher's role in teachers' professional development in Nepal. Moreover, the Nepal government has established several training centers to enhance teachers' professional development, and it needs to evaluate the effectiveness of these programs.

As stated above, instances and research concluded that the cordial relationship between the head teacher and the teachers can improve the school's environment and learning outcomes of the students. Moreover, the national education policy has highlighted the inevitability of the head teacher's responsibility to enhance teachers' professional development to improve students' learning outcomes. In this circumstance, it is necessary to research this issue and gather genuine narratives from head teachers in their own contexts so that the resulting conclusion can guide school improvement.

Rationale of the Study

This research aims to analyze the inadequacy of professional development opportunities for teacher leaders in Nepali schools and to generate new ideas for improving the learning environment. There is a lack of collaboration among teachers, coaching and mentoring for teachers, and sharing decision-making with teachers at the top level of administration, a focus on rote learning for students, and a traditional teaching style. Teachers are found to be machines that have not taken different ideas to enhance the students' skills and capacities. They are regulated in the same way as they were before. I feel they are not internally aware of different ideas for teaching and of aligning the latest inventions and interventions in the educational sector. So, it is necessary to enhance teachers' professional development through the instructional and collaborative leadership of the headteachers. To address this issue, frequent professional development, equal opportunities for decision-making, fostering collaboration and cooperation among teachers, enhancing diverse teaching pedagogies, and increasing teacher-initiated activities are needed to improve teachers' professional skills and create a favorable learning environment at the school. Instructional leaders play a vital role in enhancing teachers' professional growth and fostering collaboration among them. Effective teaching, coaching, and mentoring by developing their own curriculum, which truly motivates the teachers and supports them to create a safe and healthy classroom environment. The instructional leaders and newcomers to research can follow these activities to further elaborate on these issues.

Purpose of Study

The purpose of the study is to explore the role of the headteacher in teacher empowerment and teacher development. More specifically, this study aims to explore

the headteacher's instructional leadership attributes to enhance teachers' professional development in the school setting.

Research Questions

1. How do the headteachers perceive and narrate the practices they use in their roles to enhance teachers' professional development?
2. How do the head teachers narrate the collaboration and coordination among teachers to develop their professional development?

Delimitation of the Study

Although many factors contribute to teachers' abilities and skills, this research will primarily explore teachers' professional development through the instructional and collaborative leadership of the headteacher. Professional development programs through instructional leadership approaches by headteachers will be discussed as effective methods for improving teachers' skills. I delimit the research on the professional development of teachers through headteachers' leadership skills, professional development activities of teachers, in-house training programs, and facilitating collaboration and sharing the best practices of headteachers towards up to secondary-level teachers of Chitwan district, Nepal.

Chapter Summary

This chapter elaborates the importance of headteachers' activities to enhance the professional development of teachers and ultimately increasing the level of standard of the learning outcomes of the students in Nepali Government School. Although the Nepal Government has invested a huge amount of money in education and made the policy of free education up to secondary level, the expected outcomes have not been achieved. This chapter elaborates the ineffectiveness of collaboration and coordination among headteacher, teachers, students and weak professional development practices in the teachers and poor academic performance of school leaders in school. The researcher highlights his experiences of two decade on teaching and leading school including autocratic, transactional and transformational principles and reflects how leadership styles influence teachers' collaboration, motivation and professional growth.

This chapter emphasizes the researcher's keen observation of underperforming basic school, where poor coordination of headteacher and teachers negatively affected school outcomes. In contrast, the effective and collaborative activities of leaders created positive school environments and progressive academic outcomes. In fact, this

chapter describes that the reflective practices, collaboration, training, mentoring, and instructional leadership are essential for teachers' professional development.

Moreover, this study aims to explore how headteachers of Nepali schools support teachers' professional development through training, workshop, seminars received by the teachers. Furthermore, this chapter outlines the rationale, purpose, research questions and delimitation of the study, focusing on secondary level schools of Chitwan district, Nepal.

CHAPTER II

LITERATURE REVIEW

This chapter includes a thematic, empirical, policy, and theoretical review that supports this research. This research revolves around the theme of instructional leadership, with other themes kept as sub-themes. Similarly, the analysis of past research will be conducted in empirical research, will discuss policy at the national and international levels in the policy review, and, lastly, this chapter will discuss the theoretical bases of the research. Some of the themes of scholarly articles' reviews are mentioned, and themes are specifically established in this section.

Thematic Review

In this section, various themes in teachers' professional development will be discussed. Actually, it is going to research the professional development of teachers through the support of the head teacher in the Nepali school context, and will observe the head teacher's narrative stories and their school practices. It is necessary to review the literature on several themes that support teachers' professional development. The directly supportive themes to the research and sub-themes will be discussed thoroughly here.

Head Teacher Leadership

“Teacher leadership is a critical component of effective teaching and school success” (Berry et al., 2010). The role of the teacher is crucial on philosophical grounds. A good teacher can improve the learning environment, enhance the school climate, and improve students' learning skills. Their diverse activities will make students more creative and innovative. The instructional leader can create a warm environment that prepares a good teacher leader. The teacher leaders are always reinforced, energized, and substantiated by instructional leaders. An instructional leader guides and develops teachers' skills and can be a valuable resource in educational organizations. Hence, instructional leaders empower and strengthen educational organizations internally.

Rodrigues and Ávila de Lima (2024) argue that school administrators view instructional leadership techniques as crucial but often irrelevant to student outcomes. Hence, instructional leadership is most supportive of teachers' professional

development and may be irrelevant to student learning. However, these phenomena are used simultaneously to promote students' achievements.

Goddard et al. (2015) have explained that effective instructional leadership can create the framework for instructors to function in ways that reinforce organizational values. The instructional leader can build a strong administrative and managerial structure that helps develop teachers' professional growth. Instructional leadership can help the instructor build a smooth, strong organizational structure, which in turn helps create a school climate and culture.

Teacher Leadership

Teachers are the leaders of their learners. They are role models for students; whatever teachers do, students copy their actions and gestures. Bockelmann (2021) has argued that the system's coherence affects teachers' capacity to collaborate with teacher leaders and to make classroom curriculum modifications. Similarly, Klerk and Smith (2021) we have explained that interaction with transformative strategies might help schools foster a culture in which educators actively collaborate while exhibiting transformative emotional intelligence, transformative autonomy, and transformative inclusive leadership. So, the teacher leader can apply different strategies to foster mutual collaboration among teachers, thereby promoting inclusiveness in leadership.

Furthermore, the teacher leaders can develop the school culture and foster the school climate through their emotional intelligence and effective tactics. Jovanović (2022) has argued that, according to the students' perspectives, secondary school instructors employ both transactional and transformational leadership styles. However, to address the current educational context for teachers' professional development, it is necessary to be a transformative leader.

Professional Development Activities for Teachers

“A major role of school principals in the area of teacher professional development is to build leadership capacity among staff in their schools to create, nurture, and maintain over time a vital, self-renewing, and authentic learning community”(Bredeson, 2000, p. 399). Thus, the headteacher plays a major role in developing teachers' leadership skills, fostering a collaborative learning environment, and supporting and nurturing teachers' teaching and learning activities.

Widayati et al. (2021) have mentioned that there is the strong bond between the continuing professional development activities and the more advanced activities.

The teachers demonstrated the greatest interest in gaining the advanced continuing professional development, however they need the support to enhance professionalism through the internal and external factors. As given in above statement, the educator showed their skills and ability to enhance their continuous professional development and also advice support to individuals to develop their professional development from externally and internally localized situation. On the other hand, the educators like to have better professional developed themselves through the several internal and external sources of professional development. Sancar et al. (2021) have mentioned that the several factors like assessment, study area, wideness, smoothness, support system, resource allocation, contextual, control mechanism, collaboration and cooperation and the most important elements of effective professional development. Moreover, a well professional development and growth indicates the clarity in evaluation, research area, appropriate length, broad investigation, ideal distribution of resources, localized, adequate support system, control and encouraging environment to the participants. Teachers' professional development is influenced by external and internal factors that support their growth. Furthermore, teaching is a profession that is bound by certain ethics and morals.

Enhancement in Learning Skills of the Students

The teacher leader can support enhancing the students' learning skills. Effective teacher leaders motivate them, which will encourage the skills of the students. Antiado et al. (2020) have mentioned the students' views on the significance and relevance of general education and investigated the areas to be implemented and the social responsibility for the students' learning enhancement. Similarly, Ergashevich (2021) has been argued that the development of students' traits should be encouraged as part of the planning process for instructional activities. So, the teacher should be encouraged to develop plans, instructions, and activities that enhance students' learning capacity.

Providing Vision and Direction

An instructional leader can provide clear concepts, visions, and directions to the teachers. The vision of instructional leadership governs teachers and induces them to implement related plans and policies. Brolund (2016) argues that instructional leaders support teachers by offering opportunities for professional development, coaching, and mentorship to ensure that best practices are applied in schools. Hence,

instructional leaders assist teachers in various ways by offering vision and direction for their professional growth and by providing opportunities to enhance their skills.

Facilitating Collaboration and Sharing Best Practices

Lamsal (2022) has elaborated that high-performing school leaders primarily focus on planning, curriculum design and execution, teacher professional development, evaluation and monitoring of teachers and students, and assessment to further refine classroom instruction. So, the practice of the high-performing school is to articulate a plan and policy for teachers' professional growth, and to mentor and assess students' further classroom improvement. The best practice refines the school climate and the school culture.

Supporting Innovation and Research

Dahal (2020) has stated that the view of instructional leadership among principals is not significantly different based on teachers' gender or the topics they teach, but is significantly different based on their academic background (abstract). Thus, there is no meaning in the gender of the principal rather than their qualifications. Qualifications play a crucial role in supporting teachers' further innovation, creation, and investigation in professional growth.

In-house Training Programs

Islam (2020) has mentioned that through a variety of low-cost in-house training, such as workshops, seminars, business talks, motivational discussions, mentoring, coaching, and conferences, instructional leadership techniques may be improved. Successful in-house training fosters the right mentality, soft skills, and academic and practical awareness and expertise regarding educational challenges. Thus, various in-house training programs help enhance teachers' abilities and increase their academic excellence. These training programs enhance teachers' abilities, skills, and techniques, helping them easily transfer knowledge to students.

After going through the thematic review, I came to the point of understanding that the professional development of the teachers can be made through many ways; however, I would like to take different professional activities of the teachers, in-house training, sharing the best practices of high performing schools, and enhancing learning skills of the students through the head teacher's leadership. Moreover, the headteacher's instructional leadership is a key factor in developing teachers professionally.

Empirical Studies

Researchers have studied instructional leadership, teacher leadership, professional development, and the enhancement of student learning skills, among other topics. Day et al. (2016) conducted a national survey to explore how principals and staff contribute to higher student achievement through school reform initiatives, focusing on principals as instructional leaders and teacher leaders. Thus, this research provides me with sound information on the headteacher's instructional activities within teachers' professional activities. The role of the headteacher can be crucial in the research. Although other attributes, such as head teacher as collaborative leadership qualities, are necessary to explore rather than instructional leadership.

Goddard et al. (2015) have concluded that the collaboration of the headteacher and the teachers increases the confidence of teachers in classroom management and supports to improve the students' learning achievement. Moreover, it increases the students' trust on teacher and built more confidence on their study. The headteachers can lead subordinates and teachers alike, instilling skills and courage in both. Moreover, the head teacher should be the resource for all the teachers. Madel and Zimmerman (2025) further emphasized that such efforts strengthen leadership within professional learning communities, thereby promoting strong, established leadership in society. More precisely, the instructional activities promote educational excellence in children by supporting teachers' professional development.

Yusriadi (2021) has argued that teachers can produce superior students with abundant creativity and competitive skills. Teachers set an example for their kids; therefore, before they accept their requests, they should be creative, motivating, innovative, and effective. Thus, teachers are the key to fostering students' creativity and innovation through their varied teaching techniques, supported by effective motivation.

Wahab et al. (2020) have concluded that the good relationship between headteacher and the teacher brings the best performance in teachers' professional development. Therefore, the strong relationship between the headmaster and the teacher leads to higher student learning.

Zahed-Babelan et al. (2019) found that their model accurately predicted data and highlighted the importance of school culture, teacher job characteristics, and empowerment in connecting instructional leadership to work engagement, showing that the leadership environment significantly influences teacher and student

engagement. Thus, instructional leadership connects the various information related to the school for the significant development of teachers and students. Furthermore, “The instructional leaders can only address all those issues and establish the school as the best learning place which can shape the children's future through quality in education and create the environment”(Danai, 2021, p. 71). The instructional leadership of the headteacher can help establish the school climate and support teachers' professional development.

Leithwood et al. (2020) aimed to identify latent variables and correlations in four pathways (rational, emotional, organizational, and family) to aid school administrators in enhancing school development and creating an effective environment for student achievement.

Thus, various scholars contributed to the field of teacher professional development through instructional leadership. Instructional leaders can empower teachers through various means of teacher development, such as fostering a collaborative teaching environment, connecting teaching with technology, maintaining relationships among rational, emotional, organizational, and family domains, and providing in-house training for teachers to better achieve student learning. So, headteachers are to serve as instructional resources for teachers in their professional development.

Scholars have given much importance to the headteacher's contribution to the professional development of teachers to create an innovative and creative environment in schools in their own country's context. I would like to explore the above-mentioned issues in the Nepali context, which can be relevant in Nepali schools. “The principal's role in teacher professional development”(Bredeson, 2000, p. 399), which was researched in the United States of America's context. I would like to explore the same agenda further in the Nepali context.

Policy Studies

MoEST (2022) has stated that “SESP also aims to enact provisions to respond to the need for making head teachers more responsible in continuous professional support for teachers”(p. 65).

Local-level government will conduct several continuous professional development programs for teachers, such as customized training, workshops, seminars, educational excursions, teachers' reflection networks, collaborative research, mentoring, and coaching, centralized at the school (MoEST, 2019, p. 59).

The policy states that the local level will conduct professional development programs, such as customized workshops, seminars, observation trips, teacher network reflections, collaborative research, mentoring, and coaching, keeping the school at the Center.

Ministry of Education (MoE, 2016) has explained that “Diverse teacher professional development programs will be strengthened, including one-month in-service certification training, refresher courses, and other on-demand short courses, including online self-learning courses and courses responding to specialized needs like special needs of education”. Teachers play an important role in improving students' learning outcomes in Nepali schools. Supporting teachers' various short- and long-term training programs promotes their professional development. Moreover, several key areas are drawn from different policy reviews and research on teachers' professional development. Several opportunities are provided for teachers' professional development, such as encouraging them to attend training, workshops, seminars, and conferences to enhance their professional skills.

Gurung and Sharma (2013) have argued that the conventional pattern in the TPD segment should be broken by the new training modules. Additionally, the TPD courses must cover modern educational challenges, including CAS and kid-friendly school settings. It is important to involve key stakeholders, including teachers, school administrators, policymakers, and relevant experts, in the policy review process. The suggestions and feedback help to promote policy on teacher leadership and their professional development in Nepal. The national education policy has been addressed in various professional development programs for teachers. Several training programs and educational excursions for teachers in various innovative and creative practices add value to them. Even though the governments expected outcomes have not been achieved. So, it is necessary to explore the hindrances behind it. Perhaps there is a coordination issue between the headteacher and the teachers.

Theoretical Studies

Egure (2026) has been quoted as providing motivation and resources for faculty members to engage in professional-growth activities. Motivational factors would be prominent in enhancing the professional development of teacher leaders, and instructional leaders should serve as resources for teachers so they can contribute to a sound learning environment for students. Here are a few prominent theories:

Transformational Leadership emphasizes the leader's ability to inspire and motivate teachers to achieve their full potential. Instructional leaders who adopt a transformational approach provide vision, set high expectations, and support teachers' professional growth. By fostering a collaborative and innovative school culture, they promote the development of effective teaching practices that positively impact student learning. Barker (2001) explained that leadership is the process of bringing about transformative change in society by integrating individual ethics into societal norms to promote social progress. So, the function of transformational leadership is to develop and change social norms and values. Distributed leadership theory suggests that leadership is not confined to a single individual but is distributed across multiple stakeholders within the school community. The instructional leader empowers teachers, makes a successor, and supports the decision-making process. By encouraging shared responsibility and collective problem-solving, they create a culture of collaboration and continuous learning. Shava and Tlou (2018) explained that with the decentralization of educational institutions, the idea and practice of "distributive leadership" has grown quickly in popularity among those in charge of managing schools. Thus, the work division to the lower level enriches the collaboration in teachers that brings ownership which clearly helps to leaders and headteacher of the school. moreover, Goddard et al. (2021) have concluded that the headteachers' instruction to the teacher could help to improve students' learning achievement, and enhancing several skills that completely connects with decision making, students' assessment, and achieving feedback system. This strongly support to develop a learning center at school and evidence-based instructional planning to the headteacher. Blank et al. (1990) have mentioned that the perfection in work of the lower designation and maturity gained in the work performance are the important features in situational leadership research. This study facilitates the process. However, situational leadership emphasizes the instructional aspect of leadership and delineates the various branches of instructional leadership. According to situational leadership theory, effective leaders adapt their approach to followers' preparation and developmental stage. Instructional theory could be delivered, supported, and guided to teachers, directly connecting instructional leaders' leadership performance to teachers' needs and developing several teaching activities.

Collaborative Professional Learning Theory: Bredeson (2000) has mentioned, "Principals are important contributors to teacher professional development (p. 398).

So, principals can work on teachers' professional development, serving as instructional leaders, nurturing teachers' skills and abilities, serving as mentors, initiating collaboration among teachers, etc.

The theories are interconnected, and instructional leaders often use them in line with the context, their school requirements, and teachers' demands. The planned approaches of instructional leaders in the use of theories enhance professional development opportunities of teachers, the classroom environment, and students' achievements. Several theories can be useful for elaborating this research, including collaborative professional learning theory, instructional improvement theory, and behavioral theory. However, other theories, such as transformational leadership theory, distributive leadership theory, and situational leadership theory, support the instructional improvement theory and the collaborative professional learning theory. This research aims to explore teachers' professional development through head teacher leadership, grounded in instructional improvement theory and collaborative learning theory. Among the above mentioned theories, I will take some relevant and contextual theories to reach in conclusion of this research.

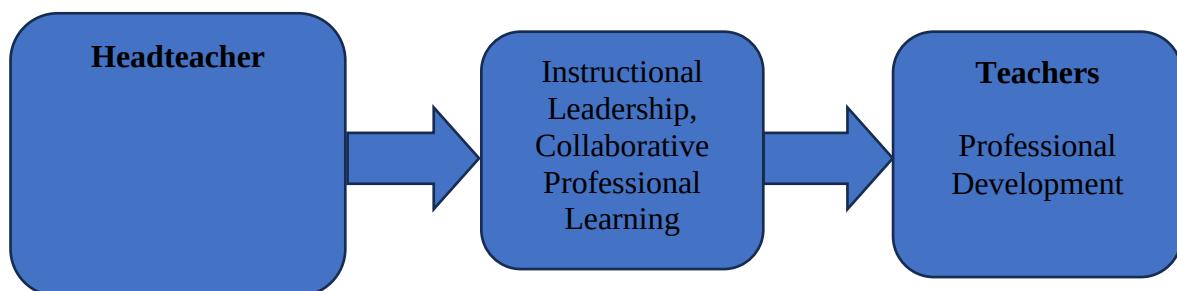
Research Gap

After visiting the several previous research papers through the multiple search engines such as Google Scholar, ERIC, and Research Gate, I reach in a point that the theme and conclusion of these research paper is near to my research and also got some contextual deficiencies in those researches. They examined the professional development of teachers in their context; however, I would like to research the same in Nepali public-school context. Moreover, I have found some research work on the field of professional development of teachers in Nepali context, however I want to add one more research which will consist of my local and organic experiences in the field of professional development of teachers of public schools that could represent the problems and bases of remedial improvements and measures of the public schools of Nepal. Korthagen et al. (2006) has mentioned that there is needed to fulfil the gap in developing teacher's skills, techniques and engagement through the in-depth research and the instructional leader should enhance the teacher with the professional growth along with resources, assistance and directions. It is very important to research on professional development of teachers in Nepali context where the Nepali education system is facing several issues. Few researches has been done in Nepali context on professional development of teachers, whereas many in global context. The majority

of research on instructional leadership among headteachers has done in descriptive or anecdotal rather than empirical research. So, it is necessary to develop research on professional development of teachers in Nepali context as empirical in-depth research to investigate its impact.

Additionally, the instructional leaders faced several difficulties in Nepali public-school context and the specific instructional leadership traits may or may not be effective in developing professional development of teachers. Furthermore, some researches have mentioned the impact on professional development of teachers through relevant factors of contextual and cultural environment. By understanding contextual and cultural influencing factors, the headteacher can bring the total impact of professional development of teachers. The headteacher can bring the practices of several leadership traits and techniques which affects on professional growth in teachers.

Theoretical Framework



This research focuses solely on the headteacher's contribution to teachers' professional development in a basic-level school setting. The objective of this research is to explore teachers' professional development through headteachers' leadership and the role of headteachers in enhancing instructional activities and fostering a collaborative learning environment. Here will engage two theories – instructional leadership theory and collaborative professional learning theory. To this end, I will conduct a narrative inquiry within an interpretive paradigm. The two schools and at least four research participants will be selected purposively to address my research agenda.

Summary of Review

Various researchers have different perspectives on instructional leadership. Some believe it supports both student learning and administrative functions, while others argue it primarily supports administrative functions rather than

student outcomes. Instructional leaders balance administrative roles while enhancing students' abilities.

Teachers participate in collaborative task to their colleagues to develop creative and innovative curriculum, create school culture and climate and develop several CCA and ECA activities in the school. This transformative approach enhances collaborative sharing culture among the teachers, helps to support in understanding the emotional intelligence of teachers and students, builds ownership in students and the teachers. A headteacher should be a situational and transformative leader so that he/she develops the confidence, self-awareness, and proactive in their work. Through the transformative leadership of headteacher makes the teachers benefitted internally and externally in their professional growth measures. The application of student-centered teaching method encourage the students and teacher to create and innovate new ideas of teaching and learning. Moreover, teacher needs a fine professional growth for developing the school environment which completely depends on the support system, economic growth and good collaboration among the teachers, parents, and students.

