Differentiating the Principals' Leadership Behaviour in High and Low-Achieving School of Nepal: A Quantitative Study

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Abstract
School principal leadership plays a significant role in school success, through its effects on teachers' perception, attitudes, and behaviours. However, the knowledge of how teachers and principal themselves perceive the principals leadership behaviour in high-achieving school and low achieving school in least develop country like Nepal is very limited. Most existing evidence focuses on developed country that are no the results that can be apply in least develop and developing countries, which why we lack solid operative knowledge on teachers perception on leadership behaviour in high-and low achieving schools of least develop country. This study seeks to address this lacuna. This quantitative study examined and compared the leadership style of high-and low-achieving school's principal that serve socially and economically disadvantaged population through the perception of the teachers and principals themselves. Leadership Behaviour Inventory Questionnaire (Green, 2006) was administered to 547 teachers and 12 principals of six nationally awarded high- achieving schools and six low- achieving schools of Nepal. The finding revealed that teachers in the high-achieving schools consistently viewed their principals' behaviour more positively than did their counterparts in the low-achieving schools. High-achieving school principals exert influence on teachers. The study also found that principals in high-and low-achieving schools had minimal differences in how they perceived their leadership styles in regard to thirteen core competencies.
Keywords: school principal, teachers, leadership, high-achieving school, low-achieving school, student achievement

Introduction

The unique characteristics of the successful schools are correlated with student achievement (Lezotte & Jacoby 1990; Trujilo, 2013) and one of the reasons for a school to be or become successful is strong leadership (Glickman, 2010; The Guardian, 2013). The school leadership is not located in the principal alone but in a web of relationship. The school principal plays the central role in establishing and maintaining their school's culture. The school culture played the mediating role in learner behaviour and more significantly occurs in a socio-economically deprived context in a developing nation (Smith & Amushigamo, 2015). The opportunity to increase student achievement lies in school culture and principal leadership (Wilhem, 2016). Day, Gu, and Sammons, (2016) revealed the new empirical evidence that schools' abilities to improve students achievement and sustain effectiveness over the long term depend on principals and assistance principals ability of sympathetic and diagnosis of the school's needs and their application of clearly articulated, organizationally collective educational values through multiple arrangements and accumulations of time and context-sensitive strategies that "layered" and gradually embedded in the school's work, culture, and achievements. Principals have an indirect (rather than direct) effect on school performance and students achievement, as they shape the school's internal processes, climate, relationship and resources (Hallinger & Heck, 1996; Korkmaz, 2007; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Nettles & Herrington, 2007; Wiley et al, 2018). The strong and effective Leadership in schools is seen to be at the hub of transforming values into action, visions into realities, obstacles into innovation, separateness into solidarity, and risks into rewards (Kouzes & Postner, 2007, cited in Smith and Riley, 2012).

For over a century, we have questioned whether Nepalese public school leadership, management, and administration effective or not. The pass percentage of school leaving certificate examination of Nepal in 2015 was 47.43, the highest pass percentage in four years. The failure rate was higher in Mathematics followed by Science and English (Ministry of Education of Nepal, 2015). Many Nepalese public schools are failing to maintain the minimum level of student achievement. Sixty-seven per cent of students from the public school system failed their School Leaving Certificate (SLC) examinations (Teach for Nepal, 2015). When examination system moved to the grading system, following the eight amendments to Education Act-1972 on June 29, 2016, which restructured the school education, the School Leaving Certificate (SLC) examination held at the end of grade 10 was renamed as SEE. Out of 462136, only 12,284 students obtained 3.65-4 GPA in SEE examination 2017 (Kathmandupost, 2017). The educational plans, including the interim plan for 2013-2015 clearly identified the huge wastage of the public resources invested in education.

The failure is more common than success in School Leaving Certificate (SLC) examination. To make matters worse, 6.3 million students started their educational careers from public schools and serve mostly poor and minority students, exacerbating the poor quality; lower pass rates, high level of repetition (Mathema, 2007).

The unfortunate quality of the public school has utterly undermined public confidence in education systems which crash has stimulated further growth in private education (Mathema & Bista, 2006). If we look at the past existing data from 1994 to 2013 shows an overall 46 per cent pass rate in SLC exam with the public school pass rate falling in the range 30 to 20 per cent. The pass rate of private school was remained 90 and above. Many reformed programs were started to bring desired outcomes and focus their effort on student achievement, the output is not satisfactorily visible yet. A bulk amount of municipal expenditure was disbursed by locally managed schools throughout the country. In spite of this substantial investment and a range of strategies and levers to improve the results, constantly Nepalese public school entails facing many challenges, including school improvement, achievement measures as well as mandates for economic subgroup- of students (Rajbhandari, 2013). All public schools are not mislaid. There are some public schools in various parts of the country have performed extraordinarily well despite many challenge and circumstances. The outstanding performance of some public schools is a bellwether of the fact that a diminutive extra effort and strong leadership can bring the expected and extraordinary outcomes.

