



MANI MAN SINGH RAJBHANDARI

School Leadership En-route to 'Grand Leap'

Case studies from Nepal and Finland



ACADEMIC DISSERTATION

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Dedication

I dedicate this PhD (Doctoral) dissertation to my wife my life companion Smriti Rajbhandari and my loving son Samprav Man Singh Rajbhandari.

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Tampere, Finland, September 2013

Mani Man Singh Rajbhandari

ABSTRACT

This study explores school leadership behaviour patterns emphasising on either task-oriented behaviour or relations-oriented behaviour or a combination of both task and relations as a readiness for leadership to embark for a 'grand leap'. A 'grand leap' is defined in this dissertation as a cumulative progressive development that transforms a school. This study explored the grand leap as a process en-route towards the future development of a school with the practice of school leadership through two types of behaviour patterns and awareness of contextual intelligence by school leaders. These aspects were explored through leadership that facilitated motivation, fostering commitment, and thereby enriching the school climate. These were the prerequisite conditions, as seen in this study, for exploring school leadership en-route towards a grand leap. Leadership flexibility and core competencies initiated leadership effectiveness by facilitating a school's transition towards a 'grand leap', which is a systematic leadership process in achieving school success.

In examining school leadership in this research, guidelines were constructed with a theoretical foundation that enabled the exploration of leadership readiness. In exploring leadership cross-cultural research offered a wide range of social, political and cultural dimensions in explaining the phenomena at play. Case studies of three schools each from two countries – Finland and Nepal – were used for the purpose of leadership exploration, amounting to six schools in total.

Based on a qualitative research design, semi-structured interviews were conducted with different stakeholders employed at the schools participating in this research. Two sets of interview schedules were prepared - one for the school leaders and the other for the professional community comprising the teachers, administrative staff and school management committee members. Although the school contexts in the two countries differed, similarities were also observed. Similarities included the changing contexts of school organization in both countries, which resulted in shaping leadership behaviour patterns, demonstrating that school leaders were either high on task-oriented behaviour or high on relations-oriented behaviour en-route to a grand leap or systematically advancing the development of their school.

School leadership en-route to a grand leap is an on-going process. This study discusses how a grand leap of a school was determined by the contextual settings of

the school where emerging leadership readiness can shape the necessary behaviour patterns, together with leadership core competencies of experience and intelligence. The results of this study suggest that external factors have dominance over the construction of the context, as reflected in the contextual variations of each school that participated in this research. These contextual variations offer school leaders a reference to the immediate context, in turn, leading to the possibility of proposing initiatives to address any issues of concern or challenges encountered by leaders. This offers a Referee Leadership Style – enabling leaders to understand the immediate contextual variations for developing leadership effectiveness.

Although many factors are involved with the progressive development of a school, this study focused on the core areas of leadership by exploring motivation, commitment and school climate. The results suggest that leadership effectiveness and growth needs were encouraged through emphasizing task-oriented behaviour. The results further suggest that leadership that emphasized task-oriented behaviour also fostered attitudinal commitment. However, leadership high on relations-oriented behaviour enabled relatedness needs and incorporated behavioural commitment. That is, contextual experiences of leadership contributed to relatedness needs and behavioural commitment. These aspects offered social harmony, producing a positive working climate within schools. The contextual intelligence of leadership also contributed towards attitudinal commitment and enabled leadership flexibility.

This study discusses the competencies of leadership that enabled school leaders to adapt or be flexible in generating the elasticity of leadership in coping with the dynamic environment to maintain appropriateness of leadership styles to adjust to continuous changes. Leadership elasticity further enabled school leaders to demonstrate leadership equilibrium by maintaining flexibility in leadership behaviour patterns and leadership contextual intelligence. Leadership equilibrium was found to be essential as leaders must maintain the style flexibility and the style drift for leadership effectiveness to arrive at a grand leap.