The education system should promote an investigative environment that fosters social accountability, as part of instructional leadership. Literature suggests that the principal or instructional leader can support teachers' professional growth and student skill development. Teachers play a crucial role in fostering creativity, innovation, competitiveness, effectiveness, and motivation in children.

The government of Nepal has launched various professional development programs, including training and skills-oriented assessments, to enhance teachers' professional development, which directly impacts students' learning outcomes. Teacher professional development training programs are among the most effective ways to support professional growth. Instructional leaders can motivate and develop teacher leaders' resources, fostering physical and emotional attachments to social life.

Chapter Summary

This Chapter reviews the literature regarding the headteacher leadership and teacher professional development. It outlines thematic, empirical, policy and theoretical reviews which support to the research agenda. In thematic review, instructional leadership, teacher leadership, professional development activities, collaboration, innovation, in-house training and enhancement of professional skills. Several literatures support to instructional leaders in constructing significant role for

creating a supportive school climate, strengthening teacher capacities, fostering collaboration, and enhancing students' learning outcomes. Through the several literatures emphasizes that the professional development activities such as training, mentoring, coaching, workshops seminars, conference and collaboration in learning were found the pivotal task to enhance teachers' knowledge, skills and strategies. The empirical review indicates that the positive relationship between headteacher and teacher performance, school culture and students' achievement. Several researchers also highlighted the professional development of teachers, organizational support and innovative teaching pedagogies in improving the educational outcomes of the school. However, most of the previous literature were found in international contexts regarding this issue, and limited literatures were found in Nepali context and explored on teachers' professional development in Nepal. In policy review, several policy documents such as the National Education Policy 2019, School Education Sector Plan (SESP), and Ministry of Education provisions emphasized continuous professional development, in-service training, coaching, collaborative research, and competency-based teacher development programs. These policies indicate the role of headteacher in supporting teachers professionally and improving the learning outcomes in school, however the challenges still exist in school. The theoretical review examines the several theories relevant to this research which includes transformational leadership theory, instructional improvement theory, situational leadership theory, distributive leadership theory, and collaborative theory. Among these above-mentioned theories, instructional improvement theory and collaborative professional learning theory were identified as the major guiding theories to this research. These theories lenses instructional support, collaborative learning environments, shared leadership, teacher empowerment, and continuous professional growth.

Overall, the literature review established that instructional leadership and collaborative leadership is the key factors in enhancing teachers' professional development, improving school culture and climate and supporting students' learning achievements. The reviewed literature provided a strong base for this research by identifying concepts, methods, theories, policies and gaps which guide this research regarding headteachers' leadership to enhance teachers' professional development in Nepali public schools.

CHAPTER III

METHODOLOGY

This chapter includes the methods of research into various subdivisions. The method of research was qualitative. The qualitative phenomenon was used to explore the issues in the research. The philosophical foundation, research design, research approach, data collection, data analysis, interpretation, and meaning-making were the subdivisions of this chapter.

Philosophical Foundation of Research

The main aim of this research was to enhance teachers' professional development through the headteacher's leadership. There were many problems in teaching and learning in school settings. Although teachers had specialized knowledge of their subjects and were well-prepared before entering the classroom, the classroom environment was unsatisfactory and poorly managed. Consequently, the students' results declined day by day, and the gap between the talented and the weaker students widened.

Ontology

Headteachers are the resource persons for the teachers. They can lead the teachers with various instructions for teaching activities. To be a successful teacher, there must be an efficient head teacher. He/she could facilitate and mentor the teacher in various ways.

Marques et al. (2021) explain that, for organizing knowledge, an ontology is a more expressive framework. A restricted vocabulary, clear identification of each item, and supplementary data such as synonyms and usage examples are all included. So, the ontology concludes that the teacher's awareness of teaching and professional development comprehensively supports the teacher as a learner.

Goertz and Mahoney (2012) have noted that the research ontology specifies the real concepts underlying the issues raised, demonstrating the theoretical and experiential aspects and the horizon of study. So, the ontology provides a clear conceptual framework for the research on the specific topic and its issues, and it elaborates the research's empirical horizon.

Thus, the ontology of my research was based on multiple realities, and the issues raised were subjective. The knowledge had to be dug out from deep within the

human mind, and participants held different views and perceptions, which were honored, addressed, and valued in the research. So, the research delved into knowledge within the human mind, and participants welcomed diverse perceptions.

Epistemology

As I mentioned, the ontology of my research is subjective and depends upon the multiple realities. I obtained the information through interviews with the headteachers and teacher participants, and this knowledge provided insights into their subjective beliefs, values, reasons, and understandings. This became possible only if the researcher and the participants were close. Participation in the closed sessions helped them acquire much more knowledge than they had previously.

My epistemology was to gather information from the interview participants. Participants held diverse views and perceptions, which shaped the issues across multiple realities. I received information from the participants based on their experiences. The cordial relationship with the participants provided me with ample opportunities to learn and direct my research. Participants' value was the worth of my study. The closeness with the participants filled the gap between the multiple and subjective realities, which was the epistemological belief of my research.

Every person had a different understanding and perception of a specific phenomenon. Participants freely expressed their verdicts based on their interests and experience. Principals were experienced in many ways in leading tenure and in developing teachers' professional growth. Rescher (2012) explains that epistemology is the theory of knowledge that clarifies knowledge and explains how and why knowledge is gained or attributed. Thus, epistemology is the process of gaining knowledge in research. On the other hand, epistemology is the theory of knowledge that constitutes a rational inquiry into the concerns and issues of the research.

Axiology

Everyone is guided by their core values and experiences regarding the issues and concerns. Moreover, the meaning of the theory could differ from person to person. While collecting participants' perceptions, their views and ideas could be crucial to the research.

This research focused on the roles and attributes of headteachers across different public schools in Nepal. The role and position of the headteacher enhanced teacher leaders' capabilities, and the headteacher's opinion strongly influenced the research. This research is value-laden because the headteacher's perceptions play a

crucial role. What the researcher considers to be worthwhile and moral is referred to as axiology (Killam, 2013). Thus, the moral and the value pursued by the research are axiology. The axiology of research is value-free or value-laden according to its nature and behavior.

Axiology connects human nature and the environment, thereby joining the researcher's sentiments with those of the participants. The value cannot be separated from either the researcher or the participants. I valued the different ideas, versions, physical expressions, new visions, and knowledge in my research. Thus, the research's axiology is to identify the feelings, emotions, and personal opinions of the research participants as they explore the conception to enhance the professional development of teachers through the headteacher. So, this research was completely value-laden because the participants' and researchers' values directly affected the research.

Research Method

This research is based on multiple realities, and information was found from participants, respecting their opinions. Sefotho (2015) noted that research is beginning to accept several worldviews as containing different realities for different researchers. In this qualitative research, I examined the experiences and daily work schedules of the research participants. Thus, my research paradigm is narrative interpretivism. It explored the participants' understanding of the social phenomenon regarding the role of the headteacher in enhancing teachers' professional development.

This research also explored teachers' perceptions of their principals. The opinions differed from principal to principal and teacher to teacher. The narratives were drawn from the personal experiences of the participants' headteachers and teachers. Eventually, the stories varied among people. The research participants had many past stories related to the research, which provided a good insight into the research. I conducted in-depth interviews with the participant headteachers and teachers about their experiences, from which I collected stories and interpreted them meaningfully within the narrative interpretive research paradigm.

Research Approach

As explained in my previous research, my research is narrative interpretivism, and the key concern is understanding the subjective world of human experience. The narrative inquiry is the key research approach in my study. "The study of narrative is the study of the ways humans experience the world" (Connelly & Clandinin, 1990). Thus, the study of the story is the study of the many worldviews that people have.

Savin-Baden and Niekerk (2007) have stated that when engaged in narrative inquiry, participants almost always find the process enjoyable and frequently regard themselves as co-investigators and co-collaborators in the research they are a part of. So, the direct involvement of participants as co-inquirers and co-collaborators helps explore the issues effectively. I do not claim that the narrative inquiry is a unique solution for my research project, but it is helpful for the research purpose of exploring the deficiency in enhancing the teacher's professional development through the headteacher. When I interviewed the interviewees, they shared their views in the form of stories, which became an asset to the research project.

My Position in Research

As an assistant headteacher at a secondary private school, I observed teachers' professional development through the headteacher's instructional and collaborative leadership. Since I am an instructional leader at my school, my emotions toward this field may affect how I collect information. My efforts over more than two decades are reflected in my research, but I was aware of this, and it could be biased by my emotions toward the participants' perspectives. I eliminated the bias from the quality standard as far as possible.

I explored the professional development of public-school teachers through the instructional and collaborative leadership of headteachers in my research. Generally, every teacher had to complete teacher professional development (TPD) training at a public school. My research investigated the effectiveness of training and teachers' professional development in public schools and how cooperation and collaboration among headteachers and teachers develop professionalism. My long experience in instructional leadership in the education field might bias me during the interview with the participants. So, I paid attention to the phenomenon's neutrality.

Research Design

Study Sites and Selection of Participants

The sites of my research study were seven public schools in the Chitwan district. The principals of the participants' schools were selected purposively. Additionally, because my home district was close, I was able to spend sufficient time in the field, which helped increase the credibility of my research. Due to the diverse nature of public-sector school settings, the participants' headteachers expressed their opinions professionally and personally; no barriers or constraints were placed on the interviews and observations. I purposively selected 7 participants, including seven

head teachers from public secondary schools in different areas, for my research. It was understood that the selection of sites and participants was consistent with the study's purpose.

Selection of Methods for the Study

Given the nature of my ontology, epistemology, axiology, and research paradigm, I need to take into account participants' personal opinions, social positions, professional experiences, and stories about their professions. Moreover, I need to track the progress stories for the teacher participants' professional growth.

To this end, I conducted in-depth interviews, discussions, and observations with participants to generate data for my study. I conducted an open conversation with participants about teachers' professional development in broad terms, identifying the reasons for addressing gaps in teachers' professional development in secondary schools in Nepal. I capture practices across various activities and gain more reliable insights to enhance teachers' professional growth through headteachers' narratives.

Instrumentation for the Study

As I mentioned earlier, an in-depth interview is my primary tool for collecting the ideas, views, and experiences of the headteachers and teachers. I prepared the interview questions to gather the necessary information on teachers' professional development in public schools in Nepal. I also prepared the provoking questions by considering the proper demographic profile of the participants in sequential order.

Field Work

After completing the instrumentation, I prepared for my fieldwork and collected authentic field data. Initially, I informed the organization that supported my research, and this served as the entry point for my project. Wolcott (2005) has mentioned that the primary problem in the research endeavor is the relationship between fieldwork and data gathering. The gatekeepers of the research are those who work for the organization and have the authority to grant or deny access to individuals or circumstances when conducting organizational research. Gatekeepers are individuals or groups who, because they participate in, are affiliated with, or understand the research, may be extremely beneficial for gaining access. After obtaining consensus and permission, I approached the participant and built rapport with them to accelerate my research. Amini et al. (2018) stated that you get practical experience giving clients occupational therapy treatments during the fieldwork. Thus, the fieldwork always facilitated rapport-building between the researcher and the

research participants, which helped to collect authentic data. I joined the participants from time to time during my research to gather in-depth information.

Data Organization, Analysis, and Meaning Making

After receiving the field data, I carefully transcribed it into Nepali script and then translated it into English. And the coding process began to take on a similar essence. The organization of the coding, analysis of the codes, and the meaning-making process are presented in the research. Then, I prepared the stories of the participants, drawing on their experiences and past events. The stories were found to be readable and engaging for the reader in the research. A series of participants' experiences, in the form of narrative stories, was provided to support the analysis of the information and the accomplishment of the research. The headteachers' narration was woven into stories, and these insightful stories captured the participants' meanings, experiences, and perspectives on the issues. This narrative analysis examines how individuals construct ideas and narratives from their personal experiences. This narrative analysis focused on identifying themes, motifs, and patterns from the interviews. It considered elements such as plot, character development, and literary strategies. Moreover, it considered the influence of social and cultural contexts through narratives.

Quality Standard of the Research

I ensured that I maintained the credibility of my research from the beginning to the end. I gave full attention and concentration to get the real conclusion of my research question. This research was narrative-interpretive, which demonstrated its quality. I focused on the quality of the information rather than the amount of data gathered. My participants were extended as needed for the research task. The appropriate research methods were used in accordance with my ontology, epistemology, and axiological beliefs for my study. I made this research comprehensive, resourceful, robust, and well-developed. The conclusion of this research was used in a similar context. So, it has transferability. Participants' reflections on past experiences, present activities, and future perspectives were seen. So, reflexivity, life likelihood, and transparency were also the main qualities of this research. The following were the strategies for maintaining the research's quality standards.

In terms of temporality, I studied and presented the data from the perspectives of the story of history and the practice at present, and envisioned future perspectives

of the participants, thereby addressing the three common places of narrative inquiry. In the context of sociality, I observed the participants' individual dispositions, attitudes, commitments, and social relationships, which proved crucial to their performance and professional journey toward academic excellence through the teachers' professional development. The data were collected purposively. I selected participants with rich knowledge and feelings about the research issues. In terms of space, I chose the natural location where the participants worked. Moreover, the headteachers were social activists and mobilizers, and I took the data from the society. The data were obtained from participants' spaces and were diversified. Data obtained from different settings were relevant and useful for the research. So, I gave proper justice and the value for more diversified data.

Ethical Considerations

I followed the ethical guidelines and principles while conducting the research. As a result of my research, none of the participants experienced any trouble or harm. The headteachers and the teacher participants were pre-informed about the purpose of the study and what the researcher wanted to know from the research. There was no pressure to participate in the study, and they were assured that their information would be kept confidential and would not be used for any other purpose. I maintained a serious stance against the misuse of data. More attention was paid to collecting authentic information from participants and to appropriate procedures for analyzing the data collected. I was equally conscious of the writing's originality and grateful to various writers and organizations for their contributions to enriching this research, which is taken as a reference. Moreover, I strictly adhered to the ethical guidelines set by the Kathmandu University School of Education.

Chapter Summary

This chapter highlights the methodological organization adopted for the study on enhancing teachers' professional development through the leadership roles of headteachers in public schools in Nepal. The research stands in a qualitative research methodology within the narrative paradigm, which enabled the exploration of participants lived experiences, perceptions, and stories regarding the professional development practices in public Nepali schools.

The philosophical foundation of the study was described through ontology, epistemology and axiology. Ontologically, the research was based on multiple realities and subjective. Epistemologically, knowledge was co-constructed through the

closed interaction and in-depth interviews with headteachers and teachers. Axiologically, the study acknowledged to the researcher's and participants' values, beliefs, and experiences influenced the research process which makes the study value-laden.

Narrative inquiry was adopted as the research approach because it makes free to the participants to express their experiences and professional journeys in the form of narrative stories. The research was conducted in seven headteachers of public schools of Chitwan district using purposive sampling. In-depth interviews, discussions and observations were used as the major methods of data collection to gather rich and authentic information from the participants regarding teacher's professional development and the practices of headteachers.

This chapter also elaborated the organization of research process by ensuring informed consent, confidentiality, pre-informed, voluntary participation, originality in writing and adheres to the ethical guidelines of Kathmandu University School of Education. Finally, this chapter established a comprehensive methodological foundation for exploring the role of headteachers in enhancing professional development of teachers.

CHAPTER IV

UNFOLDING THE PACK AND FINDINGS

In this chapter, seven headteachers' narratives offer insight into their perceptions and practices regarding professional development during their tenure. Each of the seven participants narrated professional development practices and stories about teacher professional development. The text was created from face-to-face interviews and my reflective notes based on observation.

Mr. Sharma's Story: Sustainable Changes in Teachers' Behavior and Attitudes

It was a cold winter, on January 15th 2024, when I visited Binod Sharma's house to gather information on teachers' professional development. I went to him with great enthusiasm to obtain abundant information about the teachers' activities. My bike stopped at the gate of his house just as he was playing with his small grandson. I greeted him, and he warmly welcomed me. At first, we were talking informally over tea. While probing further, I asked about his headteacher tenure, and I found that he had worked for 6 years as an assistant headteacher at Birendra Adarsha Secondary School and 12 years at Jana Jagaran Secondary School, making him a reputed headteacher in Chitwan district. He was a popular leader and a good planner in school. In his tenure, the school received district-level and national-level recognition. He shared best practices and several ideas and plans that he applied during his professional tenure. Just six months ago, he retired from his profession. In the middle of our discussion, I asked him about the progress of teachers' professional development during his tenure as head teacher. He responded:

Umm...I think professional development is the pedagogical change that comes to teachers and brings about sustainable change in them. To that end, a headteacher can support teachers in developing additional skills in several ways. He/she can provide opportunities to participate in training, workshops, seminars, and conferences. I also have some exemplary teachers who have taken a U-turn in their professional development. As a head teacher, I can recall professional development initiatives from my role. Two years ago, I conducted a three-day training program for our teachers, including one session of my own. In the training, they learnt how to manage the class effectively and develop a sharing culture in the school. It was conducted in a

workshop format, with teachers working in several groups. And they participated enthusiastically in the workshop. I thought they received enough skills and techniques in the workshop. Along with it, I had a session on classroom management and a student-centered teaching approach in secondary-level school teaching. In the feedback session, a participant, Harish, expressed that the workshop was overall fruitful for them and promised to follow the facilitator's instructions on behalf of all the participants. Likewise, I sent my training documents to my teachers so they can follow the activities more easily. They innovated more new ideas and techniques into classroom teaching. Every teacher started to use technology in their classroom teaching. I saw good cooperation among them, with teachers discussing how to make an effective classroom, teaching pedagogy, and the children.

From the concrete story above, I understood that Mr. Sharma, as a head teacher at a public school, was actively involved in teachers' professional development to improve teaching and learning. Whatever he conducted, the professional development activities created many opportunities for teachers. Once, he conducted a computer training program for teachers with computer professionals. Teachers were able to create the teaching materials on their computers and demonstrate them to students through the projects. Teachers prepared every student's record on a computer so they could easily evaluate and prepare the students' progress reports when needed. Moreover, teachers shared their students' performance with the head teacher via Google Drive, email, and other electronic devices and applications. On the other hand, Mr. Sharma fostered a culture of sharing new and creative ideas in his school, as evidenced by the development of departmental discussions across different subjects. Teachers used to discuss several issues related to their subjects in their respective departments.

He thought that teachers' professional development is meant to foster pedagogical change among teachers. As a result, teachers would undergo lifelong changes through their professional development. That would be sustainable development for them. He felt that pedagogical change among teachers is supported by sustainable development in pedagogy through their training, workshops, seminars, and conferences. Training and workshops provide teachers with motivation and encouragement. Teachers' involvement in training and workshop helps to enhance the

teaching skills and ability in them. Moreover, these training and workshop makes the teaching sustainable pedagogically by improving the teacher's skills and abilities.

I observed a training session in computer lab of Jan Jagaran school on 25th feb, 2024 which I found a significant program of professional development of teachers. There were thirty computers in the computer lab. On that program, I observed that all 30 teachers were actively engaging in a workshop on the application of ICT in the classroom. The trainer was working with Google Slides of innovative ideas related to the content of their respective classes. In particular, the program focused on the use of technology in classroom teaching. The facilitator facilitated the participants to handle the different applications of the computer. Several new ideas were projected onto participants' computers so the teachers could demonstrate them to the students in convenient ways. During the training interval, the trainer provided participants with time to create their own teaching materials for their subject on the computer. They did so and showed them to the trainer in a very smooth way. From the observation, I learned that the training program proved highly effective in driving pedagogical change in teacher instruction. I realized that it was very helpful to teachers in creating and exploring new ideas and skills from several places, and in inventing new ideas in the school setting by joining the present context. Teachers interestingly constructed the teaching materials with the help of a computer. A mathematics teacher, Udaya Gurung, developed teaching materials using GeoGebra and demonstrated them to the group. That material was very easy to understand for everyone. Actually, he made us clear the mathematics lesson through GeoGebra. I think it would be viable and easy for students to learn, too.

As a result of the teacher training activities, the teachers were able to manage the content using computer applications and make it understandable to students. Teachers' training was popular and fruitful for enhancing teachers' skills and techniques. They made the teaching materials on the computer and showed them to their cohort, and they might demonstrate them to the students in an easy way.

Likewise, the training organized by several governmental and non-governmental organizations enhanced teachers' professional development. These organizations were managing the training programs on a time-to-time basis due to the time in demand for teachers and the content. These organizations developed teachers'

professional skills through several modes, including demand-based, customized, and refresher training. These trainings helped them develop their professionalism and their lives, too. These trainings were also helpful in developing professional skills and techniques. They made a habit of sharing and collaborating with their colleagues.

Story of Mr. Sharma on the Professional Development of Teachers

The head teacher, Mr. Sharma, narrated a story about a teacher who made tremendous progress through professional development training. He narrated that:

Udaya Gurung, a talented and genuine teacher at my school, has a strong interest in developing new and innovative approaches to teaching and learning, and he is popular among students and his friends' circles as well. Moreover, almost all the students are interested in listening to him and doing the activities he suggested. He completed his master's degree in mathematics. He joined this school six years ago. After joining us, I found that none of the students failed in their subjects. His teaching style and technique are quite different from those of other teachers. I provided him with opportunities to participate in training sessions from time to time, and his sincerity in the given responsibilities has been evident and lacking. His cooperation with his friends and his colleagues is tremendously appreciated. Moreover, I got his mentorship to the students, which was quite awful and inspirational to every academician. A low voice, a strong connection to the content, and friendly behavior with children contribute greatly to students' achievement. He is working with the students as they work toward a common goal. His cooperative and collaborative behavior keeps him a step ahead of other teachers, which is a great asset for our school. Last year, the SMC awarded him the title of best teacher of the academic year.

Furthermore, Mr. Sharma expressed his words towards Udaya's collaboration, support, and his contribution on school building and he narrated as:

On the 12th of October 2023, I received a letter from district education coordination unit, Chitwan. It was requested to send a mathematics teacher for a three-days training for mathematics at Education Training Center, Bharatpur. So, I decided to provide opportunity to Mr. Udaya Gurung for that very program and sent him too. After completing the training, he returned to school and gathered the department members for 30 minutes before the school assembly. He shared the knowledge and skills he gained from training with his

colleagues. I think they reinforced the common perception of the agenda by addressing the issues they faced in previous classes. One day, I observed his classroom while passing through the courtyard and found him using ICT tools and fully engaging students in their work. He did not use any rude language with the students, and his friendly behavior while teaching in the classroom and his use of soft language with the children were the most motivating elements for the children. All the students participated very curiously in their class activities, as directed by their teacher. I saw none of the students' idols and was puzzled about the subject matter. I realized the real change in classroom teaching and learning of the teacher and students in Udaya Gurung's classrooms. I saw a magical change in mathematics classes, which had a big effect on my mind.