The best influential leaders are the school principal and their leadership is inseparably linked to students' achievement but existing literature on leadership studies fails to indicate effective leadership behaviour of Nepalese school principals. The purpose of this study was to look the basis of strong and weak leadership and to offers practical suggestions. The study examines the perceived leadership behaviour of school principal by themselves and by the teachers in both high-and low-achieving Nepalese public schools.

Research Questions
The following questions were addressed:
1. How do principals in high-and low-achieving schools perceive their role and leadership practice?
2. How do teachers in high-and low-achieving schools perceive their principals' role and leadership practice?

LITERATURE REVIEW
School Leadership from 20th Century to Now
Through the decades of the twentieth century, several comprehensive studies have been conducted on school leadership. The dominant role of school principal for example in the 1930s was one of a scientific manager. In the 1940s school principal was expected to fulfill his role as Democratic leader (Beck & Murphy, 1993). When reviewing the earliest studies, two variables emerged in the 1960s within the leadership behaviour: task-oriented which is the concern for the task and relation-oriented which is the concern for the people.

The well-known Ohio State leadership studies occurred during the 1960s resulting in the creation of the Leadership Behaviour Description Questionnaire (LBDQ), a universally used instrument to measure leadership behaviour. Leadership Behaviour Description Questionnaire is associated with the task-versus relationship – oriented styles of leadership. The University of Michigan (Likert, 1967) conducted the three of the (autocratic, democratic, and laissez-faire) most widely respected and accepted leadership studies.

In the 1970s, Principal was viewed as a humanistic facilitator, and in the 1980s, the school principal was expected to serve primarily as instructional leaders (Beck & Murphy, 1993). Since the 1970s and 1980s, a large number of publications have shown the value of leadership for school effectiveness. These have considered principal leadership as the factor with the greatest impact on school success (Gu & Jahanson, 2013; May & Supovitz, 2011). Most effective school research over the period of the 1980s to 2000s has concentred on examining the relationship between the leadership behaviour of the school principal and the enhancement organizational performance (Shum & Cheng, 1997). Horner, (1997) stated that leader was not necessarily an inborn quality, but behaviours can be identified. Of particular interest have been studies that have highlighted the mediating role principal serve between teachers and learners (Silins & Murray, 1999). Kemp and Nathan (1989) identified three styles of leadership namely authoritarian, democratic, or delegate, and or laissez-faire. Through the decades of the twentieth century, the role of school principals has greatly evolved and could generally be characterized as highly transformative (Ibrahim & Orodho, 2014). The most widely respected and accepted leadership studies through the decades of the twentieth century are on task-oriented leadership, human relation oriented leadership, autocratic, democratic, and laissez-faire leadership styles. When the concept of school leadership and learning environment seem to be spontaneously linked, the topic of the student achievement has become a great interest in the twenty-first century (Hess & Kelly, 2005). The responsibility and accountability of school performance have been squarely placed on the shoulders of the school principal (Bloom & Erlandson, 2003). The aggregate expectations for the school principal regarding the school reform are so exorbitant that researcher, educationist exceed the limits of what might reasonably be expected from one person (Coplan, 2001). Over the past few years, evaluation of leadership theory applied in educational setting has been dominant by the trends as focus on exploring the relationship between leadership and learning (Hallinger, 2011; Louis, et al, 2010) and focus on how leadership distributed among stakeholders (Harris, 2007, Leithwood, Mascall, & Strauss, 2009). The leadership styles have shifted from a traditional authoritarian, democratic, and laissez-faire

new modules as distributed, instructional, transformational and many more (Khanal, & Park, 2016). The current impulsion for principals' to be accountable for student outcomes has led to a renewed interest in the role of leadership in instructional improvement (Aldridge & Fraser 2017).

School Leadership in Nepal

There are very limited studies on the school principals' leadership in Nepal. Available studies identify the challenges faced by public school principals as being similar to those reported in other developing countries. Mathema and Bista (2006) revealed that the public schools tended to be characterized by a lack of power and authority for principals, an absence of the teacher, political activism, hiring, and promotion and rewarding of inefficient teachers due to political affiliations, and low involvement of parents and community. Even though all principal appeared to have understood the importance of parental involvement, the problem was lacking the skill of leadership to make involve the parents for school improvement (Khanal & Park 2015). The position of principal not stable and found frequent changes is another challenge in maintaining consistency in school. They further stated that the job security enjoyed by public school teachers without proper accountability made them mostly indifferent toward their profession. The Ministry of Education (MOE) has retained control over human resource management and development, curriculum and textbook development, financing, planning, and leaving principals with little authority over deliberately important matters (Sharma, 2013). The major challenges reported by Yang & Brayman, (2010) was that the school principal in developing countries was lack of autonomy, less emphasis on overall development of students, political involvement of teachers and lack of support of the community. Opltka (2004) reported that Schools in developing countries work in particular contextual conditions and their cultural value define the role of the school principal.