Key words

Leadership behaviour, task oriented, relations oriented, contextual intelligence, cross-cultural, leadership elasticity, Referee leadership style

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Leaders are the architects of improved individual and organisational performance.

Douglas B. Reeves. (2002, p. 33)

1. INTRODUCTION

Educational leadership is considered a pivotal factor in school success. According to Nivala (1998), leadership is a complex and multidimensional issue. Hess (2003, p. 17) argues that leadership effectiveness and qualities have become the most important factor in educational sectors to sustain schools at the time of changes. Although leadership matters, we need more to understand effective educational leadership, to best develop leadership in developing schools (Leithwood and Riehl, 2003, Davis, Hammond, LaPointe, and Meyerson (2005). This stimulated researchers to study leadership in education (Leithwood., Days., Sammons., Harris., & Hopkins, 2006, The Wallace Foundation, 2012). Few leaders have acquired more than a few qualities of leadership defined in the literature (Hess, 2003, p. 17). It can be argued that leadership is a key element in school development and success during the period of rapid change. Alava (2007) claims, during these times different types and preparation of different models of leadership are essential to the developmental aspect of school. Mitchell (1990, p. 181) states, one of the persistent tendency of leadership in education is to relate power at suitable timing and behaviour control for management efficiency.

In this study, the sustainable and successful school development influenced by the quality of leadership in schools is described with the allegory of a grand leap. The grand leap refers to cumulative progressive development of the school including dimensions such as, social relationships in the school's professional community, improvement of the organisational structures and contextual settings. The grand leap refers to cumulative progressive development where leadership is seen as a necessary ingredient for the leap of the organisation from good to great (Collins, 2001, Gray, 2005). According to Maliranta (2003) great leap is productivity-enhancing and restructuring furthering the developmental process.

In this research, cumulative progressive development as an allegory of a grand leap is explored with the hypothesis of X axis and the Y axis dimensions. The X axis is the vertical leap and the Y axis is the horizontal leap. The grand leap is multi-dimensional and represents a cumulative progressive development assimilating the qualitative analysis of vertical leap as enrichment and the horizontal leap as enlargement. In this research, enrichment is hypothesised with leader orienting relation behavioural pattern that further assimilate intrinsic motivation to bring about favourable climate in school. Enlargement on the other hand is hypothesized with leader orienting task behavioural pattern instigating to foster commitment and expansion of responsibilities and accountabilities in school.

For the grand leap of organization, both the enlargement and the enrichment are hypothetically assumed to be an essential element for en-routing cumulative progressive development. Therefore the combination of both vertical leap and horizontal leap is assumed as a grand leap that leadership demonstrates to en-route for effective success of school. Consequently, grand leap is assumed to be prominent with leadership flexibility to adapt accurate behavioural pattern combining task-oriented or relations-oriented behaviour. This also includes leadership contextual intelligence to determine the context, contextual experiences, and the contextual intelligence.

In addition, cumulative progressive development assimilates the pre requisites conditions with focusing on facilitating motivation, fostering commitment and the organizational climate. Importantly, this research on school leadership determines to analysis the en-route which is making the way towards school success by leadership dexterity coherently incorporating the leadership behavioural pattern and the leadership contextual intelligence. In this research, grand leap is measured as a process of en-route to envision the success of schools development through the leadership.

School leadership leading to the cumulative progressive development referred to as a grand leap requires an understanding of the school's contextual features. However, contextual settings have a variance of the controversial roles of the individual and combined efforts of the individual and the situation (Bass, 1960). This further generates complexity in the school leadership processes in a changing environment. Study of school leadership focused on context is important and generates new thinking about leadership (Simkins, 2005). Gerth and Mills (1952)

argue that attention must be paid not only to the leadership traits and motives but also to the views of followers and the roles they demonstrate as leaders.

In the school context, the principal is in the front line rallying the teachers, community and other staff when managing a crisis, for effectiveness and for achieving the common goals of creating an effective high-functioning school professional community (Center for the Future of Teaching and Learning, 2011, p. 2). Hargreaves (2005) argues that a change in leadership is important for school effectiveness that contributes to motivation, participation and creating possibilities to commit to the goal and processes of change.