In the above stories, Udaya brought about a drastic change in his teaching pedagogy and was successful during his tenure. He became popular among students and teachers alike. After taking the training and workshop, his teaching arts became much clearer and more solid. His soft behavior also helped him develop professionally. Moreover, at the beginning of the academic session, Mr. Sharma assigned several subject departments to ensure the smooth functioning of daily subjective activities and to enhance the school's academic standards. I chose Udaya Gurung as a head of department of Mathematics and made him responsible to coordinate his colleagues, promote the standard of mathematics and solve the issues of mathematics of school. Teachers kindly accepted his leadership in further improving students' skills. The mathematics department launched various programs, such as quiz contests, demonstrations, surveys, and life skills activities, to enhance students' creativity and interest in mathematics. They felt proud to tell me that we produced competent students in mathematics.

Udaya spent most of the time with the students and supported them in learning and linking their studies with life. Teachers used to take students out of the classroom at least once a week to recognize the relationship between mathematics and other objects in their surroundings. As Mr. Sharma narrated, he was sometimes found measuring the field with students and preparing the objects with them. Students were working enthusiastically with their teachers, enjoying their work, and preparing their projects with their teachers' help. Moreover, Mr. Sharma took a survey among the students of grade 10 and he narrated as:

It was a sunny and bright day, on 20th Dec 2023. It was the period of Mr. Sudip, a social studies teacher, who was absent that day. On that occasion, I entered class 10 and asked them orally about their choice of subject and the best teacher. They said in a single and loud sound, “Udaya sir.... “. I found the most popular subject to be mathematics. Almost all the students in the observed classes said they were fond of Mr. Udaya as a favorite teacher and of Mathematics as the most popular subject. I thought it was a clear reflection of the strong cooperation and teamwork among the mathematics teachers in their department. And the achievement in the district-level examination was the highest average marks in mathematics among 154 schools. As a result, the district education office awarded Udaya the highest average score among the district's mathematics teachers. So, I became confident in the training and workshop, which supports the development of teachers' skills and capacities in delivering to teachers. Similarly, the same progress is achieved in other subjects, too, because their teachers also recognize the importance of teamwork and cooperation. Last year, our school got the district-level awards in four subjects. So, I believe that teachers' participation in training, workshops, seminars, and conferences is necessary for sharpening their skills, and that good cooperation, strong dedication, hard work, and a positive attitude are needed to achieve good results. (Field note: 20 December 2023)

As Mr. Sharma elaborated on Udaya's success story, I was curious about him and his behavior toward the administration, the teachers' circle, and the children. Then, on 5th March 2024, I went to Binod's school with great enthusiasm to gather information about Udaya. It was a cloudy day, but not raining. Anyway, it was quite a good environment for me because I was going to take the information from Mr. Udaya himself. To understand the drastic change in Udaya's professionalism, I obtained the headteacher's, Mr. Sharma permission to observe Udaya's class. It was the 2nd bell; he had just entered class ten and started his lesson with practical instruments, which I observed from the front door of the courtyard. Children were working on the tasks given by their teacher. I found him whatever Mr. Sharma elaborated to him. Of course, he was found professionally sound in content delivery and beautiful presentation skills and technique in his class. After completing his class, he came out, and I introduced myself, sharing my interests, issues, and purpose. Luckily, he was leisurely in the 3rd bell. I requested an interview with him, and he

warmly accepted. In addition to the interview, I asked him about the professional development opportunities he received through his role as a head teacher. With the support of the head teacher, Udaya attended a training workshop. His eyes lit up, and his head went up with pride and gratitude for the due respect to his head teacher. Udaya stated that he had experienced the head teacher's loyalty and far-sightedness. Along with it, his kindness toward colleagues and clear direction toward the purpose were awesome to everyone who walked with him on the journey. Udaya said:

I trusted him, and we walked together to reach the same destination, which became the right foundation for my professional growth. My headteacher not only had the capacity to recognize colleagues' potential but also the skills to nurture and develop their professional skills. He was never backed in providing opportunities and making space for the teachers, which I could feel, reflect on, and lead. It is needless to say that the training and workshop did many things for me, gave me a lot, and provided me a beautiful professional life, and it not only updated my knowledge but also sparked new bunches of knowledge and ideas of life skills, exploration of new ways of skills, and developed a strong relationship with the stakeholders. I imagine that the professional development session and workshop updated my knowledge; in addition, I gained insights into classroom management, and I was delighted and opened the door to reimagine the mathematics classroom for the present context. I returned from the training with fresh ideas and a great desire to share with my colleagues. I didn't want that learning to lead with me. So, I started gathering my colleagues early in the morning, before the assembly, for just 30 minutes. We didn't just talk about content- we discussed what struggling with, how students were responding, and how we could do better together. It was the beginning of something collaborative and powerful.

Udaya's voice softened as he spoke about his students:

Mathematics has always been as rigid, but I wanted to make it breathe- make it come alive for students. So, we took it outdoors. We measured fields, studied the symmetry of nature, and built things. I wanted them to feel math, not just solve it. And when students began seeing math in their own lives- when their eyes lit up during those 'aha' moments- that was the greatest reward. That, to me, is what professional growth should lead to: a real change in how we connect with students.

When asked about the role of school leadership in his development, he reflected:

Professional development is not just about attending workshops. It's about being seen, being supported, and being given the freedom to create. Binod sir did that for me. He believed in me, and because of that, I now believe more deeply in my own students. Leadership like his has a multiple impact- it doesn't end with one teacher; it spreads across classrooms. (Field note: 5 March 2024)

When I went to Mr. Sharma's school and I saw the remarkable journey of Mr. Udaya. His professional growth as a teacher was the result of training and workshops, a nurturing environment, confidence in his leadership, and a strong eagerness to teach. Udaya's transformation inspired all the teachers and spread the message beyond his classroom. His motivation towards the students was quite amazing and inspired and there was brightly reflected a consistent dedication, inspiring figure for collaborating among the colleagues on him. The strong bond between the teacher and head teacher was a beautiful aspect that always compelled everyone to think. The main and crucial part was the head teacher, Mr. Sharma's, ability to identify teachers' capacity and provide timely support. Udaya grabs every opportunity that improves not only himself but also those around him. The traditional mathematics classroom has been changed into a well-facilitated, technology-integrated, and student-centered classroom. Students learned mathematics by touch, feel, and experiment. Teachers, including Udaya, are mentoring, not teaching, the students, as seen in Mr. Sharma's narratives. "Udaya sir," the student's favorite teacher, who genuinely addresses the children with due respect to Udaya Gurung, which can be understood as the real and true connection between the teacher and the students. This genuine story is not only about a teacher, but also about the strong bond between teacher and student, a clear example of professional growth, collaboration, and a purposeful approach to reaching the destination. Mr. Udaya used the time not only by attending training sessions and workshops, but also by empowering colleagues and subordinates and sharing ideas in meaningful ways. A true spirit of educational transformation was seen in the collaboration of Udaya and his head teacher, Binod.

Sustainable Change through Collaboration

Mr. Sharma, as a change-maker in educational transformation, initiated the school education I found in his courtyard when I returned. I nearly found that

continuous echoes of transformation followed not in loud sound but in a small, clear voice. As Mr. Sharma narrated the story of teachers in soft language, there was hope, trust, belief, and a new expectation of professional growth and development for teachers and, as a whole, for the school. In his inquiry into teachers' professional development, he unfolded his life experiences through narratives that touched everyone's minds and reshaped the classroom. The head teacher's authority was marked by empathy, a new vision, and a sense of change. His professional belief was found in the journey of reshaping the culture and climate of the entire school's activities. He didn't force anyone to change, anyone, and he didn't demand perfection from anyone; however, he nurtured and inspired individual progress in everyone.

From Udaya Gurung's voice, I found the change hidden in his heartbeat; the transformation came within him through his gratitude, conscious, continuous effort, and a great curiosity to do something new at the school. He worked as a mirror for other teachers, reflecting on his potential, joyful teaching, and dedication, helping to transform other colleagues in the mainstream of change. In that school, I did not just find sustainable change in pedagogy; I found the hope of change, the heart of collaboration, the hands of sharing, and a strong trust in stakeholders. After reflecting on the narrative of the head teacher, Mr. Sharma, I reached on the conclusion that the professional development among the teachers saw in sharing culture, collaboration and positive change in school through skill enhancing in teachers by receiving the ideas from several training, workshops and seminars. Moreover, I got the training, workshop, and seminars brought a significant change in pedagogy, however furthermore it brought a huge confidence and creativity in teachers that fostered innovation in them. The headteacher realized that the school changed in a learning center for all stakeholders because of increase intra and inter departmental collaboration among teachers.

Gopal Pant's Story: Place of Creation of Peace, Love, Collaboration, and Motivation.

Gopal Pant is a head teacher of Rastriya Madhyamik School in Kalika Municipality. He has 10 years' experience as a head teacher and 5 years' experience as an assistant head teacher in a different school of Chitwan district. He is a renowned English teacher with strong knowledge of English language instruction in schools and colleges. He has been making great efforts and showing passion in making his school renowned throughout the district, and has been continuously working for academic

excellence and the school's physical development. He collaborated with several governmental and non-governmental organizations to make his school physically strong, equipped, and pedagogically sound over the Municipality. Although the school is in a poor locality, it provides good results and identifies a remarkable position in society.

During the dissertation writing process, I considered Mr. Pant as a suitable participant for my dissertation. So, I phoned him for that very purpose and obtained his permission to narrate and share experiences regarding his tenure as head teacher and his efforts in the professional development of teachers. In the informal talk, he called me on 3rd April 2024. On that very date, I reached the school. First, I greeted him, and he warmly welcomed me. Then he took me to his office. With a cool moment on the lap of the hill with fresh air, we started a discussion in an informal way with a sip of tea. Through that informal talk, I learned that he had made tremendous progress in the school's physical and social development. He showed me the increasing trends of the students over the last five years. Furthermore, he has been working in teacher professional development. He has been organizing several training, workshops, and seminars for his teachers. He used to allocate resources and the budget for each academic year. He has also been awarded several honors and recognition from local, district, and national administrative bodies at various levels. Although he has been working in a rural area of Kalika Municipality where the low education level of students, a low living standard of people, and specially lived a marginalized ethnic group of people from the Chepang community. He has been working a lot at his school in several areas and sectors to spread the light of education. In particular, I discussed the teachers' professional development with him. In this, he achieved remarkable results in teachers' professional development. As he narrated below:

Our school is one of the most reputable schools in this area, despite being located in a rural area. We are taking students from marginalized families, the Chepang, who are about 90% of the school's total students. All the teachers are hardworking and have the patience to create new, creative, and innovative ideas in teaching and learning activities. They are cooperative and supportive, curious to learn something new, and encouraged to collaborate. I used to provide equal opportunities for teachers through training and workshops for their professional development, and to create an environment of respect for

seniors, love for juniors, and togetherness. I started the practice of sharing and collaborating in school, which became fruitful in improving the quality of teaching and learning and relationships among teachers. I started a culture of discussion and sharing among teachers after completing training and workshops last year, either department-wise or across the whole school. The involvement of teachers in training and workshops brought harmony, affection, and good relationships among them. It is seen that the school where I find love, affection, peace, cooperation, and collaboration among several stakeholders.

The school is a place of peace and love where we foster cooperation and collaboration among teachers and students, and among students. They utilized opportunities to develop skills and techniques through mutual support. They create an environment of love and respect for the juniors and seniors. As he further narrated that:

I received a notice from the municipal office about a two-day social studies training on 12th January 2023. Ganesh was the social studies teacher at the lower secondary level. So, I selected him for the training and sent him. When he returned from training, he asked the department head to lead a half-hour meeting after class, and the department head accepted his request and scheduled it for Friday at 3:00 pm. He also called me about that meeting. He shared his question-making skills in social studies with his colleagues for lower secondary and secondary-level students. Along with this, he shared techniques for helping students become more creative and confident in their studies. At last, I discussed classroom management techniques for the teachers and gave a vote of thanks to Ganesh sir for his cooperation and progressive steps in academic excellence. Every teacher realized they gained something new and felt it added to their existing knowledge. I thought he established a culture of collectively training transfer with his colleagues. On which trainees learnt from the training, he/she should share the skills and techniques. Ganesh fostered a culture of discussion among the department members, from which I developed strong relationships and a sense of harmony among the teachers. So, I experienced the development of professional skills among the teachers through Ganesh's support.

Mr. Pant realized that training and workshops can bring about change among teachers and develop their professional skills when shared among them. And the headteacher should foster a culture of sharing the skills the trainees have developed. From this, all teachers gain sound knowledge of content and pedagogical skills, which improve punctuality, discipline, cooperation, and collaboration, and, in turn, improve students, including their academic excellence. I felt there should be a good initiator to bring about change in the school, like Ganesh.

Stories on the Professional Enhancement of Teachers

Rastriya Madhyamik School, a community school in Kalika Municipality, was found to be a living example of school transformation. His practice in teacher professional development was quite different from that of other headteachers. Mr. Pant explained the change in the school to the teachers in an easy-to-understand way, rather than in the abstract terms of policy and procedure. On 25th January 2023, I went to the school in the day time and with his warm welcome me and he narrated with pride and clarity the small, meaningful practices that had made professional development part of his school's everyday culture as:

I believe that the headteacher's support for the teachers fosters love, respect, coordination, and collaboration, as well as a new synergy in their work. In my opinion, school is a place of peace, where teachers love their students, and students respect their teachers. Teachers work as guardians. Furthermore, the teachers are not only knowledge providers but also seekers of knowledge and skills from various sources. I always assist teachers in participating in knowledge and skills-gaining programs and opportunities.

On 13th March 2022, I received a letter from Kalika municipal office regarding teacher participation in the workshop on the construction of teaching materials for the primary level. After discussing with assistant headteacher, I sent Mr. Raghu Gotame, in the program by arranging his periods during his two-day absence. When he returned back from the workshop, I encouraged him to share the ideas and skills with other teachers what he learnt from the workshop. Then, I arranged a training session for primary-level teachers for sharing the skills what Raghu had gained from the workshop at the school's meeting hall on 20th March 2022. At the right time, I started the training session at 4:15 pm in a cool, happy mood of teachers. Then I just elaborated on the gathering's importance and purpose in two

minutes. After that, I gave the floor to Raghu sir to share the activities and ideas from the workshop he had led during the session held at the municipal office just two days before. He started his session with a motivational story on change, which I heard from the back of the hall. He shared the skills to create several teaching and learning materials for primary-level students. He shared techniques in drawing, painting, and related areas that are most useful to children. Moreover, all the primary-level teachers were listening enthusiastically to him. He shared art-based skills with his colleagues, including creating various booklets, paper art, student-entertaining materials, clay work, and matchstick constructions. The teachers were actively participating in the workshop. I think the teachers were confident enough to use the skills for constructing materials in their classes starting the next day, and he encouraged all the teachers to learn something, explore it, and suggested they lead with their creation.

Umm.....

Raghu took a piece of colored paper and a pair of scissors. He made three folds of paper, cut it with scissors, and then demonstrated a flower to the trainees. After that, he assigned the trainees to do the same task. Most of the trainees showed their skills and abilities to him, as he had shared the idea before. Similarly, he shared ideas with the trainees for making paper ships, birds, and several animals. He completed a one-and-a-half-hour session on the construction of different paper materials on that day.

The next day, I visited the primary-level classes. I found many of the teachers honestly using the materials that they had made in sharing. Students were enthusiastically looking at their teacher and showing interest in touching and playing with the doll, flower, and other materials. I found most primary-level classes filled with children's joy and happiness, and the teachers were very excited and engaged in their own work, evident in the faces of both students and teachers. That day, the classroom was neither tedious nor boring for the children or the teachers. I saw that students were also helping their teachers create additional important materials.

Mr. Pant viewed professional development not as a top-down obligation but as a shared journey—one rooted in love, respect, and collaboration. “School is a place of peace and affection,” as he told me. “When we start from that place, teachers don’t

just teach—they grow.” His words echoed the heart of the research question. His role was the relationship builder and initiator of positive change in the school that valued and encouraged improvement, rather than only a facilitator. The narrative presented a live account of change in the school, as Mr. Pant provided the training and workshop opportunity to Raghu Gotame. His dedication paid him, so I sent him in workshop session in constructing teaching materials for primary level classroom. But his role did not end there. When the head teacher, Mr. Pant, encouraged Raghu to share the new skills with his colleagues and to create the space for peer learning. After returning from the workshop, training was organized at the school, where he shared the skills he had learned, which was quite well tailored to the professional growth of teachers. The next day, it was found that classrooms were filled with energy, with students fully engaged, confident in their teachers, and in a joyful environment. Mr. Pant elaborated that teacher started to collaborate in their task and support in several activities of teaching and learning, furthermore they created a culture of sharing in the school. So, it was the great shift in mindset of teachers. For Mr. Pant, these outcomes affirmed his belief that when teachers are trusted, given opportunities, and celebrated, real development happens. Furthermore, he narrated as:

Similarly, there are the narratives unfolded of Gagan Mahato, the social studies teacher, and Usha Sunar, the science teacher. One day, my office assistant gave me a letter, and I immediately opened it and knew it was the invitation to teacher training for social teachers at the lower secondary level, organized by the district education office. It was a five-day leadership development training for their profession. Gagan Mahato was a suitable teacher for the training and workshop. So, I sent Gagan sir to the program by managing his periods to other teachers. I opined that every external program, such as training, workshops, seminars, and conferences, enriches teachers' knowledge and develops their teaching skills. So, I would like to be flexible in enhancing teachers' professional development. On returning, Gagan didn't simply change his classroom approach—but he established clubs, delegated student roles, and created a structure that nurtured student leadership. When he returned from the training, he shared ideas with me to enhance the leadership skills of both teachers and students. The next day, the exam committee organized a meeting to analyze the results of the second terminal examination for 2081BS, and he requested that the exam coordinator manage

the short time to share training skills with the teachers. I believed it was fruitful for all the teachers in developing their leadership skills. Definitely, he made the session memorable and interesting too. He explained how the teachers could make the collaboration work and achieve the best possible outcomes. Moreover, he shared the techniques for encouraging the students' leadership in school. He started: the teacher is not only the master of content knowledge, but also has to have the skills to organize students and their knowledge. He suggested forming several clubs and organizing the students. I listened attentively to his session, but I was very interested in observing the next class at the school. The next day, Mr. Gagan presented a plan to organize and enroll them in different clubs. I thoroughly reviewed the plan, then decided to implement it immediately. On the same day, Gagan organized the first-round meeting with his colleagues to implement his plan. They actually made it a common agenda to enhance students' leadership through several clubs and groups. After that day, teachers were involved in forming student groups and clubs based on their interests and aptitudes. Some are members of the literature club, others of the environment club, others of the science and technology club, others of the sports club, and so on. Teachers supported the students in their respective clubs as patron teachers. Students actively participated in their assigned work in groups, learning about the collaborative efforts on the specific task and the group's strengths.

The teachers participating in the training program have enhanced their professional skills. They supported and developed students' leadership skills by forming several departments and clubs. Students learned several skills from their teachers as they taught. From this, teachers also enhance their professional, leadership, and content-delivery skills. I like to observe the school environment, as the headteacher described in the meeting before. So, I had a strong curiosity to visit the school to observe teachers' professional development. So, I visited the school on 5th June 2022 in the permission of headteacher. When I reached in school, the school premises were decorated as if there was a great function at school. Oh!! It was World Environment Day. The school organized a great function on the occasion of World Environment Day. All teachers were busy managing the function. I saw a beautifully decorated stage with about 300 chairs in front of it, and a banner for World Environment Day with the slogan "Beat Plastic Pollution." The program began with

the clear, low voice of a girl in class 9. She announced the program's formal structure. It was truly interesting because students were organizing the program in support of teachers. The distinguished guests included several club presidents and representatives, the head teacher, and a few teachers. They provided the time for a speech to a few of the distinguished guests. Guests delivered the speech on the very topic of the banner. After that, the club members organized a sanitation program in the school grounds in support of the patron teachers. I observed all the students' activities from the beginning. Their leadership development activities and collaborative work performance were quite appealing to everyone's hearts and minds, and they received the teachers' support. Teachers' guidance and support were seen clearly in students' work performance. These activities reflected the five-day leadership training program that Gagan Mahato attended. (field note 5th June 2024)

In my opinion, teachers' professional development programs are always in students' best interests. Gagan's leadership skills benefit not only himself but also the skill development of other teachers and students. So, I saw a clear picture of the professional development of teachers and students through teacher leadership training. The head teacher's positive response to news of a teacher can bring significant change among teachers and students.

I was curious about the teachers' other activities and the school's activities. On 20th June 2022, again I went to the school and I met the headteacher, Mr. Pant. He warmly welcomed me and took me to his office. We discussed the progress of the school and teachers' professional development. Again, I am interested in observing the teacher class. (happily) He was permitted to observe the classroom. He took me to Usha Madam's science class in class 7. We went to her class, but there was only one student. The head teacher took me to the garden, where I found children with their teacher observing the various parts of the plant's leaves. Moreover, the teacher was describing the several parts of leaves, and children were asking questions in between. They were studying practically through experimentation, which was a beautiful example of a practical-based class for the children. The head teacher further narrated about the teacher professional development as:

Usha is a primary science teacher. She has been a science teacher for the past 2 years. I found she was more curious and innovative than other teachers from the beginning. Last year, an opportunity for a three-day training workshop came from the Municipal office for lower secondary-level teachers. I

immediately decided to send her for training because of her hard work, passion, and dedication. I managed her class through the volunteer teacher. After returning from the training, I called her in the office and told her to share the new experiences from the whole training session. Her description was awesome and interesting, which looked like the excellent work of a good narrator. Furthermore, I requested her to share a session with other teachers. She accepted my proposal, and we arranged the sharing session for the next day at 3:30 pm. The next day, all primary and lower secondary teachers were called to the meeting in room 30. All the teachers arrived on time. I then outlined the purpose of the meeting and asked Usha Madam to lead and share her training experiences with her colleagues. Her oratory and field-based experience were quite fine and interesting. It was useful to everyone teaching at the school level, not just at the primary and lower secondary levels. At last, I also took a session on the topic 'classroom management' for 30 minutes. In my opinion, this class reflects the training session you just saw. After that training session, the newness has been added to every teacher's classroom. Teachers have applied the creative and innovative teaching pedagogies in the classroom. (Field note: 20 June 2023)

I thought that Mr. Pant saw in this the extended impact of his decision: a trained teacher empowering students, and a school culture enriched with discipline, responsibility, and creativity. After taking the science workshop, she was directed to the project-based learning. The head teacher, Mr. Pant, offered a three-day science training, and Miss Usha was delighted to go beyond classroom teaching. She was playing outside the classroom with her students. The children learned by touching and experiencing the real objects. She took the children to the garden, had them feel real objects, and taught them about the different parts of the tree. Actually, Mr. Pant prepared the ground for teacher collaboration and fostered a conducive environment for learning in the school.