Leadership Perspectives and their Impact on Schools

Principal perception, dedication, and in turn principal behavior determine the extent to which school principals influence organization change for better performance. Few results from reviews of the past research on the degree of principal influence on students have shown that the principals indirectly affect student learning through teachers' motivation (Hallinger & Heck, 1998; Hallinger 2005). However, principals who are dedicated to develop and promote the leadership with teachers build school capacity, which positively contributes to academic growth (Leithood & Mascall, 2008; Hallinger & Heck, 2011; Hallinger & Heck, 2010). A motivated principal directly influences teachers community as well as instruction (Louis et al., 2010; Supovitz, Sirinides, & May 2010). Leadership behaviour focusing on school climate goals coordination of curriculum and promotion of teacher development appear to produce the largest effects on student outcomes (Robinson, Lioyd, & Rowe 2008). The principal who perform the core leadership practice enact differently and may not apply the core leadership behaviour to their context with the same technique (Leithwood, Hariris, & Hopkins, 2008; Ylimaki & Jacobson, 2013). Principals who apply these core leadership behaviours with same techniques do not produce the same outcome (Hallinger & Heck, 2010). But strong leadership is seen only the factor that determines the organization succeed (Bush & Middlewood, 2005). There are the significant correlation and very positive relationship between the leadership practice and student achievement (Waters, Ed., & Robert, 2006; Melton, Mallory & Chance 2013). Successful principal facilitates vision and mission development amongst a capable and representative leadership team for students' achievement (Hitt & Meyers, 2017).

Methodology

The quantitative method was adapted for the research paradigm guiding and initiated with quantitative study tools. The participants were school principal and the teachers of the sample schools.

Sampling Strategies

The focus of this study was to study, analyse, and compare leadership styles or behaviour of school principal in high-and low-achieving Nepalese Public School. In order to address the focus of the study comprehensively, an attempt to make the sample as inclusive and as representative as possible, the purposive sample is chosen. In order to decide the sites, influential selection characteristics were used for determining the particular schools. Schools from the different development region, the student achievement rate (School Leaving Certificate) provided by the Ministry of Education of Nepal, awarded school by Nepal Government, the willingness by school principal and teachers, and the ease of access to the schools was the school selection characteristics. Sixteen schools (eight award winners for their student achievement in School Leaving Certificate and eight having low-achievement rate from Federal no three and four of Nepal were taken purposefully at our convenience for the purpose of this study.

Participants

School principals and teachers were given a quantitative questionnaire called the Leadership Behaviour Inventory Questionnaire (LBI). Therefore the respondents were principals and teachers of the eight high-achieving schools and eight low-achieving schools. Table 1 displayed the total number of participants.

Table 1: Total Number and Type of Respondents

Schools	Principal	Teachers
High Achieving	8	44+23+27+35+40+47+3o+31=277
Low Achieving	8	33+35+28+37+36+29+41+31=270
Total	169	547

Instruments

The survey instrument study was The Leadership Behavior Inventory (LBI) which was developed by Green (2006) in order to obtain descriptions of leader behaviors by the leader and as observed by the followers within the framework in thirteen core competencies.

The questionnaire was used to determine whether public school teachers and principal displayed high or low-frequency characteristics in their leadership behavior in relation to thirteen core competencies. This Leadership Behavior inventory consists of thirty-nine statements characterized by leadership behavior promoted for twenty-first-century school leaders. It consists of thirteen subscales having three items statements to each scale that explained leadership behavior. The assumptions of Leadership Behavior Inventory Questionnaire Subscales are presented in Table 2.

Table 2: The Assumptions of Leadership Behavior Inventory

Core Competencies	Assumption
Assessment	School principal use a formal plan to assess student progress for the purpose of enhancing student achievement.
Collaboration	School principal must be effective in dialogue and behaviors that engage teachers, parents, and students.
Curriculum and Instruction	School principle must be effective in understanding the importance of the implementation of a coherent curriculum that focuses on student success and academic leadership.
Diversity	Principal respects the diverse ideas of teachers when working in a team.
Inquiry	School principal examined the previous research to identify the best practices for use in responding to school-related issues.
Instructional Leadership	He or She collaborates with the expert or school-based personnel in analyzing data for the purpose of identifying programs to improve instruction.
Learning Community	Principal fully supports those teachers who provide the leadership for student achievement.
Organizational Management	He or she must be effective in the continuous process of improving school climate including culture by utilizing the principles and practices of effective organizational management skill
Professional Development	School principal conduct different programs and activities about inform the teachers to best practice.
Professionalism	School Principal must be effective in showing and representing moral/ ethical leadership characteristics and a commitment to develop professionalism.
Reflection	School principal present evident of past and current with a focus on improving their effectiveness.
Unity of Purpose	School principal plays the vital role in aligning the teachers' activities to facilitate the achievement of the vision of the school.
Visionary Leadership	School principal always encourages the teachers to have faith and truth in their directions.

Leadership Behavior Inventory Questionnaire Subscales (Green, 2006)

Data Collection

In first sessions, LBI was provided to each principal and the form was collected after one day. The second source of data was, of course, the teachers. In second sessions, LBI was distributed to all the teachers of the sample schools. The quantitative instruments Leadership Behavior Inventory (LBI) used in this study administered face to face with the teachers and principals.

Data Analysis

The Statistical Package for Social Science (SPSS, version 16) was used for the descriptive statistic. For the treatment of data scoring, the respondents responded on the answer sheet that was a part of the test booklet. A 5-point Likert scale was used to determine the frequency of the behavior. Respondents rated on a scales always=5, frequently=4, occasionally=3, seldom=2, and never=1.