On the community level, the ambiance of the professional community is seen as an important factor in successful school development. Creation of a school professional community requires intentional acts of leadership for fostering motivation and commitment in school and building a coherent and positive working climate (Dowd, 1936, Bass & Stogdill, 1990, Jones and Rudd, 2008, Center for Comprehensive School Reform and Improvement, 2009, Meaher et al, 1990).

Further it can be argued that understanding the situational context and an ability to stimulate the intellectual capacities of the followers is an important factor of leadership success. In relation to the intellectual stimulation, Huber and Kiegelmann (2002) found that most leadership skills are acquired on the job and by participating in school management. In their research, among the different skills of leadership, the most important role of leadership was to establish a climate of trust and the least important was defining the goal (p. 15).

Moreover, Lashway (2003) states that school leaders should consider themselves as learners, not just doers (p. 8). Consequently, school leadership appears to be a complex, multilayered, diverse entity. According to Burns (1978) leadership is the most observed and the least understood phenomenon. School leadership approaches and appropriateness in multi-dimensional perspectives were explored in Nepalese schools and Finnish schools.

1.1 Aims of the Study

Leadership and management overlaps but this study aimed to explore leadership perspectives alone. The aim of this research was to explore leadership readiness of school leaders through an exploration of leadership behavioural patterns emphasising either task-oriented behaviour or relations-oriented behaviour. Furthermore, this study also explores the core competences of leader's contextual intelligence incorporating the leader's experiences, and intelligence with relevance to context in cross-cultural settings. In relation to this, the study further aimed to explore school leadership in facilitating motivation, fostering commitment and improving the organisational climate in schools, eventually leading the school to a grand leap.

1.2 School Administration in Nepal

After the inception of democracy in 1951, which led to the end of the Rana regime, the government nationalised the locally managed community schools. The Research Centre for Educational Innovation and Development (CERID) (2004) states that these locally managed schools were then turned into public schools under the state control. The government centralised the management of schools and thereby transferring the leadership role to the principals. Finally, the general public had access to education. The public schools rapidly gained massive enrolment. This invited problems for teacher-student ratios over crowded by mass influx of students in the school, reflecting inefficiency in the principal's leadership. This led to the degradation in the quality of education. The nationalised locally managed schools throughout the country also raised tremendous amount in the public expenditure. In spite of the heavy investment in the education for public schools, the infrastructure, such as building construction, classroom physical facilities and teaching materials were poorly managed. This impaired the teachers' motivation resulting in less numbers of students passing in the School Leaving Certificate Examination (SLC) (The World Bank, 2003).

School leaving certificate is considered a key indicator in measuring the school's effectiveness. The World Bank (2001) states that the degradation of schools

also involved teachers in politics. This further worsened the situation in public schools education and teachers' absenteeism was frequent. Taking this into consideration, the Government felt that a reform in education was needed to bring effectiveness to school management (CERID, 2009). The World Conference of Education for All (WCEFA) held in Jomtien, Thailand, in 1990 signals the beginning of Government to education reform agenda in Nepal. Article 7 in WCEFA declared decentralisation of education, with the aim that school was improved with the involvement of local participation and partnerships (UNESCO, 1990). To improve the quality of education in public schools, the government began to transfer the management of public schools to the local community (MoES 2003). Introducing new leadership from the local community meant implementing the decentralisation strategy in the education sector. The main focus of decentralisation was on participation and partnerships with local community in school management. This also required a strong leadership role. Decentralisation strategies alone were however not the end solution for education improvement.

1.3 School Administration in Finland

According to Finnish Ministry of Foreign Affairs (2002), in the 17th century, during the Swedish era, central administrative bodies were introduced by the state. This meant that the decision-making power for school management and administration was held by the field-specific central bodies. It was in the year 1869 that the church and the State were separated and the Board of Education was founded. Since then the state has been functioning as a central body for the management and administration of educational settings, matters and issues. The Board of Education was later known as the National Board of General Education, primarily responsible for general education.