He saw himself as both a guide and a listener, someone who opened doors but let teachers walk through with ownership and confidence. Thus, through Mr. Pant's stories, the research question is answered. Head teacher Mr. Pant perceives their role as deeply relational, grounded in day-to-day support, shared leadership, and the creation of a professional learning culture. The narrations are not limited to a frame; however, they are rich and full of energy, reflecting real professional development for

teachers through sharing and collaboration on skill learning and teaching. The head teacher has crucial role to uplift the professional development of teachers which I found with the interview notes and recordings of headteacher.

Mr. Pant had not offered a checklist of leadership practices or a scripted model of professional development. The leadership made the school transformation possible through his/her love, respect, empathy, and breadth. From the narrative, I could realize that the teachers' professional development divided a positive relationship for collaboration and taking ownership and responsibility in action which indicates a continuous movement in the stakeholders. In fact, teaching and learning activities of students are not confined in classroom and limited only to the students. Moreover, teachers are learner too, and carved and uplifted by the headteacher who thinks growth in teacher not as a requirement to the school, but as a sharing a joyful moment. According to Mr. Pant, the transformation of the school community begins with people, not just policy. There are no more thoughtful decisions, conversations, and experiences for the transformation of school that shape attitude, practices, culture, and climate. The head teacher's initiation and catalyzed role-plays in deep and lasting professional development of teachers, which remain with the head teacher as a power of his/her.

Ramu Gautam's Story: Increase the Confidence Level of Teachers

I was searching for a new participant whose support could help meet the rigor of my dissertation. Two friends were discussing my dissertation's research question in the courtyard of my school. We were talking about suitable participants, and he instantly mentioned Ramu Gautam, the head teacher of Nepal Samudayik Secondary School, and also provided me with Mr. Gautam's mobile number. Then I immediately phoned him to take the appointment which would be a great worth to enrich my dissertation. As per the appointment, I went to the school on 12th June 2023. I found a medium-height man in a dhaka topi stood in front of me and welcomed me. Perhaps he already recognized me. He showed me the school's different blocks and the school garden, and he provided detailed information about the school. After that, he took me to the middle of the garden, where there was a waiting spot for the guests. The weather was *clear and* hot because we sat under the fan. At the same time, a woman (who might be a waiter of the canteen) appeared with two glasses of fresh fruit juice. With the taste of juice, we entered into a formal discussion of teaching experiences and teachers' professional development for the school's academic excellence. He has

20 years of teaching experience and nearly 3 years as an assistant head teacher, and 5 years' tenure as a head teacher. His low, sweet voice, passion, and loyalty to the people are meant to gain him popularity among his colleagues, students, and parents. Whatever my friend explained to me about him, I got him more than that. I connect the discussion to the teachers' professional development and to the head teacher's support in enhancing it. In his experience, the development of teachers' professional skills has increased the school's reputation. The school's legacy of unbeatable progress continues, largely due to the skillful, passionate, and devoted teachers. He said that all the teachers are hardworking and collaborative, and that among them, Mrs. Narmada Bhandari is one of the most generous, active, and creative. Meanwhile, he narrated a story of a teacher as follows:

Mrs. Narmada has been working here for fifteen years. She is a reputed mathematics teacher. Most students and people in our society like her as a guardian for their children. Most of her quality time is spent with children, and she is busy teaching and playing with them. This habit gave her a distinct identity among the teachers, parents, and the school community. She used to have different experiments in teaching and learning activities. She liked to share her ideas and techniques with her circle. One day, the office assistant gave me a letter from the Education Development and Coordination Unit. I opened it and found it was the invitation to participate in a seven-day training and workshop from 20th June to 26th June 2023 in mathematics education for a secondary-level mathematics teacher. I decided to send Mrs. Narmada from our school, having her classes covered by other teachers in her absence. Although it was difficult to manage the school in the absence of a teacher, I was very interested in developing my teachers' skills and teaching ideas. So, I did not let my interest wane, and I provided every possible opportunity for training and workshops to the teachers.

Umm...

Moreover, I believed that a trained and skillful teacher could teach better than a novice teacher. Mrs. Narmada has been appointed as a permanent teacher by the Government of Nepal. She already took the full-fledged TPD training provided by the government. Her confidence in content and knowledge is really appreciable. So, I chose her for that training and workshop. I told my vice-principal to manage the Narmada Madam periods

for the next seven days. After her return, she showed me a certificate of honor from ETC Chitwan and was graded first. On the return day, she shared the training objectives and daily schedule of the training and workshop. From her sharing of experiences, I became quite influenced, interested, curious, and confident. While she explained the pedagogy of teaching, time to time, my heart and mind asked me, "Is it possible to implement? If not, what to do then?" This question always touches me on one side, and on the other, my mind tells me to go ahead and work with these helping hands. Immediately, I thought about the knowledge and skills-sharing session with other teachers, and I asked her to lead it.

Really...

Sure!!! She accepted my proposal, and we set the date for 30th June 2023, with a twenty-five-minute session and her next session lasting 1.5 hours. On that very day, we prepared the training slides individually to demonstrate in the session. On that day, we closed the school at the halfway point of the day at 1:15 pm. After that, I notified all the teachers to be prepared for the training session at the program hall, where we would serve as the facilitators. At 2:00 pm, the program started formally with full curiosity and hope. In the beginning, I started the session on rubrics for students for the teachers. I had about 10 PowerPoint slides for the demonstration. I facilitated the formative assessment for the participants, which may require daily student evaluations.

Umm...

As a head teacher, I always thought that formative assessment always evaluates the right and accurate measurement. The formative assessment can assess the knowledge, behavioral change and enhance the confidence of the students. I fully engaged her for twenty-five minutes in my session. After that, I handed over the session to Mrs. Narmada for further initiatives. At the very beginning, she discussed the interrelationship between the departments and their roles in achieving the goal through collaboration. Secondly, she facilitated students' motivation and classroom environment to ensure their safety. Lastly, she discussed teaching mathematics and its relationship with other disciplines. Overall, both sessions were completed successfully.

In the head teacher's narration, his initiative plays a greater role in advancing teachers' professional development. He provides opportunities for the teacher and

supports the sharing of ideas and techniques. Moreover, he provides several ideas and classroom necessities to teachers based on the current context, and he emphasizes collaboration and cooperation among teachers to achieve better performance. He again narrated (in a bit fresher mood) about the classroom as:

One day, I wanted to visit the garden, and on the way, I met the class of Narmada Madam in the ninth grade. When I turned to her class, I found two teachers in it. I was surprised to see two teachers in the same class, both involved in classroom activities, and students were also actively participating in their work. Yokmi Madam was another teacher in the class who taught Mathematics at the secondary level. I was surprised to see two veteran teachers in the same class. They were fully busy teaching students. One of the teachers was working in the front row, and the second was working at the back of the classroom. None of the students were seeing ideal and without work in the classroom. These two teachers created the classroom rubrics and filled in the students' performance records during class. I became so happy with them because they gave more priority to formative assessment in the classroom. They kept the formative evaluation as their top priority, as I always emphasized, and students shared and supported each other in a mild manner. They did not care about external sounds; perhaps they thought the real world had narrowed in on playing mathematics. When I saw the students and the teachers, I found nobody had the time to draw attention outside. Perhaps, they might not have seen me. This cozy classroom environment meant that the students were searching for a diamond in a sea of mathematics, supporting teachers. After that, I returned to my office and saw the teachers' class schedule. I knew that it was the class of Narmada Madam, and Mrs. Yokmi had a leisure period at that bell. I felt that the teachers' cooperation and collaboration created a beautiful teaching pedagogy.

In my opinion, opportunities for teachers always foster a noble school environment when they are eager to change themselves and the school's activities. It is also applied to the head teacher, as the active head teacher always keeps the school as a priority in their plans. In the above narration, selecting appropriate teachers for training and workshops is essential for teachers' professional development. The cooperative and collaborative nature of teachers fosters a positive culture and environment in the school. And the good practice of formative student improvement

in the school is an example of visionary leadership by the head teacher. The head teacher demonstrates that providing opportunities for teachers is the most crucial factor in teachers' professional development. Furthermore, he narrated the activities of a primary teacher, Mrs. Rita Timalisina, who was the permanent primary teacher of the Government of Nepal. The head teacher's slow and deep breathing words were knocking me as:

I am deeply indebted to my primary teacher, Mrs. Rita Timalisina, who made our primary level stand out from others. Their efforts laid a strong foundation for the higher classes. Even though it is a primary class, she made it engaging and introduced creative, innovative ideas. Mrs. Rita always carried over the teaching materials with her before entering the classroom. She became the change-maker in the primary section of the school.

Precious!!!!, I supported, he again elaborated.

Two years ago, I organized a training for primary-level teachers. I invited an expert primary-level trainer from ETC Chitwan for that training program. I think it was 13th April 2021, with the peaceful environment. We started the training program from 10 am to 4 pm. All participants were in the hall before 9:45 am that day. We also called the primary teachers at other neighboring schools. There were 40 participants in the hall with well-furnished furniture and a techno-friendly sound system. The program was started formally. I was the chairperson of the program, and the chief guest was the chief municipal education committee of Ratnanagar. He addressed the meeting and delivered the speech on the use of training on professional development of teachers and he gave the vote of thanks to the participants. The next session began with my session on the assessment system in the integrated curriculum. I primarily focused on formative assessment of the children and discussed their soft skills, which were crucial for the trainees, as they were still habituated to the integrated curriculum. After my presentation for about an hour, I handed over the session to the ETC Chitwan expert. Teachers learnt several ideas and techniques for constructing primary-level teaching materials, and they gained ideas for building materials from local and indigenous materials provided by experts. The trainer connected the different subjects through a single material. Her presentation was awesome and interesting. She skillfully presented

several ideas to the trainees. After participating in her session, every trainee can develop their classes with different ideas.

With a great calm and patience, he moved forward as...

The next day, all the teachers entered the classroom with great hope and passion. Hopefully, they wanted to do something new and come up with new ideas for teaching. At the end of the classes, the primary teacher started a culture of sharing and discussing the new classes. The preparation for the next day made the classes smooth and well planned. After a week of training, I visited the primary section. I found the classroom a bit noisy, but all the students were found active. They were enjoying paper flowers, balls, different paper crafts, letter cards, and number cards. Some were making pairs of numbers, arranging and rearranging the different word cards with the letter cards, and some were busy making paper flowers, ships, an airplane, etc. Mrs. Rita Timalisina was the driving force behind that development in the primary section. Her cooperation and collaboration with her colleagues made the work recognizable and reputable in society. Her support for the other teachers and progressive ideas made the school stand out from others. She was made the primary section in charge for the last two years.

Further, he elaborated as....

Ms. Bhawana is a famous career guidance teacher at our school. I sent her in training for a 7-days career guidance to the students. Which was organized by Ratnanagar Municipality hall on 12th to 20th June 2022. After returning from the training, she briefed me on the career guidance for grade nine and ten students in six sessions, with a feedback session at the end of these classes. She took the sessions in different classes on a turn-by-turn basis. I also participated in her session and was delighted with many innovative teaching and learning activity ideas. Especially, this program encouraged students to choose the best career for their future, and she encouraged them to choose a career based on their interests and aptitudes. As a result, students are exposed to their careers and ways to achieve them, and they are mostly informed about the positive and negative aspects of their chosen careers. She distributed the questionnaires of the interest and aptitude test to the students, which was quite accurate and feasible for everyone. I asked a boy about his future career after completing the six-day training program. He said, "I will be a doctor, and I

will serve my society and my country by studying hard.” Again, I asked another boy about his career choice. Then he replied, “I will be a good electrician, taking the necessary vocational training after completing the school education.” Similarly, I asked a girl what she wants to be in the future. She deliberately replied that she aimed to become a reputable registered nurse in a hospital and was interested in serving the country's poor. So, Ms. Bhawana enlightened the students and showed them the horizon of several careers, which I found from the students' feedback.

Thus, I understand that a hardworking and positive attitude towards work always pays off. The head teacher's efforts are the main means of building sustainable development in the school. He gradually builds the human pillars in the school, such as Mrs. Narmada and Mrs. Rita. Ms. Bhawana, etc. All the credit for the primary level goes to Mrs. Rita; her tireless efforts have made it possible. Similarly, Ms. Bhawana supplied the students with the basics of life. She showed the students the career path and the process to reach their destination, making it easy for the children to choose a career for their future. When I asked the head teacher, he said that every student selects their career and other alternative careers as well. She fostered the students' long-term thinking and broad horizons.

His contributions in various sectors are exemplary to society. He contributed a lot to several sectors of school education. So, I tried to dig up his contribution to teachers' professional development. He opined that teacher professional development is the most important factor in enhancing teachers' professional skills. It enhances teachers' skills and capacity development, both directly and indirectly. The professional development of teachers makes a significant difference in teachers' individual lives and maintains its value in society because it directly connects with students' skill development.

Performance Measures from the Eyes of Headteachers

Mr. Gautam is the school's renowned headteacher. He sent many teachers to training and workshops of different levels. He was expressing his perceptions on the professional development of teachers as:

Teachers received the training, and most implemented the skills and ideas in the classroom. Moreover, enthusiastic teachers shared their ideas on training with their friends and colleagues. The classes taught by trained teachers were much better than those taught by novice or untrained teachers. There was

immediate innovation and creativity in the classes taught by trained teachers. Among them, those interested in implementing the techniques in the classroom had better classes than the others. However, some teachers found training and workshops burdensome and time-consuming, and I did not see any improvements in their classroom activities.

Mr. Gautam added more to his teachers' professional and pedagogical skill development, and to the development of a collaborative sharing culture in school. *About 98% of teachers at our school have already received training at our school. This opportunity especially comes from local, provincial, and national administrative levels to teachers at government schools. Training and workshops not only add knowledge to the teachers but also improve their pedagogical ideas. Mrs. Narmada brought the concept of co-teaching and sharing culture among teachers. Mrs. Rita shared the skills with her colleagues and created an exemplary culture of collaboration in the school. Ms. Bhawana utilized her skills in students' skills development and broadened her mind in choosing the best few careers. Her contribution had a positive effect on the school and society. Furthermore, trained teachers can balance their knowledge with skills, whereas novice teachers may have more bookish knowledge than practical skills to help students understand. I saw improvement in classroom activities and realized a bit of change in the school climate.*

In the head teacher's view, teachers have greatly benefited from the training and workshops in developing their profession. In his narration and perception, a good flavor of skills development was found in the teacher's professional development practices.

Teachers who wanted to change themselves from the heart changed through training and workshops. Some of the curious teachers have brought changes in the classroom after receiving training. According to Mr. Gautam, statistically, more than 98% of teachers have already received training at the local, provincial, and national levels. None of the training worked equally well. It depends on the interest and willingness of teachers who participated in the training and workshop. The change-seeking teacher always tries to bring change to the school. So, training not only provides knowledge but also changes teachers' attitudes. This encourages cooperation and collaboration among teachers through sharing. Some of the teachers think a

master's in all before receiving the training, but it was found that something is lacking: insufficient knowledge on their part.

Sharan Dabadi: Thinking of a Profession as a Lifeline

Sharan Dabadi is a renowned headteacher in the Chitwan district. He is the head teacher of Nayani Namuna Madhyamik Vidyalaya Bharatpur, which is renowned in Nepal. This school was established in 2020 in the name of Nayani Ratri High School. This school received the first Namuna school award in 2013 upon completing 151 national standards. Nayani is considered the model school, and the Nepal Government has awarded it several times for its excellence. It has also advanced in the area of ICT; teachers are equipped with ICT devices and are familiar with several classroom teaching applications. This school has published the bi-monthly magazine *Nayani Voice* in both Nepali and English. Mr. Dabadi has given credit to his team and all the well-wishers of his school. He stated that this upward trajectory depended on teachers' hard work and dynamism. This school received district and national awards for several years due to its excellent results. And it has grown continuously. So, I was very interested in learning about the teachers' team, their professional development process, and tenure. So, I phoned the head teacher, Mr. Dabadi, and requested him for appointment time. Immediately, he accepted my request and provided me the time for 21st September 2024. According to the time given, I went to school on time, but he was busy at the board meeting. During this time, I observed the school premises and reviewed its best practices. I found the code of conduct for teachers and students posted on the walls of the school's courtyard, several quotations hung on the walls, wall magazines in Nepali and English, and walls colored with students' creative work and innovations. After some time, he called me into his office, and we talked informally for a while. After that, I slowly moved on to my research questions. My discussion began with the dissertation's research question, which added synergy and energy in the face of the head teacher. (With a great smile) He said, "Teachers are the main factor in obtaining the best results in Chitwan district. Their tireless efforts make students more disciplined and improve their academic progress. I'm proud of them." Regarding professional development, he narrated the stories of some teachers as follows:

The headteacher plays a crucial role in teachers' professional development.

Generally, teachers have two mindsets: one, they see the profession as a lifeline and take pride in being a teacher; the other is waiting for better

opportunities. Teachers of the first type think of the profession as their life, and they are mentally prepared to spend their life in the teaching profession. They have a keen interest in the teaching profession. So, they have a strong interest in participating in training and workshop opportunities, and they are also developing their professional skills and careers. But other types of teachers are seeking better opportunities abroad. They want to spend the short tenure just to consume time and take steps to go abroad, and they show no feelings of responsibility or accountability. Because of this attitude, these people are not interested in training and workshops, nor do they show any interest in developing the skills and techniques of teaching and learning through resources both within and outside the school. So, the head teacher has to understand the teachers' attitudes and behaviors, as these reflect their interest and love for the job, which is the head teacher's crucial work.

So, teachers who are continuously devoted to the profession can create a favorable environment in the school. The group of like-minded teachers who love the teaching profession is an asset to the school, as he emphasized in the narration. He categorized the teachers and, through their positive attitudes, achieved better results in the school's overall growth. The appropriate activities and performance of the teachers help to run the school smoothly and rapidly. So, teachers who view the profession as the lifeblood can make school activities lively and prolong the school's life.

Stories of professional enhancement for teachers

Mr. Dabadi, a renowned head teacher, made the school popular and renowned among government schools in Chitwan. He worked on teachers' professional development at his school. He used to hold several training sessions and workshops for the teachers in his school. He never missed the opportunity to receive training from different educational vendors and various education offices for his teachers. With this opportunity, many teachers developed their personal and professional development in my school.

As he called me to meet on a Saturday morning, I arrived at the school on time. But I waited for half an hour till his meeting with his board members was over. He came back to me (very gently) and took me to the staff room. First, we formally introduced ourselves to each other and talked about our professional lives. I first heard of his name and fame through my friend circle and the media. Due to his popularity, I

got him to seem simple and normal to people. In the course of an informal conversation, I clearly mentioned my educational background and area of interest, and, together with that, I made my study purpose and agenda clear to him. I asked him to elaborate on teachers' professional development and his efforts in that area.

(Stopped for a while) And interestingly, he narrated a story of teachers as:

A teacher should have the professional ethics and skills to be an ideal teacher. I always remember a teacher who often encouraged me to be a reading teacher and an updated teacher. Mr. Begam is a simple, wise, kind-hearted and smart mathematics teacher at this school. He took online training classes during COVID-19. On September 23rd, 2020, the Education Training Center received a letter to send an online trainer for secondary mathematics teachers. Then, I nominated to Mr. Begam for facilitating the training program. I thought the program would be supportive for developing his professional skills and increasing the school's pride. So, I chose him for the training held at the educational training center in Bharatpur. It was near the end of the coronavirus epidemic, and it was entirely focused on ICT-based mathematics teaching for 7 days. It was a Trainer of Trainees in ICT in mathematics. After completing training, he gathered feedback from the participants and received positive feedback.

Moreover, he shared his knowledge with colleagues on a wide range of mathematical issues. He facilitated many mathematics teachers through online teaching during the pandemic. This training made him the most popular among the high school mathematics teachers. Furthermore, he facilitated and monitored the work of other mathematics teachers in his department. One day, I passed by the Annapurna Building, and my eyes urged me to stop in Begam sir's class. It was class 10. He mentored the students through various activities, dividing them into groups. Students taught and learned from each other simultaneously. They discussed the issues, reached a conclusion after a thorough discussion, and shared key points, which was amazing, and the students were learning quite interestingly. Mr. Begam was projecting the content on the front wall, and the slides were moving at their own pace and position. Students observed the moving figures and applied the concepts and ideas practically. Nowadays, many schools and educational organizations offer him to facilitate the faculty and teachers' professional development. I

used to send him to school and other educational institutions, which required his assistance with their teachers. The education department of the Metropolitan and several Municipalities organizes training and workshops on facilitation led by Mr. Begam. Similarly, the teachers of other subjects, Mr. Raju sir in English, Mr. Khem sir in Nepali, Mr. Niran sir in science, and Mr. Dec sir in computer, are also established as national trainers from our school, adding greater value to them and the school.