Perception of teachers was calculated based on thirteen core competencies by using the AMOS 21.0. Factors differences and similarity in leader behavior was computed through running factor analysis and regression analysis. Since leadership behavior defined by the LBI is a function of thirteen subscales, it appears

that in the quantitative study that a significant difference or similarity in any of the thirteen subscales is cause to describe a total leadership behavior.

The content validity of LBF was established by peer judgments made by 20 school leaders and 136 teachers in a study by Ivie (2007). The LBF had a high level of internal consistency with Cronbeach's alpha of .905. The Cronbeach's alpha level by individual competency domain was also high, ranging from .899 to .912. The split half alpha ranged from .825 to .827, with correlation between .832. Gutttman Split Half Coefficient was .908 (Ivie, 2007).

In order to maintain the ethical confidentiality, this study did not discriminate on the basis of age, race, gender, and cultures. Equal opportunity for all participants was considered precious. However, before conducting the interview, a letter requesting the permission is sent to the school. The permission was granted. Prior consent was taken from the school principals to search for respondents from their schools. Research must be based on freely given consent that gives sufficient information to the participants (Sin, 2005). Prior consent was taken from the school principals to search for respondents from their schools.

Perception of High-Achieving and Low-Achieving School Principal on their Leadership Behaviors
Table 3 displays the principals' mean scores of high-achieving and low achieving school for all 13 core competencies and their standard deviations. The subscale means score was kept in random fashion rather than ordinal fashion. The highest competency mean score was Learning Community at 4.89 for high-achieving school principal and 5.00 low-achieving school's principal. The lowest competency mean score was Inquiry, Professional Development, and Reflection at 3.33 for high- achieving school and Curriculum and Inquiry for low achieving at 3.33. The range of Learning Community and Reflection of the high-achieving school principal is 1.56 and the low-achieving principal is 1.67. The perception means scores of low-achieving school principal have seen more in five core competencies than high-achieving schools. Likewise, perception means scores of high-achieving school principal have seen more in five core competencies than low-achieving school principal. The mean rating scale is equal to three core competencies like Inquire, Professionalism, and Visionary Leadership.

Table 3: Principals Descriptive Statistics Grouped by the Thirteen Core Competencies and Mean Differences

13 Core Competencies	Perception of High-Achieving School Principal (H)		Perception of Low-Achieving School Principal (L)		Differences
	Mean	SD	Mean	SD	Mean(H-L)
Assessment	3.89	.77	3.67	1.20	H > L
Collaboration	4.33	.02	4.11	.38	H > L
Curriculum and Instruction	3.67	.33	3.33	.88	H > L
Diversity	4.33	.67	4.44	.19	L > H
Inquiry	3.33	.67	3.33	1.52	H = L
Instructional Leadership	3.89	.19	3.56	0.77	H > L
Learning Community	4.89	.19	5.00	.00	L > H
Organizational Management	4.44	.50	4.22	.69	H > L
Professional Development	3.33	.58	3.66	.67	L > H
Professionalism	4.44	.69	4.44	.19	H = L
Reflection	3.33	.00	4.33	.33	L > H
Unity of Purpose	3.66	.33	4.00	.33	L > H
Visionary Leadership	4.22	.38	4.22	.50	H = L

Perception of High-Achieving and Low-Achieving School Teachers on their Principals Leadership Behaviors
Perceived Leadership Effectiveness Analytical Model
Each of thirteen core competencies is not observed directly, therefore indicator variables derived from core competencies and employed for measurement.
Structural Equation Model (SEM)
SEM was used as the main research statistical analysis to measure the teacher perception of school principal leadership of both types of school separately. Figure 1 represented the purposed model of perceived leadership effectiveness.
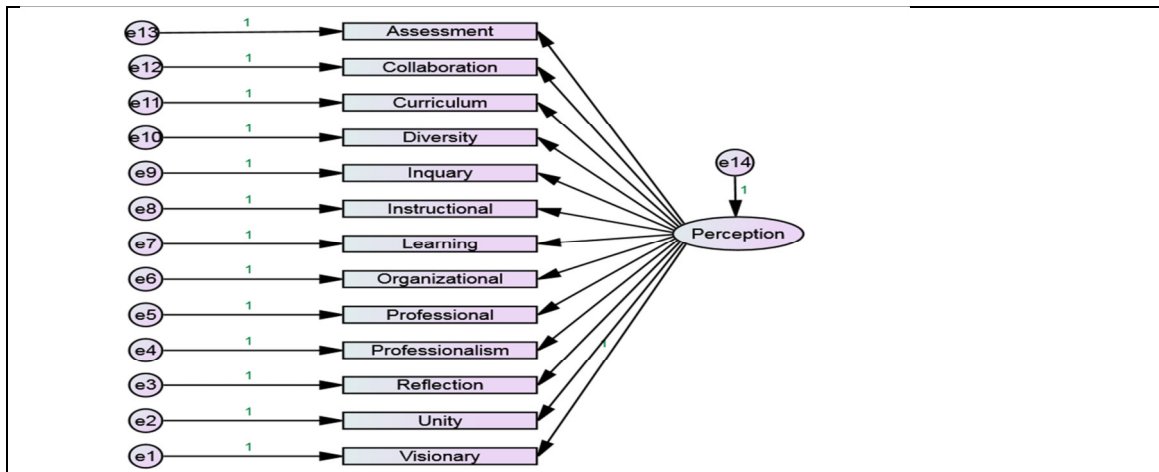
Figure 1: Proposed Analytical Model of Perceived Leadership Effectiveness by Teachers