In addition, vocational education was separated from the National Board of General Education, and there was a separate entity to govern vocational education i.e. the National Board of Vocational Education. In the year 1991 these central bodies were combined to form one Finnish National Board of Education. However, higher education is now under the control of the Ministry of Education.

Finland has experienced enhancement and enrichment and a need for new educational institutions has been growing in recent years. According to the Finnish National Board of Education (2008), there are 31 polytechnics created in parallel with a university each, and 20 universities, 240 vocational upper secondary schools, 473 general upper secondary schools and 3720 basic education schools at different parts and municipalities of Finland serving students from within the nation.

In Finland, education is a fundamental right of all citizens. All citizens have the right to have equal access to education, regardless of their age, domicile, financial situation, sex and mother tongue. Free basic education i.e. compulsory education is for everyone. The public authorities are obliged to provide an equal opportunity for everyone to obtain education according to their ability, skills, knowledge and special needs. The major objective of the Finnish education policy is to achieve a high level of education and competence for the whole population. More than ninety percent of the students completing basic education continue to general upper secondary schools or vocational upper secondary schools. Educational equality has played a new role in enhancing education to all in the new development plan for education and research for 2007-2012. The main objective of this plan is to raise the level of the education of the population.

1.4 Comparative differences in education in Finland and Nepal

The purpose of general education is to enhance the development of society as well as the economy of the country. Education in the European context differs from that in the Nordic countries i.e. Finland, Norway, Sweden, Iceland and Denmark. The educational systems in the Nordic countries have the best education system. The result of the Programme for International Student Assessment (PISA) is an example highlighting the high standard of education in the Nordic countries with Finland remaining at the top (Lankinen, 2010).

Mortimore (2010) reports critical views on examining the educational systems of the Nordic countries. He states “In the latest PISA tests for 15-year-olds, Nordic education results differ considerably. Finland tops the field – as it usually does – and Norway languishes at, or just below, the Organization for Economic Cooperation and

Development (OECD) average. Apart from science, the UK is generally in the middle: better than some, but much worse than others”. Nevertheless, among all the Nordic countries, Finland has achieved speedy gains in education with concern to welfare of students and teachers through education.

Nepal being one of the poorest and underdeveloped countries, comparison of its educational systems with Finland would be quite absurd. However, with regard to school management in centralised and decentralised educational systems require different leadership practices. In both the countries the education systems were set up in the eighteenth century. Formal education in Nepal began with the establishment of Durbar High School in 1853, specially focusing on providing basic education to the ruling elite. The general public was barred from receiving any form of such education in school.

However, schools were organised in a very poorly managed manner, and education was provided in Pathsala, in Gumba, and in Bihar. Gumba and Bihar are religious places with good access to the general public. It was since then the community was active in providing education to the general public, this is how the community school system came into being. However, after the fall of Rana Regime, these community managed schools were nationalised and then the practice of the centralisation of the education system evolved when the public were given access to education (Rajbhandari, 2007).

The poor performances of public schools led the Government to decentralise the education system. The decentralisation concept was realised in Nepal due to the unhealthy environment in public schools. The mid-eighties was an era of private schools evolving in Nepal that most public relied upon and transferred their children for better education with many more facilities available. However, expensive private schools were beyond most students and they then had to rely upon public schools.

McGinn and Welsh (1999) realised that although efficiency is always a question, decentralising education can legitimately contribute to efficiency in management and governance. They state that decentralisation is a process of political democratisation. Moreover, decentralisation is also an issue of resources mobilisation from the local level for the best policy that best fit the people to education.

Similarly in Finland, education in the Finnish language began in the year 1858. The education system in Finland was therefore accommodated in the church. These practices of providing education were nevertheless the only means for people in Finland

to acquire education. However, in later days, the education system was centralised with entire schools owned by the Government to ensure the access to education to all people.