In the above narration, I realized that the support of the head teacher helped me become a good mathematics trainer. Mr. Begam got the opportunity to enhance his skills and abilities with the help of the head teacher. Mr. Begam received national recognition for supporting the head teacher. Many of the mathematics teachers were followers of the Begam sir. So, the professional development was provided to Begam sir with the support of the head teacher. Furthermore, the head teacher narrated the short stories of other teachers as:

Similarly, Mr. Bikram Sir was a decent and talented student of this school during his time. He passed his school-leaving certificate in 2066 BS from this school. When he completed his higher education, he told me his interest. Actually, he wanted to be a volunteer teacher at the primary level. I thought it was good for the school and for him as well. I immediately agreed to his request and appointed him as a volunteer teacher, with a minimum salary and tiffin expenses paid from the school's internal sources. After enrolling in the school, I had him participate in several training sessions and workshops, and he joined an intellectual circle that led him to become a permanent government school teacher. Now, he is teaching at the lower secondary level. I think he could be a source of inspiration and motivation to the new generation. His contribution and dedication to the profession are really appreciated and respected by everyone. I have always inspired him to be a good teacher and a lovely teacher to his students. I used to teach him about classroom management and effective content presentation. I am totally satisfied with him. His innovative work makes him creative and comparable to other experienced teachers. As I taught him classroom management techniques, he followed all the ideas. Nowadays, I have found his class to be better managed and more interactive than those of other experienced teachers. One day, he approached me and asked for support from the bank to cover the

loan amount for his further studies and family issues. I took him to the Global IME bank the next day and talked with the manager about the soft loan for him. He accepted my proposal easily because the school had given them the complete transaction to that bank. He became pleased with me for supporting the loan. I think he will pay back the loan within a few years. That support enabled him to complete his higher studies at university. Last year, he completed his master's degree from the university.

Mr. Bikram was an ex-student of Nayani School, and his head teacher was his secondary school teacher. Mr. Dabadi, the head teacher, offered the opportunity to teach, and, in effect, served as the grade teacher during Bikram Sir's teaching tenure. He taught him how to teach students, how to behave with them, and how to manage the classroom. Moreover, he supported Mr. Bikram by providing a bank loan to further his education. So, the head teacher can be the wheel of a teacher's life cart. Again, he narrated a story of a teacher who motivated the students well.

Mr. Bishal was appointed as the social studies teacher in our school. He was the assembly teacher of our school. He used to conduct the assembly smoothly and effectively, and he has a special ability to motivate students. Last year, a letter arrived at our school from Om Shanti Satsanga Center in Bharatpur, inviting us to participate in motivational and spiritual training for high school teachers. It was mentioned that the teacher was active and energetic and could motivate other teachers and students as well. So, I chose him to participate in the training and to take advantage of the opportunities to gain spiritual and motivational vibes from it. It was a five-day training. When he returned to school, he immediately applied his expertise in the related field. He taught the students their cultural and moral values skillfully. These moral values and soft skills have become inseparable parts of students' lives, helping them maintain a strong sense of discipline. In the present context, these issues pose a serious problem for children and youth. Mr. Bishal's strong effort and contributions help maintain discipline in the school. He used to teach motivational, meditational, and yoga classes to students and teachers. Now, it has become part of our school culture, and I have included these activities in the daily, weekly, and monthly schedules for students and teachers this academic year. He maintained the school environment and students' discipline. So, Mr. Bishal is a popular teacher among the teachers and

students. I still remember the very first day after returning from training, he requested me to gather the teachers in the hall to transfer the training to his colleagues. The next day, all the teachers were gathered as per the notice, and I began the program with a few words. After that, I handed over the program to Mr. Bishal. He started the program by describing the importance of meditation and yoga in human life. He introduced the big picture of silence and meditation to everyone, and he delivered classroom tips on maintaining students' discipline through meditation. It helps the holistic development of students.

Thus, Mr. Bishal was supported in the development of skills by the head teacher. The head teacher encouraged Bishal Sir, and that support made him popular among both teachers and students. As Bishal Sir was a renowned social studies teacher, the head teacher recognized his potential and sent him for training, which became a turning point in his life. Very few people do not follow Bishal sir, and he becomes the driving force behind school development.

Professional Development Practices in School

Many teacher practices have been implemented in schools. Among them, teachers' professional development is an important part of school improvement. A professionally healthy, competitive environment at the school really makes it distinct from other schools. It has seen empirically that the support and sharing system in teachers makes quietly different the teaching and learning activities than previous. The collaborative efforts of headteacher and the teachers makes the better academic performance of teachers and students. More gently, he narrated the teachers' activities as:

Mr. Begam Sir is a reputed mathematics teacher of this school. He always remembers the day I introduced him as a trainer at ETC Chitwan. Together with him, all the teachers have demonstrated professionalism in their work. The training he provided for secondary-level mathematics teachers was more engaging, and they learned and became skilled teachers. His sharing of knowledge and his collaboration with colleagues helped the teachers reach a new level of success in their lives. He used to share his intellect and experiences with his colleagues, both within and outside the school. All those things keep him at a new height in the profession.

Begam Sir creates a new culture of sharing through collaboration with teachers. He also supports the head teacher in different tasks. The head teacher always motivates him in teachers' professional development and provides suggestions to help them develop their professional skills and capacity. The head teacher's initiation sharpened and brightened Begam Sir's skills. Begam Sir himself was talented in his profession, but the head teacher became a big supporter in his development. His narration on the professional development of the next teacher, Mr. Bikram as he was an ex-student of that school.

Similarly, I initiated Mr. Bikram as a volunteer teacher in our school. But his work influenced all the teachers and students; his cooperativeness and friendly behavior made everyone around him feel welcome. He was one of the best teachers among the students. Last year, I sent him to the professional development training for teachers organized by Bharatpur Metropolitan. After that, I saw a significant change in him. And Mr. Bishal is a good motivator for the students. His motivation supports maintaining students' discipline in school. His motivational speech inspires students and helps them be studious and hardworking.

In addition to the above activities, many professional development initiatives are underway at the school. Teachers are conducting training in various modes. They initiate department-specific activities and support each other through internal training and workshops. I used to assist them in several ways.

Trained teachers are an asset to the school. Most of the teachers at Nayani School hold leading positions in the district, and they are prominent trainers and facilitators. Teachers have received the opportunity to train in the cooperation and coordination of the head teacher. Like Mr. Begam, who received training to support the head teacher and later became a renowned trainer. The head teacher initiated Begam Sir's professional growth (as an educational trainer). Moreover, the head teacher's core team has been unbeatable in the district's annual performance for the last five years. This school ranks among the top three ICT-using schools in Nepal. The school has added new technology to students' records, including e-attendance for teachers and students. It has maintained discipline among students, and teachers are motivated through the head teacher's unbiased activities. I firmly believe that the head teacher plays an important role in fostering teachers' professional development and, in fact, the school's development.

Yug Bhusal: Professional Development Meant as the Strong Content Delivery and Pedagogical Clarity

A reputed headteacher, Mr. Yug Bhusal of Shree Madhyamik Vidhyalaya was my fifth participant of dissertation journey. Firstly, I spent time with him on Sunday by phone. He had given me the time at 3 pm on Monday. On Monday, 07 Oct 2024, AD, I managed my period with the support of my colleagues at my school and went to Shree Madhyamik Vidyalaya at the time given by Yug sir. I reached the school gate, and the gatekeeper immediately responded to me and sent me to the head teacher's cabin. I thought the head teacher might inform him about our meeting.

Stories of the Professional Development of Teachers

First, we greeted each other and introduced ourselves. He might have ordered two cups of tea, so the clerk brought them. With the tea sipping, we were gossiping for a while about our academic tenure. Slowly, gradually, I entered the field of teacher professional development. The results of this school have been remarkable over the last ten years. Last year, this school achieved outstanding results in the Secondary Education Examination (SEE). I asked him, "First of all, I congratulate you on the outstanding result of your school, and how does it become possible to obtain such a result, sir?" (with a smile) He replied that it was the regular process at his school, and he appreciated his teaching faculty, teachers, and staff for their tireless efforts in ensuring students' best results. Again, I probed him to narrate the stories of the teachers who contributed to the school's best results. (after deep thinking) He spoke, "*I have a few short stories of teachers whose continuous hard work contributes to the best results*". Then he narrated the stories of Bipin sir as:

Mr. Bipin is our full-time science teacher. He has been a secondary science teacher at our school for 10 years. He entered this school as a teacher at the lower secondary level. He was a novice science teacher, and I taught him many teaching techniques at the beginning. Before entering the classroom, he always discussed with me. I used to encourage him to take the classes on a practical basis. I had given him the routine for lower-secondary-level science classes. As a guide, he used to demonstrate different living and non-living objects. I used to send him several science exhibitions conducted by different educational organizations and consultants. When notices of science competitions and exhibitions appeared, I always put him among the top priorities among the teachers. Gradually, he completed my bachelor's degree

from the university. Again, I encouraged him to run for the teacher's service commission for a secondary-level science teacher position. Fortunately, he was selected as the secondary-level science teacher. I thought he had become a perfect secondary-level science teacher, with extensive experience and the required qualifications. He taught the students on a practical basis by connecting the theory with life. He encouraged the students to prepare several science-based projects. For the last three years, our school has been the champion in the science project exhibition. Projects on water purification, hydraulic pressure, aircraft, electric vehicles, and the functions of the human body were prepared by the students. Last year, we won the provincial prize in the science exhibition program. He is a renowned science teacher in the Chitwan district. Last year, the District Education Coordination Unit, Chitwan, was selected as the only participant in the item-writing training from this district. After returning from the training, he conducted an item-writing training in coordination with Ratnanagar Municipality for the science teachers of 38 secondary schools.

In this way, the head teacher, Mr. Bhusal, made Mr. Bipin an established and renowned science teacher. His encouragement and support at every step of Mr. Bipin's teaching career became milestones in Mr. Bipin's teaching tenure. Mr. Bhusal is physically thin and a bit short; his leadership qualities are imitable. He has been the head teacher at Shree Madhyamik Vidhyalaya, Ratnanagar, for 15 years. He received many awards from the municipality and the district for excellent academic performance. His intelligence in school and society is praiseworthy. All the teachers and staff love his work ethic and friendly demeanor. His cooperative nature and collaborative skills make him unique among the head teachers. He has been working on teachers' professional development for a long time. He has shared his opinion on the professional development of teachers as:

Professional development can be measured by teachers' delivery capacity for the specified content, pedagogical clarity, and popularity among colleagues and students. I think these three things carry over into a teacher's professional development. It increases teachers' responsiveness and accountability.

Mr. Bhusal argued that teachers' professional development supports making the school environment more effective. It makes responsible teachers in their work and capable of shaping students' futures. The head teacher, Mr. Bhusal, described the

condition of the school and his efforts during his tenure. At the beginning of his headship, the number of children in the government school was decreasing year by year. He elaborated on his effort during that time to bring the school to this condition, and he narrated the professional development of teachers as follows:

We, all teachers, and the school management committee were concerned about the declining number of students over successive years. We were searching for a solution to that genuine problem at the school, but everywhere we found a problem rather than a solution. Most students from villages and towns had studied in Private schools. In that adverse situation, I held a general meeting of teachers in the meeting hall on the first Friday of January 2013. The meeting started at 3 pm, and I raised the agenda: school quality improvement and increasing student enrollment. Every teacher put their ideas in the meeting. Some teachers said that technological improvements would bring academic excellence to the school, while others emphasized physical infrastructure, student-friendly facilities, and classroom design. At the end of the meeting, I proposed starting English-medium classes to improve the school's quality. I thought it was a courageous agenda for the next session. All the teachers put their views on that agenda, and at last I gave the planning for starting the classes. I formed a team of young teachers for this purpose and asked them to be ready for English-medium classes. I prepared the minutes of the teachers' meeting, which I had to include in the agenda for the School Management Committee.

Umm....

The next day, on Saturday, the SMC president called a meeting about school activities. Because of that, I had already taken a mandate from the teacher of the English-medium classes at the school. All members were to present at the school office before 8 o'clock. The president floored the meeting agendas with topics like infrastructure development and quality improvement. Along with that, I added one more agenda item: English-medium classes in the school. Most of the members focused on my agenda, and we discussed it at length. Some of the members suspected the program of its long life, and they suspected the teacher and kept on questioning how the teacher was able to run the program. And other resources? At last, all the members agreed and gave me the full responsibility. We had four months to prepare the program. During

that period, I organized the teachers' training. I called some experts in the related field at my school and facilitated training sessions. In the first year, we launched the program for classes 8, 9, and 10 with the necessary preparation. We made it a little easier for the older teacher; however, the young teacher did the hard work to make the program successful. I evaluated the teachers periodically and conducted an academic performance audit. I got the teachers' professional skills enhanced in those days. They were progressing day by day, and students became familiar with the teachers and their subjects as well. As a result, I achieved 100% in the SEE examination.

Oh! My goodness. Furthermore, he elaborated.

From that event, I knew that teamwork is the best way to improve the school's academic excellence, and as a head teacher, it is important to be the initiator of any new program. Furthermore, the head teacher appointed a coordinator for class 10 and another coordinator for classes 8 and 9. The young and energetic team of teachers smashed the new record in the first year. We ranked first among schools in Ratnanagar Municipality. We became so excited about the SEE results. We also presented the continuation of the results from successive years. We also provided outstanding results this year.

So, the leader's vision always works to achieve the school's common goal, and the head teacher's far-sightedness and visionary interest keep the institution a step ahead of competitors. Mr. Bhusal, the head teacher, faced the challenge of saving the school from a student crisis, and he became a follower of the young teachers, even though he was the leader. The head teacher's efforts to develop teachers' professional development were quite praiseworthy. The head teacher's empathy towards teachers and close collaboration in their professional development worked well in his role as a manager.

Moreover, the teacher who participates in training and workshops can add value and build confidence in their delivery of content, which can change the style and approach to teaching, making it easier to convey the material to students. Students prefer teachers' new, creative, and innovative ideas, which make teachers' presentations smoother and easier for students.

Practices of Professional Development in Schools

The most generative idea from the head teacher was to build ownership in teachers' work. Whatever the head teacher wanted to impose in the school and create a

new program, he took the mandate from the teachers by enhancing their professionalism. Some ideas from the teachers mentioned include Mr. Jagdish proposing to develop the school's greenery. He argued that the plantation was necessary at the school because it would keep the environment clean and safe. Similarly, Mr. Raj pointed out that the scarcity of rooms in the school and the need for various laboratories would be necessary for the school's further development. Ms. Radha opined that the development of ICT in schools was the backbone of school development. She also gave the example of a reputed school in Nepal's urban areas. Mr. Nagendra shared his opinion on age-friendly infrastructure and disability-friendly infrastructure. The meeting also set the target and destination for the upcoming session and, in doing so, established the school's vision and mission. So, the head teacher should understand and respect teachers' emotions. Among many factors influencing teachers' professional development, the most crucial is a teacher's emotion, which balances other factors as well. Mr. Bhusal has practiced the professional development of teachers by participating in several training sessions, workshops, seminars, and conferences. He provides different career development activities to the teachers. He made the school a beautiful family, and he stated that:

School is a family, and the head teacher plays an important role as its head. The head teacher's vision, mission, and far-sighted decisions shape the school's reputation. The head teacher's motivation for the teachers is a crucial factor in the teachers' development of professionalism. The training opportunities for teachers, in different forms, provided by public and private organizations can be supportive. I sent many teachers to several training sessions, workshops, seminars, and conferences, and they shared the skills they learned with colleagues and incorporated them into their previous teaching techniques. These trainings and workshops develop teachers' delivery skills and confidence. In this way, it develops a good harmony between teachers and the head teacher. I found that teachers' work performance gradually increases each successive year.

So, teachers' professional development depends to some extent on the head teacher's activities. The proper management of training, workshops, seminars, and conferences for teachers, and the provision of these opportunities to them, should be the head teacher's major activities. Mr. Bhusal, sir, is a respected figure who develops

teachers' skills and demonstrates the courage to transform the school culture and enhance academic excellence.

Teachers' participation in various school programs enhances their professional development. When the head teacher becomes supportive in their work, they can develop their academic activities in a positive direction. The teacher can suggest the head teacher in planning and further improvement of strategic plans. So, there should be a close relationship between teachers and the head teacher. There was an important role for teachers in running the English Medium classes at the beginning, with the support of young teachers, and this was reflected in the very good cooperation and collaboration between the teachers and the head teacher. The strong determination of the head teacher to make an ICT-friendly school and an English Medium School was made possible by his effective collaboration and cooperation with the teachers, and by his participation in several ICT-related training.

Niraj Datta: A Strong Determination and Dynamism

Last year, it was a cold time on 20th Dec 2024. I called him through my mobile to confirm the time for meeting and he provided me the appointment at 7:30 am on Saturday. I was excited to meet Mr. Niraj Dutta, whom I had heard was a rigid, hard-natured person. Every student was afraid of him. On Friday, I was a little confused and hopeless, yet at the same time, more excited to talk with the head teacher. On Saturday morning, I went to the gate of Janata Secondary School, and the gatekeeper dropped me off at the head teacher's office. He welcomed me, and we exchanged greetings. He said to me as he was busy with some official work for a while. For that moment, I peeped out at the various activities in the school; some were posted on the wall, some on the table. Several teacher efforts were kept artistically, including various teaching mapping activities and some creative art in the room. I thought there was no separate office room for the head teacher. His office was at the corner of the staff room. The room was a little long, and there were managed chairs and tables for the teaching staff, with chairs for the vice principal and other designations.

I found that the head teacher, who is deeply committed to his profession, is a close friend of the teachers. Mr. Dutta is a well-known head teacher at the renowned Janata Secondary School in the northern part of Ratnanagar Municipality. He is a popular head teacher with a strict, rigid nature in this municipality. He looks young, even though he is over 50. His leadership is exemplary not only within the

municipality but also throughout the district, as evidenced by the school's achievements. It has received many awards at local, provincial, and national levels. All the teachers and staff members accepted his new vision and ideas without any reservations. This school enrolls a large number of students with a large catchment area. Meanwhile, the clerk brought two cups of tea, and the head teacher asked me to take them. After that, he became ready to talk with me. We also exchanged our experiences in teaching at the beginning and elaborated on the educational excellence of his tenure and the several efforts he made to achieve it.

Stories of the Professional Development of Teachers

I presented my research agenda and purpose to him and made him aware of potential data misuse and data confidentiality issues. Gradually, I entered the research agenda and tried to understand the salient features of the school that led to district and national recognition. He credited all these achievements to his teachers and the students, and he remembered the great effort of the teachers, their continuous hard work, and dedication. He emphasized the team effort of the teachers, but in my request, he narrated the short stories of some teachers as follows:

The school's progress depends on teachers' contributions. Among the teachers, I always remember the contributions of Raj Kumar sir, Bhaba sir, and Santosh sir. I used to conduct teacher needs assessments from time to time. As per their requirement, I fulfilled their demand through the SMC decision. During the teachers' meeting, I presented the agenda for making greenery School, and all the teachers shared their different views. With a grand discussion of the teacher, we concluded the meeting with a three-year plan for greenery School. The meeting gave me the mandate to keep that proposal for the SMC meeting. After receiving a positive decision from the SMC meeting, the proposal took shape for implementation, and the entire responsibility was given to Raj Kumar Sir. Raj Kumar Sir was the hardest-working and most dedicated teacher among the teachers. I sent him different programs of Greenery School, organized at the local and provincial levels, and asked him to coordinate with the district forest office. He never complained to me about the time and money, and his devotion to the work was really appreciable and respected. The municipal office prepared a recommendation letter for the district forest department to support tree planting. We, all teachers and staff, planted many plants in a certain

engineering. Everyone felt ownership of their jobs, which made collaborative work on this common effort easier. In the first year, we carefully planned and planted about 200 small and large plants in our school grounds. He looked after the plants daily and saved them as if they were his own child. With the support of all the teachers, students and staffs, we added more plants in successive years. So, our school is famous for greenery school in Ratnanagar Municipality. All the credit goes to Mr. Raj Kumar, sir. We, teachers, and society will never forget his contribution and devotion. This year, our school was awarded the cash prize, a trophy, and a certificate for being a green school.

Similarly, Mr. Bhaba's contribution to sports is incomparable in our school. Furthermore, extracurricular activities have reached a high level at our school. I found great sportsmanship in Bhaba, sir. I was influenced by his style and techniques, and discipline in the game. I made him the school's sports teacher and gave him full responsibility. He took the responsibility and ownership of the work. He had graduated in health and physical education from the university and had taken different training in several events. Additionally, he was the teacher's sponsor for the Nepal Scouts at the school. I used to send him to several training sessions, both individually and with the children, too. These trainings helped him enhance his professional development. Now he is both physically and theoretically fit to teach health and physical education, too. We won the presidential running shield and trophy in Ratnanagar Municipality after appointing him as the school's sports teacher. Sometimes he put the competition between teachers in different school events. It helps to create a good relationship among the teachers. Meanwhile, again, I spilt my enthusiasm.

And I appointed the academic coordinator for Santosh Sir four years earlier at the teachers' general meeting. I organized several training sessions by experts in different subjects. On 20th August 2021, I organized a training and workshop program in our school. There was a local holiday on that day. I organized the training with two experts from the educational training center and facilitated a short project-based learning session. One expert facilitated on twenty-first-century education, and the other on the assessment system in that context. The workshop made the participants curious and interested to

discover the new teaching methods and teaching styles which was reflected from the feedback session of workshop. Moreover, I liked to examine the effectiveness of workshop in ground reality. So, on the first of September 2021, I went to class 10, a group of children was discussing the science project, another group was discussing the Maths project, and some were discussing the social studies project. In the same way, I went to class 9 and found the same. Again, I went to class 8 and found the projects for other subjects too, and they were informed of the practical marks for those projects. The projects were coordinated by Santosh. I thought the programs had been initiated, and I became hopeful about getting a good result. Moreover, almost all teachers used technology and shifted their pedagogy from traditional to modern.

In this way, the head teacher began making the school greener with the teacher's help, and he became successful in his work. He supported increasing teachers' skills to achieve the goal. Mr. Raj Kumar successfully established strong relationships with various vendors and parties. The head teacher insisted that the teachers worked for positive change in the school. Similarly, the headteacher gave Mr. Bhaba the opportunity to achieve the best result in sport. It is not an easy matter to win the presidential running shield and trophy in three successive years. So, the head teacher's hand is big, encouraging the teachers in their responsibilities. Although Bhaba was seen in the front of the class, there were many teachers at the back. From my experience, teachers' skills and abilities are enhanced through the head teacher's activities, and the head teacher is in a pivotal position in enhancing teachers' professional development.