Figure 2 and Figure 3 shows the generic model of perceived leadership Effectiveness of high and low-achieving school teachers. The endogenous latent construct of perceived leadership effectiveness is explained by thirteen core competencies as the exogenous latent construct of leadership dimension of school principal for the 21st century (Green 2006). It is based on how teachers perceived their leaders in terms of being effective in their position as a leader.
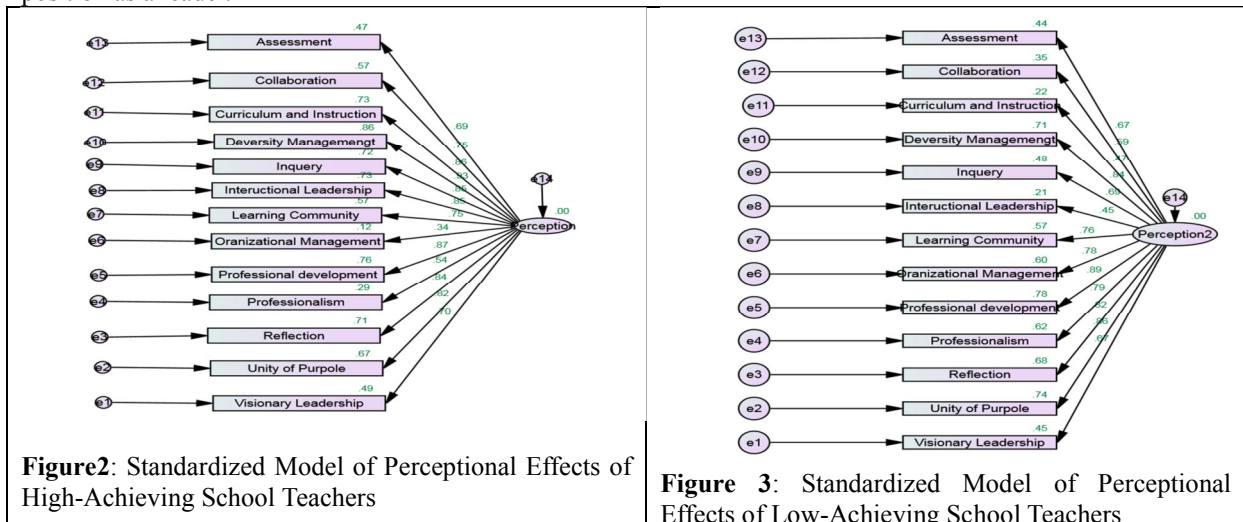

Figure2: Standardized Model of Perceptional Effects of High-Achieving School Teachers

Figure 3: Standardized Model of Perceptional Effects of Low-Achieving School Teachers

Parameter estimates of the generic structural equation model for both types of schools are displayed in Table 4. All critical ratios were seen as greater than 1.96, which shows statistically significant relationships at p ≤ .05 levels.

Table 4: Parameter Estimates for Perceived Leadership Generic Measurement Model

Competencies	High-Achieving School Teachers				Low-Achieving School Teachers			
	Estimate	C.R.	S.R.W.	P	Estimate	C.R.	S.R.W.	P
Visionary	1.00		.70	***	1.00	5.61	.67	***
Unity	1.06	5.77	.82	***	1.28	5.41	.86	***
Reflection	1.09	5.97	.84	***	1.29	5.20	.83	***
Professionalism	.71	3.73	.54	***	1.30	5.75	.79	***
Professional	1.27	6.21	.87	***	1.53	5.13	.89	***
Organizational	1.00		.34	***	1.25	5.03	.78	***
Learning	.95	5.29	.75	***	1.43	3.15	.76	.002
Instructional	1.05	6.06	.86	***	.64	4.64	.45	***
Inquiry	1.04	5.99	.85	***	.96	5.51	.69	***
Diversity	1.19	6.61	.93	***	1.54	3.22	.84	.001
Curriculum	1.06	6.06	.86	***	.71	4.04	.47	***
Collaboration	.68	5.29	.75	***	.97	4.49	.59	***
Assessment	.74	4.81	.69	***	.90	5.61	.67	***

Note:"*"=Correlation significant at p ≤ .05 C. R. = Critical Ratio S.R.W.= Standardized Regression Weights;**

The goodness of fit statistics Normed Fit Index (NFI) = .85, Relative Fit Index (RFI) =.84, Incremental Fit Index (IFI) =.82, Tucker Lewis Index (TLI) =.83 and Comparative Fit Index (CFI) =.87. *The minimum was achieved. Chi- square of this model = 207.140 and the probability level = .000 with a degree of freedom =66. The degree of freedom likelihood ratio = 3.138.*