The education systems offered an equal opportunity for all to education. The education system is fully governed by the Finnish National Board of Education for both general and vocational education. The Board is responsible for monitoring and evaluating the education system in the country. Nevertheless, the education system in Finland implies no economic burden for those receiving basic schooling and higher education.

1.5 The importance of leadership in school

Why is leadership important in determining the success of a school? In exploring this question, this research examined school leadership in connection with motivation, commitment and the organisational climate of the school.

The adoption of a particular leadership approach is defined by the environment and working conditions of the school. Alava, Halttunen and Risku (2012) describe the stand-alone approach of a single leader in a school can change with times. Leaders are admired for having the potential influential capabilities. In reality, with practical problems in school with management and leadership, the roles of leaders have changed. In organising school management effectively, frequent communication with public officials and district authorities is required. However, principals feel reluctant to adopt this practice. Henderson (2001, p.1) argues that developing local leaders can organise others and bring pressures on public officials, the school and the school district. Risku and Karnervio (2011) claim that especially in Finland, training for principals has become urgent in developing a whole new generation of school leaders to meet the demands of the future.

Leadership competency also contributes to the professional growth of the teachers and the administrative staff. This can lead to a high degree of motivation and commitment in the teachers. Moreover, motivation is achieved through various modes. One of the important contributors is a high pay scale. This is one of the major extrinsic motivational factors. However, principals in public schools have restrictions on financial aspects. In line with this, Zimmerman and Harriett (2003) state that

“although principals recognise their pivotal role in professional development process, the majority reported financial restriction and time constraint as a major barriers to their role as an instructional leaders” (p.7). Leadership is the most discussed subject in recent days and in addition, educational leadership has been recognised as a separate field of study. However, leadership in education is still a new phenomenon which needs more exploration. Although a mastery of academic subjects is necessary by itself, it is an insufficient requirement for effective school leadership. This requires different kinds of leadership practices proactive within and outside the school (Chen, Goldring and Addi, 1994).

Demands for quality education are increasingly being felt as a necessary tool for nations development. The commitment and motivation of teachers working in a good organizational climate contribute to quality education and enhance skilful human capital. Furthermore, education therefore can provide a beneficial contribution to society as well as to the country’s economy. Moreover, Engels, Hotton, Devos, Bouckenooghe, and Aelterman (2008, p. 171) claim that “leadership remains difficult to understand because of the many personal, contextual and contingent factors that affect the principal’s position and behaviours”. In addition, Seorgiovanni (1995) claims that in an organisation, divisional hostility is likely which brings about disagreement from teachers, parents, board members, administrators, and stakeholders. This initiates a game of politic in which leaders wish to win for themselves rather than to give back in return.

Therefore, the problem statement of this research study is to explore school leadership in nurturing the multi dimensional facets facilitating motivation to foster commitment and assimilation into the school’s working climate.

“A good theory is one that holds together long enough to get you to a better theory”

D.O. Hebb (1969, p. 21)

2. THEORETICAL FOUNDATIONS

2.1 Understanding leadership discourses

Leadership phenomena are widely accepted as being responsible for bringing effectiveness and efficiency in administering school development. Many researchers have developed leadership theories based on educational settings. Leadership is considered to have an immense impact on developmental aspects when human behavioural factors in organisations are concerned. Northouse (2010, p. 5) pointed out two primary elements of leadership to be “assigned and emergent”. According to Northouse, assigned leadership is determined by the position in the hierarchy and may not produce behaviours that influence followers. However, emergent leadership is a natural phenomena where groups and individuals are influenced by mimicking a leader’s behaviour regardless of one’s own title in the organisation.