And, Santosh was active and energetic in the area of leadership. The head teacher sent him to several training courses to enhance his professional development. Moreover, the training, led by several experts, is designed to enhance teachers' skills and abilities. That helped improve learning outcomes at the school. Furthermore, the head teacher realized that the school's improved results were due to teachers' professional development.

Again, I visited to Janata Secondary School to observe the activities of teachers and others in the permission of headteacher on 26th December 2024. That time, I went directly to the head teacher's office because I had already taken permission from the head teacher. I arrived at 11:00 am, the school was running, and the teachers were busy in their classes. I greeted Niraj sir, and he welcomed me again.

That time, he had a little more free time than the previous time. So, he took me to a different class and (with gasping) he was telling me, “Have you found changes in our classes, sir? And let’s have a sit under the tree, so that we can see the daily activities of the teacher and the students with fresh air.” I was quite influenced by the school environment. After taking a break for a while, I left the head teacher's office with permission.

The head teacher also narrated about the classes of the school in the pandemic situation and how he addressed the problem of the teachers, which he fluently told as:

Professional development is a valuable learning experience for students; however, it also encourages teachers to implement new ideas and skills in classroom teaching. These new ideas are generated from the various professional development activities. Various training and workshops sharpen and strengthen teachers’ content-delivery skills. They have high confidence, are determined, and are punctual in their work. I found that several training sessions and workshops increase their curiosity to learn and to be critical of several issues. I found that the training and workshops helped me become an innovative and creative teacher. Furthermore, they could be more popular among students.

During the COVID-19 pandemic, teachers could not have direct contact with students. They frequently taught the students online, and I used to encourage them to take online training classes offered by various educational organizations. I distributed laptops to every teacher in the facility as an easy loan from the computer vendor. Teachers worked smoothly in student teaching during the pandemic. I used to send the teachers to training workshops and seminars whenever an opportunity was offered by an organization. I never stop anyone from taking training so that they can develop their personality through it.

Last year, the Ratnanagar Municipality organized an English training program for primary-level teachers. I sent two teachers for training without a second thought. It was very difficult to manage the periods in the absence of two primary teachers, but I managed it with the help of other teachers. They returned and requested a platform to share what they learnt during training. I managed the time, participants, and teachers at the primary level. They shared things turn wise one by turn with their colleagues. After that, I observed the

primary teachers' classes and saw their differences from previous classes. They related the content to the objects during classroom instruction. They provided the children with the opportunity to touch the objects. Students were taking entertainment from the classroom.

Teachers' professional development sets them apart from other teachers. Their working styles are quite different than others, perfection in work, maturity in work. The head teacher's fairness throughout the COVID pandemic also received widespread appreciation. I have gained a broader understanding of the head teacher's vision for teachers' professional development. He has also emphasized the primary level of the school, because he wanted to develop the capacity and skills of the primary-level teachers. He developed the training and sharing cultures at the school, which everyone welcomed with open arms. So, there was significant professional development, supported by the head teacher.

Practices of Professional Development in Schools

The school has practiced many professional development activities at different levels. The head teacher plays an important role in enhancing teachers' professional development, motivating them, delivering content, and increasing their leadership capacity. Mr. Datta has explained his activities in school as follows.

I provided teachers with opportunities for training and workshops to develop their professionalism. After the COVID-19 pandemic, I sent the teachers in both online and offline training modes. Teachers can improve students' ICT skills and connect the content to computer software as well. Most teachers draft their lesson plans on a laptop and present them to the children.

Moreover, teachers receive opportunities positively and are motivated. I made departments of five major subjects in school. Teachers developed a culture of sharing teaching ideas within their respective departments and through training transfer programs with colleagues. Teachers developed the practice of working in different clubs with the students. Each teacher is the patron of the club, supporting it to ensure its activation and smooth running. The students' results are in ascending order and progressive.

He allocates teachers' work based on their capacity and ability. Teachers are conducting different activities in their departments. The head teacher used to take the expected average score of the students from the teachers, which made them responsible and accountable to their students. The teacher shares several student

problems and different school activities with the head teacher without hesitation. We are a step ahead in extra-curricular activities in Ratnanagar Municipality. We made a green school with the teachers' coordination. Teachers are conducting programs for students every Friday to enhance their non-academic skills and abilities. In this way, teachers are developing their skills internally and supporting students' skills and abilities.

The head teacher is a school leader who knows how to advance the school. Moreover, the head teacher is a good motivator for the teachers. The head teacher used to send the teachers to several programs on skill development, intended to raise their awareness of professional development. But the head teacher worried that several classroom activities and the inadequacy of teacher quotas in Nepali government schools are challenging. A teacher has to teach seven periods in a day. He asked how a teacher can strictly implement the skills learnt from training, workshops, seminars, and conferences in this pitiful condition? Consequently, there is a big question mark on the teachers' responsibility and accountability in government schools. They do not take an interest in providing additional time for the school, and most teachers are not responsible for their jobs or accountable for their assigned tasks. These are the most significant shortcomings in Nepali government schools. However, a small number of teachers are implementing the skills in their classrooms and achieving positive results.

Chakra Gurung's Story: Democratic, Responsible, Accountable, and Consistent

My friend Phan introduced me to the next participant, Mr. Chakra Gurung, the head teacher of a secondary school in a marginalized area. He provided me with Mr. Gurung's contact number. Then, I immediately contacted and told him about the purpose of calling and I requested him to provide the time for the appointment. As I requested him, he managed the time for meeting on 9th October 2024 at 3pm. As he gave me the time, I rode about 18 km on my motorbike and reached his house. He was waiting for me at home. I greeted him, and he warmly welcomed me into his house. He was quite different than what I supposed before.

Mr. Gurung is a Mongolian family member, a bit fat and short in height compared to the than average. Also, the opportunity to meet his wife; she served tea and the beaten corn, which was quite delicious. His school was located in the rural area of the Chitwan district. Most of the marginalized people, called Chepang, have their children study in his school in Kalika municipality. The school name was Shree

Chandra Secondary School. Firstly, we just shared our personal views on head teacher leadership while sipping tea. Really, it was wonderful for his sharing of head teacher leadership. Mr. Gurung opined his views in a smooth way as follows.

The head teacher's leadership depends entirely on their personal nature and views. Some head teachers assume that leadership should be a dictatorship rather than a democracy. In my opinion, it should be observed situationally and conditionally. At the beginning of my headteacher leadership, I had faith in directive, autocratic leadership. But later, I believe in democratic and team leadership. Good leadership continues in the absence of the leader, meaning school activities run smoothly without the head teacher.

Mr. Gurung's perception of head teacher leadership has changed since then. Previously, he believed in autocratic leadership, but he later adopted a democratic approach. He hopes for a big-picture view of leadership in which leadership works in the absence of the leader. Moreover, the head teacher's role is to prepare such leaders and successors within the school. Mr. Gurung's efforts in preparing leaders are remarkable during his tenure as head teacher. In this regard, he narrated some of his efforts in preparing the future leaders and their professional development.

Eventually, I delved deeper into the teachers' professional development. Mr. Gurung presented a series of short stories on teacher professional development. He shared a few short stories about teachers' professional development. Miss Sujina's professional development in ICT, Mr. Hari's efficiency in extracurricular activities, students' performance development, Mrs. Rika's confidential examination activities at the school, Mrs. Sita's self-defense training for girls, etc., are representative short stories on teachers' professional development.

Miss Sujina was the permanent teacher at our school, and her permanent appointment as a Nepali teacher was made in 2018. At the end of the academic session of 2018, the whole world suffered from the coronavirus. The teaching activities of the schools, colleges, and universities were wholly affected by the Coronavirus pandemic. During the pandemic, schools were compelled to conduct classes online. Fortunately, several online vendors conducted the online training classes at no cost. For that purpose, I contacted the computer dealer to purchase the laptops on an installment basis, with the school's guarantee. I requested that the teachers participate in training classes. I also told the Vice-Principal to initiate online classes for students

who are online. And for other students who were out of reach of the internet, I coordinated with the parents and requested that they form a small group of students. I managed the local teachers to teach in groups.

During and after the COVID-19 pandemic, every teacher had to learn how to use a computer. At that time, she enthusiastically joined in various online classes to learn how to create teaching materials on a computer. Actually, she was appointed in 2010 to the post of accountant. Before the pandemic, she kept records manually. She was not very proficient in ICT, even though she was working as the school's accountant. After the pandemic, the Kalika Municipality organized a training program on the use of ICT in the classroom. I had sent her in training, and she completed the session successfully. From that date onward, I never had to help her handle the computer. I requested that our assistant principal allocate the routine of three periods for Nepali classes, and for the remaining time, she handled the school's accounts. She used to take her laptop to class every day. When I passed her classroom, I found that she was projecting her teaching materials onto a screen. The students also watched it with great curiosity, and she kept the questions and answers for evaluation. I noticed her students' improved results in every terminal examination. Now, she can handle the account smoothly, as well as her Nepali classes.

So, Miss Sujina developed her skills and abilities even in an adverse teaching-learning environment. She was able to fit herself in that crucial time of the pandemic, and she became professionally strong and efficient. The encouragement of the head teacher made her proficient in accounting and teaching. At the beginning of her accounting, the head teacher had to support her, but later she developed professional skills through opportunities for training provided by her head teacher, training institutes, and government organizations.

Similarly, the head teacher was exposed as an exemplary social studies teacher, Mr. Hari Suyal. He was very intelligent and a good planner at school. The head teacher nominated him as the head of the school's extra-curricular activities department. He created innovative programs for the students. He narrated a story regarding his professional development with the support of the head teacher, as follows:

Similarly, I have a short story of Hari sir, who was the social teacher in our school. His attention to detail and planning for the specific task given to him were quite impressive. One day, my office assistant brought a letter from the District Education and Coordination Unit, Bharatpur, dated 2015, regarding a five-day training program on social studies for secondary-level teachers. It was a project-based learning training program for social studies. I sent him to participate in the training. He completed the training sessions and may now be seen in a new arena, enhancing students' knowledge. He returned and initiated several student clubs, including the literature club, the eco club, the green club, the sports club, and subject-specific clubs. Perhaps he wanted to gather the children's various intelligence. Moreover, his planning was found to be much more efficient and economical for making innovations in their work. So, I felt, I chose the right person for the right position. Students participated in his program with great interest and self-interest. Almost all students participated in at least one of the school's events. In his tenure, the school participated in different social activities. Even though the school had marginalized students, Hari Sir carried the school's reputation to the top of society. Several clubs worked on scheduled activities within a time frame set by the school planning. Two years ago, Hari sir transferred to another school. After that, Mr. Suman followed his ideas and styles to motivate the students and collaborate with his colleagues. The base of extracurricular activities is running the same as before, with the same activities being executed.

Thus, the head teacher's support for the teachers made the school's extracurricular activities truly amazing for everyone. The ownership build-up in teachers obviously works well, and irrigates the land of creative ideas and innovative thinking. The activities maintain consistency even in the absence of a leader. Again, he narrated a teacher who bears the responsibility for the examinations of the school as follows:

Mrs. Rika works as the head of the school's examination department. Last year, we appointed her to the post of examination head. This is a crucial post for any teacher because it is a sensitive part of the school. The general meeting of teachers granted her a mandate to remain in that post. Nearly six months earlier, I sent her for EMIS training at the Ratnanagar Municipality office. She is an energetic and active teacher at this school. In Nepal, people

often believe that high scores indicate the quality of education, and they want a confidential and trustworthy examination system. The government of Nepal has implemented a student record-keeping system on EMIS. She is quite experienced in it. She can handle the entire examination system at this school, which demonstrates her professionalism. She provides the different tasks and assessments for examination to the teachers via Google Form, Google Slides, Google Docs, etc. We use other software for the examination, which makes it easier to manage the school's overall operations.

Thus, the head teacher, Mr. Gurung, supported Rika Madam to take the training on technology and EMIS. Regarding professional development, the head teacher offered the opportunity to serve as the school's exam head, which enhanced my professional skills and ideas. Now, she can work smoothly on EMIS without assistance from others. She modified the examination's working style by integrating technology. Mrs. Rika used to send the Google Doc, slides, Sheets, etc., to the teachers and request several documents from Google Drive.

Mr. Gurung has appointed Mrs. Sita as a vice-principal, and he participated in the training on the integrated curriculum. Furthermore, he narrated a short story on the professional development of the teacher as follows:

Mrs. Sita is the assistant head teacher of our school. She was appointed as assistant head teacher in 2022. Mrs. Sita participated in the integrated curriculum training held over the last two years, organized by the National Curriculum Development Center. After completing the training, she organized training for primary-level teachers on the integrated curriculum. Then, teachers can integrate the subject content. She removed the confusion spread among teachers about the integrated curriculum. Furthermore, she was the school's master trainer in self-defense for the girls. One day, she told me about her interest in conducting self-defense training for the teenage girls. She managed training for three groups over five days, divided into two phases: practical and theoretical. She coordinated with the Bagmati province government for financial support. She had conducted the program with zero investment from the school. Moreover, I told her to evaluate the students in grades one to three. She brought the results of all terminal examinations in rubrics. The improved results of students whose contributions she worked on significantly.

Thus, Mrs. Sita is the school's vice principal. She was nominated as the vice principal by the School Management Committee. The head teacher distributed ownership of the work, as evidenced by conducting the self-defense training for the students at zero cost to the school. This activity increases teachers' confidence. She developed an effective evaluation system for the integrated curriculum, which she used for training. So, professional development activities for teachers are enhanced through training, workshops, etc.

Professional Development Practices in School

According to Mr. Gurung, the head teacher opined that after the training, the teachers can create teaching materials on a computer. Furthermore, most teachers are proficient in ICT in both their official and personal work. They prepare the annual, terminal, and monthly reports and plans on their own computers. They work in Google Sheets, Google Docs, Google Forms, and related tools while implementing several programs. This meant that teachers became familiar with the technology. Teachers were ready to use technology in every school activity, the result of training provided by several educational and non-educational organizations in support of the head teacher. At the beginning of my head teacher tenure, he thought he should be directive and autocratic, but later he adopted a democratic, collaborative leadership style. He always stood up for teachers, ensuring they had opportunities to develop professionally. The way to develop skills is to provide several training sessions and support from the head teacher, which helps them feel ownership of their work. I used to accept the plans and policies prepared by my subordinates in school. Moreover, I never get behind in the process. When they had opportunities from higher-ranking officials, they could also generate knowledge, skills, and funds for the school. So, head teachers' leadership is the most important part for enhancing the professional development of the teachers. Miss Sujina's proficiency in computers is a great example of skill development through ICT training. Mr. Hari's contribution to extracurricular activities are a valuable asset to the school. Mr. Suman was as Mr. Hari, also worked consistently and patience in contributing extracurricular activities in school. Mrs. Rika's dedication to preparing for the examination is quite admirable, aimed at enhancing the school's reputation and prestige, and Mrs. Sita's continuous efforts in guiding the girls in self-defense are outstanding. She handled the students' records in EMIS without any problem. Her smooth work on student record-keeping,

and, moreover, the techno-friendly environment in the school, were really awful and amazing to other stakeholders.

The head teacher's experience and collaboration with teachers play a crucial role in shaping the school environment and teachers' performance. Mr. Gurung analyzed teachers' performance and parents' reactions and grievances regarding school performance. Mr. Gurung, a young and energetic headteacher, is taking bold steps to improve school performance and is popular among students, teachers, and guardians. If the head teacher is notified of the professional development program for teachers, there would be no reason to resist encouraging teachers to attend it. Furthermore, He added on professional development of the teachers as:

My long experience tells me that school activities should be run continuously without interruption in the absence of the head teacher. I have great faith in democratic and collaborative leadership. I have experienced teachers' professional development through training. The progress report of our school has been increasing year by year. We won our parents' sympathy and trust. The number of students in school is increasing, in order even if we enroll marginalized children. Thus, the skillful professional teachers are the quality of our school. They are regular in class and have a strong commitment and determination to achieve the best results in the district. I never harassed the teacher while performing the task. I used to encourage my teacher in various ways, supporting problem-solving, enhancing their professional development, and helping them understand their emotions. The development of a sharing culture among teachers in the school is the most interesting aspect of professionalism development. These activities helped them enrich their knowledge and cooperation among the teachers.

Mr. Gurung feels a connection between professional development and students' academic excellence. He suggests that significant effort is not needed for any positive change. A small effort is sufficient to get new and creative work. A successful teacher can link theory to practice using low- and no-cost materials. Teachers must support in students' group work and encourage the students to develop ownership in their work. Teachers must be creative to foster innovation and critical thinking among their students.

Chapter Summary

This chapter highlighted the narratives and lived experiences of headteachers regarding teachers' professional development in public secondary schools. Through in-depth interviews, observations, and reflective field notes, the chapter unfolded how headteacher narrated and perceived the professional development of teachers in the form of narrative stories. It also elaborated collaborative leadership to enhance teachers' professional growth, pedagogical transformation and overall school improvement.

The narratives of Mr. Sharma, Mr. Pant and Mr. Gautam demonstrated that teachers' professional development was not confined in training and workshop programs alone, but was deeply connected with collaboration, sharing culture, motivation, trust and supportive leadership practices in schools. The findings showed that headteachers played significant roles as facilitators, mentors, initiators and motivators for the positive change in school culture and classroom practices.

Mr. Sharma's story spotlighted sustainable pedagogical transformation through training, workshops, ICT integration, and collaboration sharing culture. He always encouraged teachers to apply innovative teaching methods, student-centered pedagogy, and technology integrated instruction. Furthermore, the narrative of Mr. Udaya Gurung demonstrated how supportive leadership, continuous professional opportunities and collaborative sharing culture significantly improve the classroom teaching, student participation, and academic achievement. Moreover, professional development programs increased teacher's confidence, creativity, teamwork and commitment for educational transformation.

Similarly, Mr. Pant's narrative strongly elaborated on the creation of peace, affection, cooperation and collaboration within the school. The leadership approach he used, promoted mutual respect, collective learning and peer-sharing practices among them. Likewise, Mr. Gautam's narrative focused on increasing teachers' confident, pedagogical competence, and collaborative teaching culture through continuous professional development opportunities. The findings indicated that trained teachers became more creative, innovative, reflective, cooperative, and effective in delivering classroom instruction and supporting students' holistic development.

The narratives of Mr. Dabadi, Mr. Bhusal, Mr. Dutta and Mr. Gurung highlighted the significant role of head teachers in school improvement through

enhancing professional development of teachers. A committed, motivated teacher can bring a significant change in school transformation. Teachers developed their professional skills and abilities through trainings, workshops, and seminars. They learned several skills of classroom management, collaboration in task completion, ICT integration in pedagogy and furthermore they promoted their leadership ability and skills inside and outside of the school. Mr. Dabadi concentrated on teachers' professional development like Mr. Begam's fine dedication in enhancing the use of ICT to the students and the teachers, Mr. Bikram's pedagogical clarity in classroom management and Mr. Bishal's contribution on orientation and motivation of the students, teachers and parents. Mr. Bhusal emphasized the training and workshop for making the strong delivery power of teachers. He highlighted the team work of the teachers and furthermore he focused on the new programs like starting new programs like practical based science classes, and English medium classes in the support of young and energetic teachers. Mr. Dutta highlighted the professional development of teachers through ICT-based classes, involvement of teachers in extracurricular activities, importance of constructing the greenery school in the community, contributing on students' involvement in sports. Similarly, Mr. Gurung promoted democratic and collaborative leadership, supporting teachers in technology, extracurricular activities, integrated curriculum practices, EMIS management in school. Overall, the stories demonstrated that supportive leadership, collaborative culture, training opportunities, providing fair opportunity and teacher motivation contribute significantly to teachers' professional growth, improve learning achievement, discipline, innovation, and overall academic excellence.

CHAPTER V

KEY INSIGHTS AND DISCUSSION

This chapter concludes my research journey. It consists of key insights from the research, followed by a discussion, and concludes with the major findings, my reflection on the whole research journey, and pedagogical implications. This study aimed to explore the teachers' skills development through the head teacher's support in secondary school. The distinguished head teacher has different ideas and techniques for enhancing the teachers' skills. The key insights are describing heading-wise down.

Key Insights

After studying the narratives of the participants, I took some key insight from the study which are mentioned below.

Education Leadership Meant as a Catalyst, Visionary, Determined, and Transformative

The first participant, Mr. Sharma, believed that professional development for teachers leads to sustainable change. As he thought, he provided several opportunities for training, workshops, and seminars to the teachers. Those opportunities made teachers like Udaya, Harish, etc., into perfect teachers, both pedagogically and technically. Moreover, the head teacher himself conducted the training sessions and was involved in several professional development activities for teachers, which brought about a significant change in the school. He served as a catalyst for teachers' professional development. The facilitation of multiple expertise across several sectors at the school made it easier for teachers in their teaching activities. Furthermore, there was a strong immediate response from training participants, and they demonstrated various changes in teaching and learning activities, such as a well-managed classroom, an ICT-friendly school environment, academic excellence, and well-managed academic planning. Also, Mr. Sharma saw good collaboration and cooperation among the teachers, teamwork, and well-confident teachers in the construction of teaching materials, and increased and encouraged dynamism in every teaching and learning activity at school. Furthermore, he experienced sustainable pedagogical changes in his school after enhancing teachers' skills for five years. From the field note of 20th December 2023, I knew that Mr., Udaya's teaching style and

technique was quite different than others, so he became popular among the students. The knowledge gained from various in- and out-of-class sources brought creativity, innovation, and newness to his teaching, keeping him a step ahead of the other teachers. His support and encouragement sparked students' keen interest in reading, writing, and playing within their subject areas.

I interviewed Udaya Gurung to know his professional skill development before and after receiving the professional development training and workshops. When I saw him in the classroom, I noticed his pedagogical skill development, as he used ICT tools in his teaching, and every student was curious and engaged. He used a very soft language with his children, which was a good example of respect and humility. In this way, a teacher's rudeness is not only part of teaching but also creates distance between the teacher and the students. The use of modern technology is an inseparable part of teaching in the present era, and a cordial relationship between teachers and students is an inevitable factor in pedagogical practice. So, I got the magical change in Udaya's classroom. I am seeing transformation not only in teaching pedagogy but also in behavioral change among Udaya's students. Moreover, Udaya became more popular among students than other teachers and was one of the school's representative teachers. According to the head teacher's narration, all the teachers were busy with practical teaching and teaching with fun. He said, "It was the outcome of a nurturing environment, a trusting leadership, and a deep personal commitment to teaching." The head teacher, Mr. Sharma, provided teachers with opportunities for training and workshops and supported their professional development by fostering a cordial environment that nurtured them. Thus, it is not only the story of a single teacher's professional development, but also a great example of sharing, collaboration, building teachers' confidence, initiating innovation, and fostering an original spirit of educational transformation. Mr. Sharma did not believe in directive leadership; he always encouraged teachers to take on team leadership and did not demand complete perfection from them; however, he inspired them through motivation and enhanced professional development.