Goodness of Fit Statistics Normed Fit Index (NFI) = .86, Relative Fit Index (RFI) =.87, Incremental Fit Index (IFI) =.81, Tucker Lewis Index (TLI) =.88 and Comparative Fit Index (CFI) =.80. *The minimum was achieved. Chi-square = 12.870. The probability level = .000 which is less than 0.05 with a degree of freedom = 65. The degree of freedom likelihood ratio = 2.506.*

Figure 4 and figure 5 are the revised structural equation model of the perceptional effect of high-achieving school and low-achieving school. The figure is displayed after re-examined the maximum GOF, error terms and deleted the insignificant correlations among error terms. Significantly correlated ones were combined to elevate modification indices.
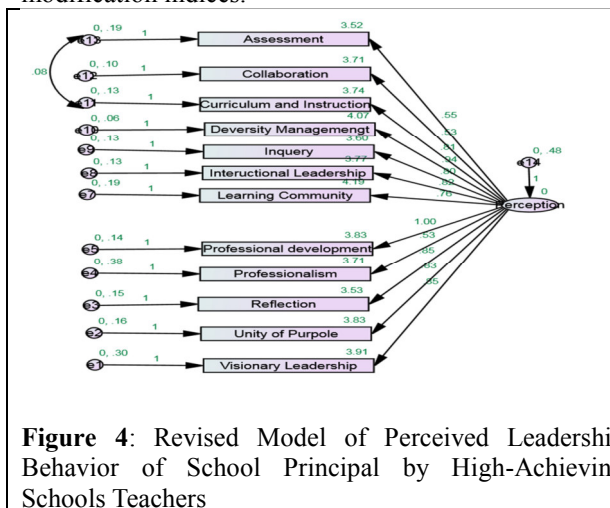

Figure 4: Revised Model of Perceived Leadership Behavior of School Principal by High-Achieving Schools Teachers
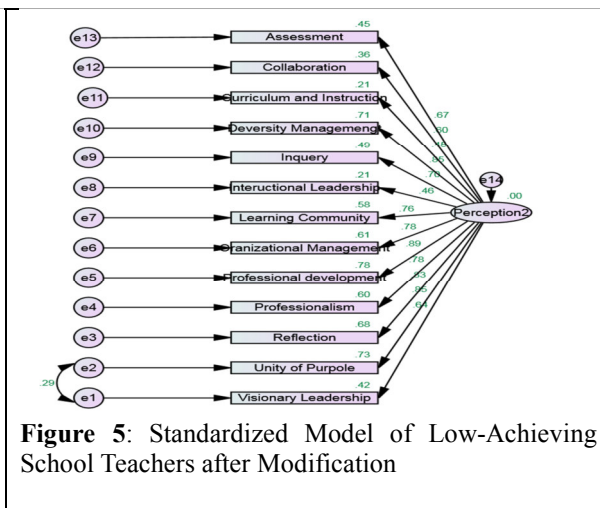
Figure 5: Standardized Model of Low-Achieving School Teachers after Modification

Parameter estimates of the revised structural equation model are displayed in Table 5. All critical ratios were seen as greater than 1.96, which shows statistically significant relationships at p ≤ .05 levels. In order to achieve the maximum GOF, error terms were re-examined. Insignificant correlations among error terms were identified in estimate values greater than1. As seen in the numbers, the revision improved the model fit scores. The chi-square value has improved and the lower the chi-square value, the better the model fit. The chi-square degree of freedom likelihood ratio has reduced. The probability score for both cases is .00. The degree of freedom ratio for both the cases is lower than 4. The Normed-Fit-Index (NFI) value, The Incremental-Fit-Index (IFI) value, The Tucker-Lewis index (TLI) value, and The Comparative-Fit-Index value (CFI) value is improved and all are greater or equal to 0.93 represented the model fitted. As a result, the revised model provided a good fit to data.

The thirteen subscales related to school principal behaviors are positively associated with the perceived

leadership effectiveness in both high-and low-achieving schools. There is a statistically significant association between thirteen core competencies behavior of school principal and school teachers but the association is stronger in high-achieving schools than low-achieving schools. The standard regression weight of high-achieving school principals' leadership behavior and perceived leadership effectiveness is more in eight competencies than low-achieving school principals.