Mazzarella and Smith (1989, p. 51) claim “leadership by definition includes action; any theory of leadership is helpful only if it can be used to guide action”. Consequently, guiding action towards goal-oriented directional behaviour can stimulate leadership effectiveness. School leadership can be expressed effectively by using power and authority, arriving at decisions and having a general interaction with teachers and others (Mazzarella et al. 1989, p. 28). Furthering their views, adaptation of inappropriate leadership styles to accomplishing tasks at hand would therefore result in a loss of power and authority for decision making and behavioural relationships with teachers and others.

Discussion of leadership is an on-going process and numerous studies on leadership style and approaches have already been discussed (Spaulding 1934); however, many scholars still study leadership styles and theories. This has expanded the view of leadership studies even further. Many definitions have been proposed for leadership to create a simple understanding of leadership in terms of both styles and

theories. For Smith and Piele (1997) one of the most significantly valued definitions was proposed by George Terry, stating that the activity of influencing people to strive willingly for group goals. Nevertheless, leadership activities for influencing are reflected by the styles implicated in theories of leadership. Theories of leadership have been discussed over time by many researchers, and began with focusing on understanding leaders and leadership separately.

Great Man theory of leadership

The word ‘leader’ appears in the English language in the thirteenth century; the word ‘leadership’ becomes visible in writing in the first half of nineteenth century (Bass and Stogdills 1990, Martin, Cashel, Wagstaff, Breunig, 2006). However, many definitions of leadership are still ambiguous (Bass and Stogdills 1990). In gaining an understanding of leadership, it is the most observed and the least understood phenomena on earth (Martin et al., 2006). Burns (1978) admits that leadership is a complex process to understand for which he asserts that knowing too much about a certain leader, leads ones to know far too little about leadership.

According to Eckmann (2005), the great man leadership theory is very much situated in the nineteenth century. The argument can be summed up as “heroes shape history through the vision of their intellect, the beauty of their art, the prowess of their leadership and most important their divine inspiration” (p. 4). This has long been argued by historian Thomas Carlyle’s declaration, “the history of the world is but the biography of great men”. Supporting this, Carlyle further states that leaders have unique qualities in influencing and capturing the imagination of the masses. Furthermore, he comments on great man leadership by saying history was created by the act of great leaders, leaders molded the masses. According to Bass (2008), time, place and circumstance plays a pivotal role, resulting in the emergence of a great man leader.

Traits theory of leadership

Leadership theories in the early 1960s focused on the characteristics of personal attributions or traits based on the belief that leaders are born and not made. These traits exhibited a set of physical, mental and interpersonal characteristics. Northouse (2010) points out that the traits of leadership include intelligence, alertness, insight,

responsibility, initiative, persistence, self-confidence and sociability. These studies were focused on leaders' personal attributes, which set them apart from others that contribute towards influencing followers to furthering effectiveness at work (Friedrich 2010, p. 9).

According to Northouse (2010), the widely reported study conducted by psychologist Edwin Gheselli identifies important leadership traits for effectiveness. Manning and Kent (2003) illustrate those effective traits which individuals need for achievement, that is, intelligence to become decisive in making good judgments which reflect cognitive complexity, and confidence in initiating to work with others.

The traits of leaders indicated by Zaccaro, Kemp, and Bader (2004) reflect cognitive intelligence when moulding one's leadership style in a situation. Accordingly, early traits theory reflected on personal attributions and characteristics. This indicates that with the traits of cognitive intelligence, leadership style can be flexible. This was a gap in the study of traits in leadership theory in earlier years.

Behavioural theory of leadership

Stogdill, et al. (1945), and Likert et al. (1947) were interested in exploring leadership style on the basis of what leaders do and how they act. These researchers focus on the action of leaders towards subordinates in various contexts. Northouse (2010) generalised these actions of leadership with two kinds of behaviours: task behaviour and relationships behaviour, complemented the study of Ohio State University led by group of researchers, and the University of Michigan, based on the findings of Stogdill's (1945) and Likert (1947) respectively.