Mr. Sharma's leadership always focused on empowering teacher's skills and abilities that enhanced the professional development of teachers. He encouraged the teachers to take part in trainings, workshops and seminars to develop academic skills, and innovations. The development of sharing culture in teachers was the one of the awful moments in school which brought the sustainable change in pedagogical

practices of teachers. Mr. Sharma defined professional development as the sustainable change in pedagogy with transformative change rather than transactional one and he determined to construct the teachers' capacity building in teaching. Mr. Udaya was a lived example of teacher professional development through training and workshop. Mr. Udaya became a cartelist of professional development of teachers, host of peer-sharing, user of experiential teaching and learning method and more significantly student booster.

Education Leader Enhances Peace, Love, Collaboration, and Motivation

Mr. Gopal Panta was the headteacher of the marginalized community and he worked a lot on professional development of teachers to enhancing education standard of that community. The head teacher's initiative enhanced teachers' professional development by providing training across different modes and categories. The headteacher used to provide equal opportunities for teachers to participate in several training workshops and seminars. He realized that these trainings, workshops, and seminars give them great encouragement and reinforcement, which has led to various innovations and improvements in their working style. It brought a cordial relationship among students, teachers, administrators, and parents. Teachers could bring new knowledge and best practices from different schools, creating a bright synergy in their teaching in the coming days and motivating students and colleagues alike. As in Mr. Pant's narration, a safe environment for good sharing among the teachers was created, and a habit of collaboration among the teachers was established. The head teacher claimed that love and peace are created and maintained in the school. The social studies teacher, Mr. Ganesh, shared knowledge gained from training and workshops with his colleagues and, during the meeting, several motivational techniques and ideas to make the students more creative and innovative with the students. The developing culture of sharing knowledge and conducting in-house training on training transfer was one of the school's innovative activities.

Moreover, Mr. Pant believed that the support of the head teacher brings love, respect, cooperation, and collaboration, and enhances encouragement and engagement in their work. Mr. Pant stated that the teachers are not only knowledge providers to students but also guardians who care for them and guide them on the path of their lives. Similarly, the head teacher works as the guardian of the teachers. The head teacher could work as an opportunity provider and a good leader to the teachers. Mr. Panta encouraged the teachers to take advantage of opportunities equally and to create

opportunities to share ideas and skills among themselves. Mr. Pant sent Mr. Raghu to a training and workshop on material construction for teaching primary-level students, and provided him with the opportunity to share his skills and ideas with other colleagues, which was a great example of creating a platform for collaboration in teaching. Mr. Raghu, who received the opportunity to participate in a workshop to develop his teaching pedagogies, thanks the head teacher for their great support.

Furthermore, Mr. Pant reported that the teachers' classrooms became more effective than before, with teachers involved in training and workshops, and he became more satisfied with the teachers, who felt proud of themselves as they observed progress in developing teaching pedagogies together. The culture of training transfer to other teachers was a new and quite innovative practice of Mr Pant's school. The teachers were equally supported by their colleagues, who had the opportunity to take part in the training. After returning from the training, the head teacher used to manage the teachers' meeting to share several aspects of the training and workshops. That program gained high value among the teacher colleagues. The head teacher found that teaching is not only a process but also develops collaboration among the teachers.

Mr. Gagan Mahato planned several activities to engage students by forming clubs and assigning roles, which he gained through the training opportunity. As part of the division of work, teachers supported students as assigned, and students actively participated in a club in different roles within groups, learning about collaborative efforts and strengths. Furthermore, several skills were identified among teachers and students, such as leadership, group collaboration, and time management. The program, organized by students on the occasion of World Environment Day, was also a valuable practice in leadership development. They invited several distinguished guests and asked the guests to deliver speeches on students' duties and responsibilities. It was a beautiful scene of student leadership development. The program was short and well-guided and supported by the teachers. Actually, it was a clear reflection of the five-day training Mr. Gagan received. Mr. Gagan shared the materials and knowledges with his colleagues and worked on overall academic improvement of the school. That changes came through the involvement of training, workshop and seminars on him. After the field visit, I observed that teachers' participation in training led to significant improvements in professional development and increased students' leadership abilities and collaborative working skills.

Furthermore, I had the opportunity to observe Usha Madam's class, where she brought joy and happiness to the children, and for some time, she took the students outside to read. She meant to take the students out of the box, and she taught them many more practical, informative things and helped them understand the connection between knowledge and their surroundings.

Increase the Confidence Level of Teachers

The head teacher, Mr. Ramu Gautam, really demonstrated and worked on teachers' skill development. Changes in teachers' teaching methods, increases in students' academic excellence, and teachers' skill in constructing teaching materials are key steps in teachers' professional development. Mrs. Narmada's sharing of her skills with her friends is an admirable way to support teachers' professional development. Her generosity, activeness, creativity, and innovation in teaching are the symbols of newness in her academic tenure. She brought a new practice of co-teaching in the mathematics classroom. That made the good collaborative classes with Mrs. Yokmi. The initiatives of the head teacher enabled Miss Rita to enhance her skills and techniques in creating teaching materials for primary-level instruction. Similarly, Miss Bhawana is a skillful career guidance teacher at Nepal Samudayik School who helped students choose the best career for their future, and she instilled greater hope in them through career guidance classes. So, these training programs increased teachers' confidence and added new energy and synergy among them. At Mr. Ramu's school, every teacher worked in their own way, fostering an innovative spirit. Mr. Gautam's leadership elaborated that a far-sighted headteacher always identifies the problems of teachers, encourages the teachers and supports them for strengthening the professional skills development of the teachers. The head teacher, Mr. Bhusal, guided novice teachers and transformed them into confident, expert educators through mentoring, competition exposure, and training. The head teacher, Mr. Dutta, was strict; however as yet respected among the teachers, with a reputation for discipline and dynamism that has led to recognition of his school at local, provincial, and national levels. And Mr. Gurung began with a directive leader but gradually transformed into a democratic, collaborative, and situational leader. So, professional development had a ripple effect, enhancing teaching and translating into better student outcomes, greater career awareness, and an improved school reputation.

Collaborative, Reflective, and Sharing Culture

At Mr. Sharma's school, teachers increasingly engaged in departmental discussions and knowledge-sharing, and found evidence of a growing professional learning community and of reflective practices. In Mr. Pant's school, the head teacher fostered an environment marked by peace, love, collaboration, and mutual respect. Teachers like Gagan, Raghu, and Usha returned from training not only as lone practitioners but also as agents of collaborative change, initiators of shared sessions, proactive contributors to the enhancement of instructional materials, and bringers of creativity to classrooms. Peer teaching and learning, support teaching increases the teachers confident and good collaboration among the teachers. Mr. Bhusal framed professional development as the combination of delivering subject content, pedagogical clarity, and a reputation among peers and students. Mr. Datta's leadership highlighted the empowerment of teacher mostly depends on training and workshop providing them by the administration and their own initiatives. The practice of decentralization of power by the headteacher is also the matter of enhancing professional development of teachers. Mr. Dutta distributed the responsibilities to the teachers which was also one of the ways to make strong in their duty. Mr. Dutta made a strong base of collaboration and coordination of teachers. Teachers enhanced ICT, pedagogical, and management skills through formal training, which were then institutionalized in practice. According to Mr. Bhusal, success was achieved by forming teams of young teachers, appointing coordinators, and valuing every teacher's idea and respecting their opinions. Mr. Gurung's democratic leadership is based on collaborative engagement among teachers to achieve the goal. He developed a culture of inclusivity, ownership, and self-independence at his school, even though it was located in a rural area with marginalized students.

Teacher Agency and Reflective Practices

Teachers are not passive recipients; moreover, they are sound reflective practitioners who show their behavior through experiment and practice. They are transforming input into context, such that Mr. Udaya was taking the students student-centered approach. Usha took the students out of boxes, she used practical teaching in science that she learned from the training as we found in the narration of headteacher. Raghu led the hand-on activities to his colleagues in creating and constructing the teaching materials. This supports to build a real pedagogical innovation by the continuous interpretation of theories. The teachers found in narratives are the real

cartelists of pedagogical innovation and fostering collaboration such as various departmental activities, club activities and extra-curricular activities. As Mr. Dabadi narrated, the teacher's great passion and dedication to the profession can yield the best results for students, and the head teacher should understand the teacher's attitude and behavior in line with their interest and love for the job, which is a crucial role for the head teacher. During the COVID-19 pandemic, Mr. Dabadi offered online training to teachers. Mr. Begam honed his skills through that opportunity, and he became a renowned master trainer in mathematics in the district. He was representing among the teachers of Nayani School. Moreover, Mr. Bikram was an ex-student of the Nayani School. Mr. Dabadi encouraged and supported him to be a good teacher and prepared a conducive environment in the school for him. The head teacher also supported him in the loan process from the bank for economic support. Furthermore, the head teacher assisted him in pursuing higher academic degrees. Similarly, Mr. Bishal stood as a good motivator in school for the students, he taught the moral values to the students. The headteachers' initiation added the values on teachers' motivation, and in building confidence in teacher. The success of teachers and the school stood on the mild behaviour and tactics of headteachers that makes the certain future of the school. The head teacher-initiated English-medium classes at the school with the teachers' strong support. The unbelievable collaboration and coordination of teachers made it possible to achieve remarkable output from the school. Mr. Bhusal focused on teachers' motivational factors and emphasized building teachers' confidence. The head teacher put more effort into the delivery of power and into the teachers' confidence to improve the school's reputation. Mr. Dutta, the head teacher of Janata School, fostered a culture of cooperation among the teachers. The head teacher gave the ownership to the teachers in the model of decentralization of work, Mr. Dutta distributed the responsibilities to Mr. Raj Kumar, Mr. Bhaba and Mr. Santosh for overall development of school. He provided the several opportunities to the teachers in fair way which clearly showed a good professional development in teachers. And ultimately, it improved teachers' skills, as reflected in the school's various achievements. And Mr. Gurung, the head teacher of Kalika Municipality, who always believes in democratic leadership in school, was, however, a dictator in the beginning. While turning back to his narratives, he distributed leadership across his lower-level designations and departments, and the school's lower units took on responsibilities and demonstrated accountability in their work. The vice-principal, Sita, and other

department heads were seen as quite responsible for their work. The strong cooperation at work and the sense of ownership were evident at school. The strong network of relationships among the principal, vice-principal, departments, and teachers formed a chain of work and strong collaboration in the school, which was a major factor in the school's success. There were no barriers to launching the teachers' innovative work. Several extracurricular activities, the formation of different departments and programs for self-defense, etc., were self-motivated initiatives by teachers. The narratives of several head teachers support enhancing teachers' professional development, though they differ in context. The head teachers provided opportunities for the teachers to develop their skills and capabilities.

The head teacher prepared and supported the development of a good teacher agency, and a sound reflective practice was seen in the narratives of each school. The head teacher had become a professional resource person for teachers across every school, enabling them to enhance their professional development. The work decentralization and power decentralization are the main essence of democratic leadership, and most of the head teachers showed the role of democratic leaders. The head teachers demonstrated their interest and skills in preparing a renowned school in their locality. Most of the head teachers' narratives are similar; however, some differ. Anyway, the head teachers' efforts to prepare the teachers are quite interesting and worth hearing.

Empirical Resonance

Enthusiastic and curious teachers benefited significantly from training, while those who saw it as a burden showed little change in their professional skills. The head teacher encouraged teachers by sending them to training, workshops, seminars, and conferences, and by facilitating peer-to-peer sharing, which helped create a sustainable cycle of professional growth. Mr. Bhusal faced declining student enrollment at his school, so he introduced English-medium classes with teachers' intensive effort. To this end, he trained teachers and fostered ownership by involving them in decision-making. Mr. Datta provided the online training to the teachers for making the habit of reading to the students during COVID-19 pandemic. He supported to buy laptops to the teacher in conducting the online classes. So, it enhanced the professional skills of teachers. Gurung, distributed tasks to the teachers based on their skills and capacities and provided them with equal opportunities, including ICT integration in the school, participation in extracurricular activities,

implementation of an integrated curriculum, and training in self-defense, to promote professional growth among teachers. Teachers who took a keen interest in their responsibilities benefited; however, some others experienced a slow pace of change. Mr. Gautam, established the culture of sharing of knowledge, co-teaching in the classroom through the support of Mrs. Narmada. It gave her colleagues in the school new teaching experiences. Mr. Dabadi, the head teacher of Nayani School, trained national-level trainers at his school, and many more professional development activities were launched there. He observed the teachers' skill development and professional development from close and expressed his ideas for developing the school environment through trained teachers and their creative, innovative ideas. Mr. Pant provided the several opportunities and facilities to all the teachers in his school. Mr. Gagan implemented project-based learning for students and took them to several historical and religious sites. He gained practical experience in school to make practical-based teaching for the students. Mr. Sharma experienced several teachers and their contributions to teaching and learning activities, as Mr. Udaya showed the real picture of students' improvement in different examinations. Mr. Sharma narrated that the use of ICT in the classroom, collaboration and cooperation among teachers, and the provision of several opportunities for training, workshops, seminars, and conferences supported the enhancement of teachers' professional skills. Mr. Sharma narrated classroom management, use of teaching materials and pedagogical shift in teachers through his colleagues. He grabbed the opportunities from external sources and he himself showed proactiveness in providing the training and workshop opportunities to his co-workers.

Challenges at Schools: Work Consistency and Sustainable Pedagogical Change

Mr. Datta faced a great challenge in pedagogical shift and transformation in school education because of the heavy load of class and lack of accountability in teachers. Mr. Gurung initiated the various activities with the help of colleagues like formation of different clubs and students ownership building program. These activities helped to construct a strong institutional culture in his school. Moreover, teachers felt responsible for their tasks: Sujina balanced teaching and accounts, Rita ensured confidentiality, and Sita organized self-defense training at no cost to the school, thereby deepening their commitment to consistency and sustainability. And in the same way, the success was closely tied to the strict, visionary leadership of Mr. Datta, and the progress relied heavily on his motivation and oversight. Mr. Gurung

believed that the belief lay in good leadership, as activities continued in the absence of a leader who ensured successor preparation, as with Hari to Suman. Most headteachers focused on continuous evaluation and classroom-based rubrics to enhance students' engagement and progress.

Narrative as Leadership: Storytelling as Strategy

The head teachers are the leaders of the school, and their strategic role depends on the school's improvement. Along with it, teacher professional development is supported by the head teacher's leadership. The seven head teachers' leadership styles are distinct from one another, with unique features, and they have carved out different professional development paths for teachers. The headteachers leverage real stories of teacher transformation to embody leadership values, communicate vision, and convey the impact of professional development. This narrative is a good example of teachers' professional development, demonstrates professional values, is an inspirational story for everyone, and presents a bright vision of innovation and collaboration between the head teacher and the teachers. This narrative parallels the institutional storytelling, which is used to effectively share social values, norms, and perfect knowledge. The interrelation between democratic leadership and teacher professionalism supports increased enrollment, strengthened parental trust, and enhanced school community reputation.

There is diversity in the focus of headteachers on teachers' professional development, as Ramu Sir focused on building teachers' confidence. Sharan has explained the professional development as a positive attitude and vision. Mr. Sharma put forward the logic for the sustainability of pedagogical change for teachers, namely, professional development for teachers. Mr. Bhusal believed that sound content delivery, pedagogical clarity, and recognition are essential to teachers' professional development. And other headteachers agreed that innovation, collaboration, career motivation, and school reputation should be the focus of teachers' professional development. Almost all the headteachers expressed their ideas on collaboration as a core strategy, like peer learning, co-teaching, sharing workshops, and collective decision-making. This research showed that professional development is always connected to student outcomes, school reputation, and community trust. On the other hand, some challenges were identified, including teachers' resistance, training as a burden, a lack of intrinsic motivation, and the difficulty of sustaining changes over time.

The above narratives concluded that the role of leaders should be a catalyst, a change seeker, a dream maker, farsighted, and contextual and dynamic. The high-performing school demonstrates strong coordination and collaboration in achieving the new goals. A leader always shows the path to followers and provides support when they need it. Teachers got several opportunities for professional development from the head teachers in the above-mentioned stories. Several training, workshop, and seminar programs enhance teachers' professional development, as evidenced in the narratives of head teachers. Moreover, it has brought significant changes to teachers' skills and caliber, as well as to the school environment. This collaboration brings togetherness, harmony, and great motivation among the teachers. The strong bond among the teachers and the students fosters innovation and creativity in their work and performance. Different programs held in school influences from the leadership of the head teacher and the coordination of teachers. The head teacher encourages teachers' confidence and support to increase students' generosity and curiosity.

Furthermore, the head teacher helps develop ownership and accountability among teachers and supports efforts to encourage innovation and better achievement. Moreover, I found a strong culture of sharing among the teachers, and they were working on collaboration, reflecting on the past, and walking together toward achievement at present with innovative ideas, which I found quite wonderful and interesting. Along with it, a strong culture of teacher agency as a sharing culture, co-teaching, a supportive system, collaboration in generating new ideas, economic and academic supports, etc., was found. And professional development heavily depends on the consistency of stakeholders' efforts. This consistency supports the sustainability of school development, teachers' professional development, and excellent student outcomes.

Discussion

Ahmed et al. (2021) have argued that in-service teacher training sessions enhance motivation and develop teachers' professional skills. (Hawk, 2020) has advocated that traditional training methods have become ineffective in developing teachers; teachers should be prepared to be skilled, able to direct students in this modern age. The narratives of head teachers provided powerful insights into teacher professional development through training and workshops. Many examples of professional development for teachers are provided by head teachers. Mr. Sharma

supported to Mr. Udaya in achieving the students' learning proficiency by introducing the creative and innovative ideas. Mrs. Narmada collaborated to her friend Mrs. Yokmi in co-teaching. Luesse et al., (2022) have argued that there is the positive relationship between teaching and material used, and it gives the professional height of teachers. Mr. Narmada used the teaching materials and skills with her friend Mrs. Yokmi, to make teaching more effective and efficient, which she enhanced through opportunities provided by her head teacher. These activities enhanced and strengthened Mrs. Narmada's confidence and capacity to adapt to the new teaching environment. Gul et al. (2025) argued that professional development training for teachers can bring a new shine to them if they implement and reflect on the training and workshops provided. In the above narrative stories, the head teachers supported the teachers to develop the skills though involving in training, workshops, seminars, and conferences, and the head teachers themselves internalized the development of teachers' skills. Supiani et al. (2025) have mentioned that the teachers are showing much interest in the implementation of information and communication technology in their professional development through online. The head teacher, Mr. Dabadi, encouraged and provided opportunities for teachers to conduct programs on an online platform, which brought significant technological change to the school and to teachers' teaching and learning activities. Similarly, the head teachers also brought significant changes to the school through technology. Romorosa and Ugang (2025) have concluded that for teacher professional development, there should be addressed in teachers' continuous learning and growth and fostering professional collaboration through updating on relevant fields and full of content knowledge and pedagogy, improving students, and achieving the professional standards. The teacher of this modern age should be well-equipped and skillful, which they can obtain through training and workshops. Bélanger (2011) has mentioned that "learning is a form of self-actualization(p 36). So, learning from several sources can lead teachers to self-actualization. Skilled teachers can find themselves in a state of self-motivation and reach a new height of confidence (McLeod, 2026), which is closely connected to the theory. The several efforts of teachers in the narratives of head teachers showed the way to reach self-actualization for the teachers. The government, whether it is local, provincial, or federal, has to facilitate professional development activities of teachers to uplift the education standard of secondary school (Adiele & Abraham, 2013). This theory has been linked to teachers' work performance, as mentioned in the narratives.

Mr. Udaya made his classes more effective and sound after taking training and workshop. Charokar and Dulloo (2022) has concluded that the self- oriented learning practices might enhance and develop the teachers' potential transformational learning. Mr. Udaya made a proactive and transformative classroom environment which emphasized the collaboration of teachers and outstanding achievement of students. The results of the results showed that a successful school depended on the hard work of teachers and the swift response of the administration, and had community ownership at every step of the school. Similarly, Mrs. Narmada created a quite different environment in the school and fostered a conducive relationship among colleagues; they sought new possibilities for teaching and learning activities. The process of developing leaders and creating an environment that is favorable to learning is fueled by the energy thus released. When this is the case, professional development becomes a crucial component that makes teachers more skilled and effective (Ghamrawi, 2013). The head teacher's initiatives in providing training and workshops enhanced teachers' skill development. Narmada Bhandari, a mathematics teacher, has experience with co-teaching in school to provide intensive support for students in mathematics. It was also a reflection of the training, workshops, and seminars provided by the head teacher. Nunley (2020) has argued that educator preparation programs, such as training workshops, prepare teachers for their first classroom experience but not for unforeseen circumstances. Have concluded that effective professional well-being through the actual practice of teacher professional development programs is required for teachers' professional development. There is a close relationship between the feedback on what teachers learnt from their professional development activities and the extent to which they valued them (Krasniqi & Ismajli, 2025). Educator preparation programs for novice teachers equip them to be effective classroom teachers in both known and unknown situations. Most narratives from head teachers highlighted the teachers' exposure through several workshops and training, and the training platform was made transferable to the teachers. Gagan Mahato, the teacher at Rastriya Madhyamik Vidhyalaya, worked with several student clubs and groups to promote innovation and overall student development, which was made possible by the training and workshops they received. That environment fostered a cordial relationship among the teachers and a shared culture. The narratives of head teachers provided new consents for other head teachers and educators to apply mutual collaboration within the school and to internalize these

findings in school policy for the upcoming days. Furthermore, Bélanger (2011) has been argued that “A key aspect of constructivism is cognitive conflict, which is described as a vector of learning. Within the constructivist paradigm, 'learning is a self-regulating process' when facing a disturbing or unfamiliar situation (p 28). So, this constructivist theory is clearly evident in the narratives mentioned above. Providing teachers with training and workshops created a strong cognitive conflict, leading to the construction of new knowledge in their classes. The conflict between the traditional teaching method and the new context created an innovative and creative teaching method, supplying a new version of the idea in teaching, which has been seen in several narratives of head teachers. Participants in training and workshops also generated many more ideas and innovations in their school. The constructivist theory was implemented in the classroom teaching after the teachers received the training and workshops. The narrators found the difference in the classroom of the teacher before and after the training and workshop they received. So, the theory of constructivism supports to this research. (Kowalczyk-Waledziak & Underwood, 2023) have concluded that teachers saw international communities as a special platform for their professional development because they offered multi-layered topographies for professional growth, enabled the collective organization of development activities in diverse, autonomous teams working on difficult topics, and allowed for the sharing of teaching stories, reflection on practice, and feeling affirmed/affirming others.