Table 5: Parameter Estimates for Perceived Leadership Revised Measurement Model

	High-Achieving School Teachers				Low-Achieving School Teachers			
	Estimate	C.R.	S.R.W.	P	Estimate	C.R.	S.R.W.	P
Visionary	.85	6.38	.73	***	.63	5.24	.64	***
Unity	.84	7.89	.83	***	.82	7.96	.85	***
Reflection	.85	8.13	.88	***	.84	7.56	.83	***
Professionalism	.53	3.91	.51	***	.83	6.85	.78	***
Professional	1.00		.88	***	.99	8.53	.89	***
Organizational	.75	6.93	.77	***	.82	6.94	.78	***
Learning	.82	8.34	.85	***	.93	6.61	.76	***
Instructional	.80	8.12	.84	***	.42	3.49	.46	***
Inquiry	.94	10.53	.94	***	.63	5.90	.70	***
Diversity	.81	8.17	.84	***	1.00		.85	***
Curriculum	.53	6.65	.75	***	.45	3.44	.45	***
Collaboration	.55	5.36	.65	***	.64	4.76	.60	***
Assessment	.85	6.38	.73	***	.59	5.55	.67	***

Note:"*"=Correlation significant at p ≤ .05 C. R. = Critical Ratio S.R.W.= Standardized Regression Weights;**

The goodness of fit statistics Normed Fit Index (NFI) = .95, Relative Fit Index (RFI) =.93, Incremental Fit Index (IFI) =.96, Tucker-Lewis Index (TLI) =.94 and Comparative Fit Index (CFI) =.93

The minimum was achieved. Chi-square = 118.597 and degree of freedom = 31. The probability level is .000 which is less than 0.05. The degree of freedom likelihood ratio = 2.50. The goodness fit indicators are .914.

The goodness of Fit Statistics Normed Fit Index (NFI) = .94, Relative Fit Index (RFI) =.95, Incremental Fit Index (IFI) =.97, Tucker-Lewis Index (TLI) =.94 and Comparative Fit Index (CFI) =.95

The minimum was achieved. The probability level = .000 which is less than 0.05. The degree of freedom likelihood ratio =2.25 which is less than 4 (All fittest).

Table 6 reports the overall frequent mean score different for the thirteen core categories of perceptional influences at their school. The mean scores revealed that teachers in high-achieving schools considered more significant in all thirteen competencies. The school teachers perceptional mean score on their principal leadership is all time higher in high-achieving school than in low-achieving schools.

Table 6: Mean Score Differences of School Teachers of high achieving and Low Achieving School

	Perception of High Achieving School Teachers(H)		Perception of Low Achieving School Teachers (L)		Mean Differences
13 Core Competencies	Mean	SD	Mean	SD	H-L
Assessment	3.52	.59	3.45	.57	H > L
Collaboration	3.70	.49	3.37	.69	H > L
Curriculum and Instruction	3.74	.67	3.10	.64	H > L
Diversity	4.07	.70	3.72	.77	H > L
Inquiry	3.60	.67	3.40	.58	H > L
Instructional Leadership	3.77	.67	3.36	0.59	H > L
Learning Community	4.19	.69	3.85	.79	H > L
Organizational Management	4.18	1.47	3.45	.67	H > L
Professional Development	3.83	.79	3.52	.72	H > L
Professionalism	3.71	.79	3.60	.69	H > L
Reflection	3.53	.71	3.47	.66	H > L
Unity of Purpose	3.83	.71	3.64	.62	H > L
Visionary Leadership	3.91	.81	3.73	.63	H > L

Discussion

The findings of this study suggested that Principals and teachers perception tend to vary in high-and low-achieving schools. Variable analysis revealed ten core competencies where principal differed in their perception

of their own leadership behavior. The majority are considered significant in both types of schools. Perceptional rating is less difference in their leadership behavior regard to thirteen core competencies.

1.   The perception of high-achieving school principals in the competencies of Assessment, Collaboration, Curriculum and Instruction, Instructional Leadership, Organizational Management, Professional Development, and Unity of Purpose regarding their own leadership behavior was perceived significantly more positively than low-achieving school principals.

The leader who is perceived well as organizational management, instructional leadership, diversity management, professional development, management by expectation definitely regarded as a strong transformational leader (Khanal & Park, 2016). Principal instructional leadership ran efficiently when, in practice, the leadership was charted and directed by a clear formulation of instructional objective and good collaboration among teachers, students and all stakeholders (Kolu, 2015). Furthermore, relating the theory about leadership, we can narrate the education context where the school is an organization; the principal acts as the leader and the admirers are the teachers. Thus the principal has an important role in school-based management principles. School-based management principles refers The principal obliged to direct the teachers and stakeholders and manage the resources selecting the outstanding teachers, involvement in decision-making, concern for social change and improvement, and inclusion of pupils and their parents in school decision-making and educational work general order to reach their common goals together (Arar & Nasra 2018). For the unity of purpose, it is very important for principals and teachers to understand each other in order to avoid any contradictive issues that can lead to divergence of the organization. An effective principal is those who can be a symbol of the mutual cooperation among the teachers and stakeholders and they act firmly yet emphatically in order to address some negative issues at school.

2.   Neither population of principal rated differently in the competencies like Inquiry, Professionalism, and Visionary Leadership.

Support the findings that effective and successful school principals have a clear view of their own strengths and weaknesses. They have also a clear view of the strengths and weaknesses of their staff. They can learn how to build on the strengths and reduce the weaknesses (National College of School Leadership, 2001). There is three area integrated into the means of leadership; first is the vision, how the leaders facilitate some actions to improve the students' outcomes and nurture commitments. Second is the inquiry, how the leaders investigate and obtain the information to manage and control their staff and encourage their participation. The third is professionalism, how the leaders allocate the resources to support the teaching and learning (Hallinger & Hack, 2010b, p.657). Green (2006) indicated that effective educational leader promotes an educational environment that channels continuous improvement of the school. For example, school principal examined the previous research to identify the best practice for the use in responding to school-related issues.