The University of Michigan study illustrates similar findings that were job-centred (production/task-oriented) and employee-centred (employee-oriented). The Ohio State study illustrated production-centred leaders stressing the technical and productive aspects of jobs. These types of leaders view workers as a means for getting work accomplished. In relation to the employee-centred, leaders view their employees as human beings, emphasising individual value and giving special attention to their personal needs (Bower and Seashore 1966, Manning and Kent 2003, Northouse 2010). The combination of these two dimensions results in four leadership styles, which are illustrated in figure 2.

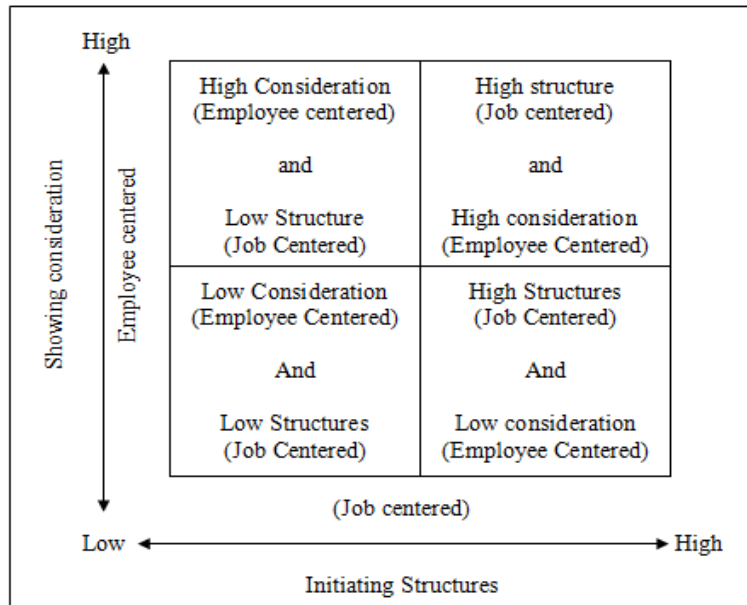


Figure 1 Ohio State University and University of Michigan models of leadership (Manning and Kent 2003).

Although leadership styles are viewed in four different dimensions, researchers still wanted to understand the behavioural patterns of leadership to illustrate whether leaders are flexible to change leadership style from job-centred to employee-centred and vice versa. In relation to leadership style flexibility, researchers such as Reddins (1972) and Hersey and Blanchard (1978) believe that some leaders can change their style.

Taking into consideration, leadership style flexibility in relation to the behavioural theory of leadership, Hersey and Blanchard (2001) view four possibilities for leadership flexibility that are task-oriented (job-centred or initiative behaviour), relationships-oriented (employee-centred or considerate), a combination of task-oriented behaviour and relations-oriented behaviour, and neither task-oriented nor relations-oriented. They further states that using all four styles are difficult and also believe not all leaders could use all four of these styles. However, they believe that some leaders are able to modify their behaviour to fit any of these four styles, while some leaders can adapt two or three of these styles. This provides a wider view of leadership style flexibility.

According to Reddins (1972) leaders can change their style, which he terms 'style flex'. However, he also views the negative effect of leaders changing their style as 'high flex'. Reddins describes it as 'style drift' that could result in failure of organising their situation.

Bass (2008, p. 61) explains the effectiveness of leadership as “task-oriented and relations-oriented is contingent on the demand imposed by the situation”. Although many leadership theories base their foundational approaches on leaders alone, Fiedler (1967) attempts on the study of leadership was based on the situation, leaders and followers. This raises concerns about the impact of situational factors that determine the behaviour of leaders.

Leadership contingency theory

The contingency theory of leadership was first described by Fred Edward Fiedler in 1967, who wrote that prudence in leadership functioning would exist only if leaders adapted their style on a situational basis (Aswathappa 2010, p. 403; Stepanov, Yoeh, & Hart 2007). Contingent theory compliments leader-member relations that traits and behavioural theories have not considered. Fiedler (1967) emphasises the importance of situations where leadership styles can vary. The importance of situational factors led to the emergence of change in leadership style, furthering studies on contingent factors which formed the contingent leadership theory by Fiedler. According to contingent leadership theory, there is no universal or best way to lead, nor is there one best leadership style. The structural design and sub system of the organisation must fit with the existing organisational climate. The leadership style must be appropriate in relation to the task and the nature of the work place and group.