Gul et al. (2025) have mentioned that powerful pedagogical skill sets, the ability to influence teachers' practices, and the potential to improve teaching and learning both inside and outside schools are characteristics of teacher leaders and head teachers. So, the dynamism of a head teacher in a school is always an important aspect of teachers' professional development. The head teacher's creative and innovative ideas play a vital role in teachers' pedagogical development. The opportunities provided to teachers for their skill development are the most essential part of the head teacher's leadership. The narratives of head teachers highlighted their strong leadership in teacher professional development. They provided several opportunities for teacher training and workshops. The farsightedness of the head teacher can transform the school environment, as reflected in head teachers' narratives. The head teacher's patience and insightful guidance to the teachers can influence pedagogical clarity and harness the teachers' energy.

Madel and Zimmerman (2025) have concluded in their research that reflective teaching, teamwork, and professional development are among the perceived benefits, indicating that organized peer mentorship can improve communicative language proficiency and instruction, and possibly support teacher retention initiatives. So, reflective practices in teaching, teamwork, and collaborative work develop a teacher's proficiency and capacity. Mentorship is essential for teaching activities focused on communicative language proficiency and for several instructional and pedagogical innovations. While mentoring students, the teacher should practice reflection and teach students to work in groups and teams. The mentor teacher should encourage the students to collaborate on tasks. This collaboration builds deep brotherhood and friendship among students, reduces competition, and increases togetherness. Social harmony and helpfulness will increase in students' behavior.

Mazurek et al. (2021) have stated that “peer-evaluation to a more collaborative teaching development process grounded in pedagogical theory, consisting of both peer-evaluation and self-reflection, has the potential to be useful for faculty and academic staff working in higher education” (p. 110). So, the practice of peer teaching grounded in pedagogical theories can help teachers develop their skills. Mrs. Narmada practiced peer teaching and peer evaluation, which made students more skilled and tactful in classroom teaching. Those practices were experienced after training organized by the district education and coordination unit. Similarly, teacher collaboration is a good example of peer learning, which clearly enhances teachers' professional skills. Mrs. Rita Timalisina, Mr. Gagan, Mr. Raghu, and Mr. Udaya conducted the training programs for their colleagues in the school. According to the narratives of head teachers, almost all the trainees shared what they learnt with their colleagues. And also found that almost all the head teachers were interested in participating in the training programs for enhancing their professional development. The head teachers supported teachers in skill development, fostering a creative and innovative environment at the school. The participatory classes, peer-teaching classes, and teachers' collaborative efforts in the classroom are among the most beautiful practices of the several head teachers who participated in storytelling. Anyway, the support of head teachers created a cordial atmosphere for collaborative teaching, co-teaching, peer teaching, and teacher coordination.

All the head teachers led the subordinates by nurturing, however, not by commanding. Their leadership enhances teacher agency and pedagogical innovation and increases responsiveness in their tasks. Enhancing the professional development of teachers like Narmada, Rita, Bhawana, etc. ensured long-term progress and improvement of teachers in the school. Mr. Bhusal nurtured a novice teacher Bipin, who demonstrated different science lessons practically. This practical work made him well-known in the district. The full support of young teachers began a new chapter of English-medium classes in school. The decision gave the new life to the school. Furthermore, Mr. Bhusal demonstrated himself as a democratic leader among the teachers and the school management committee while doing key decisions, fostering ownership, trust, and shared accountability.

Bélanger (2011) stated that behaviorist learning theory is applied in health and training to enhance quality in adult education and training. The above narratives are also connected to the theory of behaviorism. Several training and workshops equipped the teachers with skills and supported their development for further improvement of the schools. These activities enhanced the quality of the school, and the overall positive changes observed were consistent with the teachers' narratives. These trainings and workshop carved the teachers' behaviour and potentiality and moreover provided a great strength the institutional longevity.

Professional Development from Trainings and Workshops to Transformation

Altas and Babacan (2025) have concluded that training is the crucial factors to enhance the professional development of teachers and it encourages to gain new knowledge, openness, and confidence, however it is not sole factors for professional development. In narratives, I found that the true impact is unfolded when teachers, like Udaya, become change agents- leveraging learning through sharing, adaptation, and contextually relevant application. The selection of the right teacher by head teachers in training is the main focus for enhancing teachers' professional development and improving the quality of the school, thereby maximizing a positive impact and hopeful outcomes. The trained and experienced teacher could be a valuable resource for the school; however, some teachers' resistance highlights a hindrance to teachers' professional growth. At the same time, an extrinsic motivation, such as training, is needed to encourage teachers' intrinsic motivation. Training is effective only when teachers are willing to do some new things and adopt new teaching methods.

Moreover, Razak et al. (2023) have concluded that the several digital equipment may be effective to produce professionally skilled teachers by integrating digital learning to curriculum which helps in implementation of digital learning in public schools. It helps refine and redevelop the school's strategic and other planning. This digital integration is possible on the teacher's efficiency and strength, which can be obtained through teachers' training and workshops in public schools. In the above narrations, most schools are moving toward digitalization, with teachers receiving training, workshops, and seminars that have made them skilled and resourceful in the digital field. Miciulienė (2023) has concluded that the outcomes of teachers' professional development include sharing and exchanging knowledge through training transfer sessions with their colleagues and supporting their colleagues in the field of teaching. Several narratives found that teachers used opportunities provided by head teachers to organize and conduct formal and informal knowledge-sharing programs in school. The opportunity distribution to the teachers in schools is found to be awesome and interesting in the narratives. Several schools transformed through teacher trainings, workshops, and seminars, and the eagerness of the teachers, their collaboration with colleagues, investigating the new methods, skills, and creative work in the related field, and are ready to learn as teachers. Moreover, the rigorous implementation of concrete planning in collaboration and coordination among teachers was a factor in the school's dynamic growth and development.

Narratives of Participants Shows as the Anchors for Change

The micro-level observation of the headteacher on teachers' professional development brings a positive and durable transformation in teachers, that enhances through the pre-observation of teachers, development of support system, clear feedback system and post-observation of teachers (Chaula et al., 2024). The narratives of head teachers were the growth function as communal resonance, with greater lasting impact than abstract directives. This narration emphasizes that the leadership support is not only a short-term action in enhancing the professional development of teachers, but it is a long journey of support, collaboration, and the development of culture. Kurteshi and Rrustemi (2025) have mentioned that the investment in professional development of teachers, programs regarding sustainability, and a strong structure are to be made by the school and policymakers. So, the environment of the environment should be strengthened across all aspects of development. Leadership development, professionally developed teachers, physically strong schools, and

technically developed schools are envisioned for sustainability. Mr. Dutta proposed to make a greenery school and he distributed the responsibility to the teachers. This showed the ownership development of teachers and support mechanism of administration to the teachers for the sustainable success and recognition of the school. The responsibility distribution sports, academics, and extracurricular activities worked as the strong pillars of the schools and furthermore, it developed the professional skills of the teachers. The project-based and problem-based teaching and learning showed the shift in pedagogy from traditional to modern, transformation of teacher-centered to student-center teaching method, and mostly lecturing to interactive. And teacher was able to teach student by integrating ICT into pedagogy. However, the Nepali public school is still suffering with the problem of work load of teachers, low responsibility and accountability of some teachers and some teachers' traditional perception about change in education. Sacote-Labadan and Tantiado (2025) have concluded that the school leaders should adapt the practice-based learning that easily promotes the professional development of teachers. Similarly, Mr. Gurung's story demonstrates the transformation of leadership style as essential for school development. By shifting from autocracy to democracy. Yang and Chang (2024) have mentioned that the development of learning community in school initiates the professional development of teachers and reflects the positive impact on the professional skills of teachers. The above-mentioned narratives brought the confidence level of teachers, and creates an academic environment in school which enhanced the accountability and ownership development of teacher.

The narrative of head teachers were found that from the manual record-keeping and traditional teaching methods to ICT-based teaching and accounting, showing resilience and adaptation during COVID, several clubs and creative programs enriched student experiences, developing leadership among students and sustaining innovation, professionalization of assessment through EMIS and ICT improved credibility and efficiency, and teachers training on the integrated curriculum and girls on self-defense showed inclusivity and empowerment. The narrative story shows the connection between ownership and accountability in teachers. Moreover, teachers are not the receivers of information from leaders; however, they are more responsive to achieving results. Furthermore, leaders should be patient and careful when distributing responsibility in the school. In marginalized settings, balancing

resources with innovation can be high, but the story shows that even small, low-cost initiatives can bring significant change.

Contexts Matter

Bekkouch (2024) has stated that the marvelous quality of professional development is required to enhance teachers' performance, and many research papers have shown that rigorous engagement in the learning experience increases students' learning effectiveness; for that reason, progressive teaching methods are required. So, continuous efforts to develop learning experiences for the specific task are needed in a progressive teaching method. In the narrative of Mr. Gurung, the autonomous and tactful strategies made him a quite successful leader in his school, and his unwavering effort kept him at the top of success. Courtade et al. (2017) have mentioned that the training consisted of practical-based events in different subjects, supported the classroom environment, and enhanced the academic performance of the rural classrooms where the coaches were trained and supported. Given the alignment between Mr. Gurung's school and the above-mentioned scholarly research, teacher training was the most supportive activity for creating a conducive school environment and developing professionalism among teachers.

Despite limited resources or marginalized settings, both headteachers demonstrate how localized, relational leadership can overcome barriers and drive academic and cultural transformation. Akram et al. (2024) have mentioned that the head teacher has the leading role in enhancing professional development of teachers by providing them with several training programs to sharpen the teachers' skills. So, the head teacher created an environment of co-teaching, sharing sessions, and department-level discussions that encouraged innovation, creativity, and accountability. Mr. Bhusal's definition of professional development beyond training attendance was the actual classroom delivery, clarity in pedagogy, and recognition by the school community, and his philosophy of treating the school like a family strengthened collaboration, motivation, and harmony.

Chapter Summary

This chapter elaborated key insights from the research on teacher's professional development through the support of head teachers in public secondary school. The findings show that effective head teacher act as catalysts, visionaries, motivators, and transformative leaders who create opportunities for the teachers providing training, workshops, seminars, mentoring, ICT integration, and

collaborative practices in school. These initiatives developed teachers' pedagogical skills, confidence, leadership abilities, classroom management, and innovation in teaching pedagogy, ultimately improve school performance.

The narratives show that the professional development flourishes in schools where there is collaboration, trust, reflective practices and democratic leadership. Teachers' demonstrated more active in sharing knowledge, co-teaching, peer-learning, and several leadership activities after receiving headteacher's supports. Headteachers such as Mr. Sharma, Mr. Pant, Mr. Bhusal, Mr. Dutta, Mr. Dawadi, Mr. Gautam and Mr. Gurung fostered culture of teamwork, ownership, accountability, and motivation among teachers. Teachers who participated actively in professional development showed high degree of innovation, discipline, ICT integration with pedagogy, student-centered innovative pedagogies, stronger relationships with students and other teachers.

Moreover, this study identified challenges in school such as heavy teaching loads, lack of accountability among some teachers who are not serious in their professional development, and difficulties in sustainable change over time. Overall, this research concludes that supportive, collaborative, and visionary leadership plays a vital role in enhancing teachers' professional growth, sustaining school improvement, enhancing students' achievement, and building trust in school community.

And the discussion highlights the important role of head teachers in enhancing teachers' professional development through training, workshops, seminars, mentoring, and collaborative practices. Drawing on several scholarly studies and the narratives of headteachers, the study reveals that professional development enhances through teachers' pedagogical skills, confidence, creativity, ICT integration, teamwork, and classroom effectiveness. Several headteachers in narratives supported teachers by creating opportunities for learning, co-teaching, and reflective practices. Teachers like Udaya, Narmada, Gagan, Raghu and others transformed their teaching approaches after participating in professional development activities. The discussion further joins the findings with theories such as constructivism, behaviorism, self-actualization, and reflective learning. Teachers develops innovative, student-centered, and ICT-based teaching methods through continuous learning and collaboration. Peer learning, mentoring, training transfer, and teamwork fostered strong professional learning communities in schools. The narratives also demonstrated that democratic

and supportive leadership encouraged teacher agency, accountability, ownership, and sustainability for school improvement.

However, challenges such as teacher resist to change, heavy workload, limited resources, and sustainability issues were also identified. Overall, the study concludes that visionary and collaborative leadership, together with continuous professional development opportunities, plays a crucial role in transforming teachers, improving students' achievements, strengthening school culture, and enhancing institutional growth.

CHAPTER VI

CONCLUSION AND IMPLICATIONS

This chapter includes the conclusions and implications of the research, drawn from the narratives. This chapter concludes with the core observation of several head teachers on the professional development of their teachers and colleagues.

Conclusion

The headteacher's leadership plays a pivotal role in professional development, as research indicates, by setting the tone, providing opportunities, and ensuring accountability. By empowering the teachers, institutionalizing practices, and building a collaborative culture, professional development has directly translated into improved student learning outcomes and school recognition. Yet, systematic challenges in teacher workload and accountability remain barriers to the full realization of reforms. The narratives of these seven head teachers consist of different training programs they provide to their subordinates and teachers to support their professional development. These trainings and workshops sharpen teachers' skills and provide new ideas to enhance students' skills and qualities. Mr. Udaya builds a bloodline in his profession with the support of his head teacher, Mr. Sharma, who supports his teachers with a new idea of teaching through training and workshops, and brings his school colleagues together in a circle by developing a forum for a knowledge-sharing culture among them. This process indicates a system of teachers' skill development in the school, which is possible when the leader becomes flexible in supporting teachers. Mr. Raghu was provided with several teaching ideas through training and workshops, with the direct support of the head teacher, Mr. Pant, even though the leader noted the teachers' eagerness and curiosity. However, those teachers who participated in training, workshops, and seminars increased their skills and abilities in their teaching profession. Mr. Raghu initiated collaboration with other colleagues, making the school distinct from the Municipality. The formation of several student clubs at school was Raghu's most notable achievement, and Gagan's efforts there could not be overlooked. All these activities have become possible because of the head teacher's open and big-hearted nature; they would not be possible unless the head teacher is a change-seeker in the school. Mr. Gautam provides opportunities to his teachers, Mrs. Narmada and Miss Rita, which brings a significant

change in their profession and the school. Mrs. Narmada adds a new dimension to co-teaching and makes a great effort in collaborative teaching. Miss Rita has proficiency in teaching materials in school. She does not keep her skills within her rather than sharing the skills with her colleagues. With the teachers' collaboration, the school reached a certain level of academic achievement. She teaches her school colleagues, too. Mr. Dabadi, the head teacher of Nayani Secondary School, provides the opportunity for training and workshops. Those opportunities add value to the profession of teaching and help teachers gain expertise in their field. Mr. Begam becomes the master trainer in mathematics; his popularity helps to enhance the skills of other teachers from different schools. Mr. Bishal, a teacher of Nayani School, is supported by the full support of the head teacher, both in study as well as in the sense of job. Mr. Bishal was an ex-student of Nayani School; with the support of the head teacher, he was appointed as a primary-level teacher of that school. With the care and support of the head teacher, he has the opportunity to attend training and workshops and to further his qualifications and expertise in teaching students. So, the head teacher becomes a path-maker in Bishal's life, which is the most powerful example of professional development for teachers.

Mr. Gurung's narrative concludes that democratic and collaborative leadership is key to sustainable professional development. By empowering teachers with responsibility, training, and trust. Mr. Gurung creates a culture of accountability, innovative teaching techniques, and sustained effort, which always keep the school a step ahead and enhance teacher professionalism, improve students' achievements, strengthen parental trust, and strengthen the school's identity in society. His leadership shows that, whether the school is located in a marginalized area, it can thrive when teachers' professional development is tied to ownership, accountability, and consistency. Along with it, his model is collaborative, democratic, inclusive, and sustainability-focused. Similarly, Mr. Dutta's leadership style is visionary, structured, achievement-oriented, and accountability-driven. His resilient leadership works even in difficult situations, such as COVID-19, and also creates new synergy in normal situations. He excels in every aspect of school life, so he develops academically and in other extracurricular activities. The moment of achieving the first prize in the presential running shield every year is a great achievement. Mr. Datta gives credit for all his achievements to his teachers, and he openly appreciates them and their efforts and contributions. In his narrative, he supports teachers equally in providing training

opportunities, workshops, and seminars, and evaluates them impartially. Thus, those activities identified the school as one of the schools with evidence.

Mr. Bhusal's leadership demonstrates that professional development is inseparable from visionary school leadership. His focus on content mastery and pedagogical clarity, as well as on teachers' professional reputation, is ensured through participation in training and workshops. The impact of these trainings and workshops has translated into classroom teaching and learning. The teachers' initiation and encouragement, along with several trainings, help reduce the decline in students' enrollment in school, as verified in Mr. Bhusal's narrative. The visionary leadership offers a new vision for the school's growth, and the school has found new life through the collaborative efforts of the head teacher and the teachers. The unbiased performance of the head teacher in providing teachers with opportunities is one of the key factors in the school's success. The transformation from the declining number of students enrolled and traditional structure of teaching way to the leading organization in the community and providing significant outcomes and results for the students is a milestone in the above-mentioned schools, which proves that strategic, teacher-centered leadership, output-oriented leadership, and locally sustained leadership can achieve and sustain school excellence.

So, visionary leadership from the head teacher is a key factor in teachers' professional development, providing training opportunities, encouraging collaboration, and valuing formative assessment collectively to foster a strong culture of professional growth. The professional growth builds teachers' confidence. Teachers' confidence and capacity directly improve students' learning outcomes and enhance the school's reputation. Moreover, these trainings play an important role in teachers' professional development, and they report better academic performance than in previous years. Thus, the head teachers' initiative plays an important role in enhancing teachers' professional development by improving their skills through training and workshops. However, the effects of training and workshops are found unfair and unequal, in fact, it depends on the teachers' mindsets, the perceptions of trainees and positivity towards the subject matters of the trainings.

The seven narratives seven headteachers of public Nepali school shows the professional development of teachers is context-based and shaped with headteachers. The personalities of each headteacher and their values, challenges and practices were unique and different. Although the participants had different practices and

approaches, all the participants agreed that the teacher's professional cannot disconnect with the school improvement and students' academic achievement. The main take away of this research is the teacher professional development is not a coincidence, however it is the result of good collaboration among the teachers and headteacher, culture backed and culture-oriented leadership and teachers' internal self-encouragement for sustainable professional growth of teachers.

Implications

The narratives of several participants mentioned above provide a meaningful insights and implication for the different stakeholders. They are mentioned below.

For Headteachers

A headteacher should be active and innovative in creating the conducive environment of teacher professional development of teachers. They should create the opportunities of collaborating with colleagues and institutional collaborative practices. Professional development is most crucial when it is connected with the school vision and mission like teacher empowering, pedagogical shift and launching new programs in school etc. Several leadership styles are in action differently; however, school vision and mission directly align with the professional development of teachers which encourage the confidence, self-esteem, pedagogical clarity, powerful delivery, sustainable academic development of teachers. Moreover, Headteacher must be a change maker of system and he/she should act as a facilitator of professional development of teachers and do advocate on school priorities with its strength, building ownership and creating a culture of sharing and its application. So, it can hope the sustainable growth and responsible service from the leadership of headteacher.

For Teachers

In school, professional development fosters an encourages of development, dynamic change in pedagogy, open and understandable environment by everyone and others. The teachers' participation in training, workshop, and seminars can maximize the professional growth of the teachers. Furthermore, the formation of collaborative culture and knowledge sharing with colleagues increases the professional growth in teachers. The theoretical bases is not alone sufficient for professional development of teachers rather than distribution of opportunities, providing recognition and their responsiveness in their work. And the headteacher motivates the teachers by

providing ownership and responsibility for developing innovative teaching ideas and styles.

For Policy Maker and Training Providers

The organization which provides the professional development training to the teachers should integrate the program into the related field. The training provider organization should spread the programs to the teachers in several sectors in school education that will give the long-term effects on the professional development of teachers. However, the same kinds of training and workshop do not have the equal impact. So, the training provider and policy maker must pay attention on localization of subject matter which could understand the common problems of the teachers and coherence to the vision of the school. For teachers' professional development, government schools should have sufficient staff and a clear system of accountability to teachers. These things can be obtained by sharpening the teacher through training in related areas. These trainings and workshops empower teachers and enable them to acquire professional skills. It is necessary to adapt the leadership context, and its flexibility supports healthy professional development for teachers.

For Schools

A culture of sharing and collaboration multiplies the benefits to the teachers and ultimately to the school, which could be obtained through teachers' training and workshops. Ownership building and collaborative decision-making can turn students' challenges into opportunities for innovation. Embedding collaboration, peer learning, and recognition systems ensures that training outcomes spread across the institution. Institutionalizing teacher professional development through departments, training transfer, and collaborative clubs ensures continuity beyond individual leadership. In school, training must be followed by application and ownership, such as ICT training that can be integrated into teaching, EMIS, and records, which ensures lasting transformation. Professional development should be made part of the school's culture. Schools should include training programs, workshops, and seminars for teachers, and, together with this, the head teachers should delegate responsibilities to the teachers. Well-trained and confident teachers can improve academic excellence and shape students' careers and holistic development. The confidence, pedagogical clarity, skills, and creativity of teachers lead not only to good student grades but also to holistic student engagement in their studies. These advantages for students, including the quality of teaching, career guidance, and a nurturing environment for children,

provide an ultimate contribution to the community and society through the school. Student learning and parental trust increase when schools adopt a collaborative culture where teachers are motivated, accountable, and professionally skilled.

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