3.   Low-achieving schools principals had rated themselves high over Diversity Management, Learning Community and Reflection than high-achieving schools.

Diversity management assumes that the all unjust treatment and inequalities are recognized and eliminated. School leader respected the diverse ideas of teachers when working in a team. Learning community assumes that effective school principal promoted and created a learning environment that supports teachers, parents, and students in being innovative. The high rating in reflection indicated that the school principal reflected current and past results with the purpose of improving future practices as desired. They present evidence of past and current with a focus on improving student achievement (Green, 2006). It should be noted that the school principals in lower-performing schools were often forced to be more reactive than proactive in their activities and behaviors (May, Huff, & Goldrig, 2012). There may be the case that concept of learning networks for teachers was one to which school leader committed but did not systematically involved (Moore & Graves, 2017).

4.   Teachers in high-achieving schools consistently viewed their principals, behavior more positively than did their counterparts in the low-achieving schools.

This is important findings because studies have suggested that the successful school principals integrated the functional and the personal practices. Included among these practices are being collegial, considerate and supportive, listening to teachers' ideas, and generally looking out for teachers' personal and professional welfare. Teachers are positive about the leaders' behavior mean there are positive working conditions for teachers (Yukl, 1989; Nethels, 2010). It may be the teachers' perceptions of how they are valued and supported by their leadership that has an influence on their daily decisions to motivate students (Bhindi, et al, 2008). The key points of effective leadership are: leadership is a process, leadership involves influences, leadership occurs within a group context, and leadership involves goal achievement (Northouse, 2004, p.3). Contradictory the school principals who exhibited leadership styles that did not lead to results had an adverse effect on teacher efficacy, a positive school environment, and student achievement (Capelluti & Nye, 2004). Teachers' ratings of principal leadership exhibit more significant relationship for teachers' occupational stress, job burnout, and teaching efficacy than does principals' self-rated leadership (Zheng, Li, Chen, & Loeb, 2017).

5.   Principals in both high-and low-achieving schools were highly weighted by the teachers over diversity

management, professional development and unity of purpose among thirteen core competencies. But teachers in high achieving schools perceived their principals exhibited these competencies more often than did teachers perceived in low- achieving schools.

The high rate of professional development indicated that there are more leadership opportunities for the teacher in both types of school. But how professional development activities are directed and in which area the faculties are engage impacted the student achievement. Jacobowitz et al (2007) reported that the faculty in the high-achieving schools spent more time in professional development activities directed at school decision-making and team building than faculty in the lower performing school. They further noted that there is more leadership opportunity for teachers in the higher performing school particularly focusing the classroom activities to the school as a whole. Professional development in these areas seemed to engage faculty in school-wide issues and helped create a school-wide community. The diversity was respected, valued and welcomed in both type of school reflects the positive manner of the principal towards diversity and experienced less conflict and stress and easy to encourage the teachers in more teamwork (Barutcugil, 2011). Rating high in the unity of purpose indicated that either there is combined effort at school improvement through reducing the level of teacher isolation and teachers have the opportunity to share professional practices and have time to observe each other practice. When teachers belonged to the principal's in group task conflict had no negative effect on psychological safety (Gerlach & Gockel, 2017) make unity strong.

Conclusion

The primary focus of the study is to determine the similarity and differences of school principal leadership behavior of the high-and low-achieving schools between the perspectives of the teachers and principals. The study has provided a particular focus on the experiences of principals and teachers on school leader behavior, in examining how school leader leading the successful school in comparison to the low-performing school. Particularly how leadership can enhance and support better teaching and learning and thus promote better outcomes. It is argued that effective leadership is important and views positively by their followers. The positive views of teachers reflect a good cooperation with their school principals. The success of school also depends on teachers, support and how teachers perceived their principals. The positive perceptions on the part of teachers can provide principals with an efficient and effective manner. The study has drawn particular attention to the multidimensional leadership and competencies. While noting the evidence that there is not a particular leadership behavior which has shown to be important and different for promoting better academic achievement and the thirteen core competencies are not mutually exclusive. The combination of these core competencies can be most beneficial in ensuring school success. The high-achieving school principals frequently perform multidimensional leadership behavior highly to promote student outcomes by supporting and enhancing conditions for teaching and learning through direct impacts on teachers, their work, and school environment.

On a policy level efforts should be made to develop new training programs that are much more knowledge sharing by the successful school principals, practical and contextualized. These would allow leaders to share the practical idea, to transform the perceptions they have of their own practices. In order to do this, a collaborative culture between the successful school principal and other school principal should be fostered to encourage nurturing and development of learning communities (Aubusson et al., 2007), in which principal can reflect on their own conceptions of leadership. The training programs should focus to recognition of Nepalese school principals' values, attributes and competences directly related to improvement of students' achievements. The conclusion is based on a small sample and quantitative study. The evidence from this study cannot be generalized in any conventional sense, not that this was never intended. Clearly, there is much to be learned.

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