Aswathappa (2010) states that contextual variables and the effectiveness of a leader depends upon motivational style and the favourableness of the situation. In connection with this, Fiedler (1967) attempted to improvise contingent leadership theory by focusing upon task-oriented and relationships-oriented elements, while giving importance to situational factors.

Fiedler shifts the paradigm of contingent theory towards leader-member relations, thus changing the contextual reframe. The contextual variables contributed to the importance of situational factors, leader member relations, task structures, and leader-power positions (Miner 2005, Hardy 1995). These variables shed light upon the contingency of leadership to incline towards both the task-oriented and the relationships-oriented. Moreover, with attention on these variables, contingent leadership somehow reflects the change of leadership towards a changing style on account of understanding variable situational factors and leader power positions,

having concentration for effectiveness through tasks and relationships. As Fiedler (1958) points out:

Measures an attitude toward others which may best be described as emotional or psychological distance. A person with high [scores] tends to be concerned about his interpersonal relations, and he feels the need for the approval and support of his associates. In contrast, the low . . . person is relatively independent of others, less concerned with their feelings, and willing to reject a person with whom he cannot accomplish an assigned task (p. 22).

The unpleasant scale of working with co-workers is checked by the least preferred score (LPC). The significance of LPC indicates that the highest score is inclined towards the relations-oriented, and the lower score indicates task-oriented (Hardy 1995).

Path goal theory of leadership

Path goal theory of leadership was first described by House (1971). The theory proposes to motivate goal-directed behaviour (Draft 1999). House claims path goal theory of leadership has history in the roots in organisational behaviour. In addition, the path goal theory of leadership is engaged with the expectancy theory of motivation. The combination of the two words 'path' and 'goal' indicates the trail towards accomplishing the mission and goal of the organisation of leadership vision. The path goal theory of leadership is concerned with leaders influencing the perceptions of subordinate's with their work and personal goals leading a path to goal attainment (House 1996). In addition, according to House, this theory suggests that the behaviour of leaders motivates to increase the subordinate's satisfaction to goal attainment and simultaneously clarifying the path to these goals. House (1996) states path-goal theory is concern with "relationship between formally appointed superior and subordinates in their day to day functioning" (p. 325). According to House (1971, p.61), motivating goal-directed behaviour is essentially done by offering rewards. Path goal theory indicates that maximising the utilisation of human resources efficiently and effectively helps in attaining organisational goals with the influence of reward systems, which act in clarifying the path for the goals and rewards. For Schutz (1961b, p.28), leadership functions establish a hierarchy of group goals and values, and recognise and integrate various cognitive traits that exist in the group, to maximise the utilisation of group member's abilities and to help members resolve

problems that involve adapting to external realities as well as the fulfilment of interpersonal needs.

House and Mitchell (1974) propose four main dimensions of leadership style which are based upon subordinate satisfaction, the acceptance of leaders and the expectation of the subordinates accumulating effective performances. Howieson's (2008) exploration suggests that path goal theory describes leaders adopting multiple behaviours implemented as leadership style in different situations.

Situational leadership

Situational leadership theory was originated by Hersey and Blanchard (1988) during the mid seventies. The theory reflects that effective leaders need to adapt or be flexible according to the situation. Hersey and Blanchard's situational leadership model reflects two fundamental concepts, leadership style and followers' maturity level. In line to this, two patterns of leadership behaviour were pronounced – task oriented behaviour and relationships oriented behavior. These were further categorized into four leadership styles according to the followers' maturity levels and were described as, telling (S1), selling (S2), participation (S3) and delegating (S4) as shown in Figure 2.

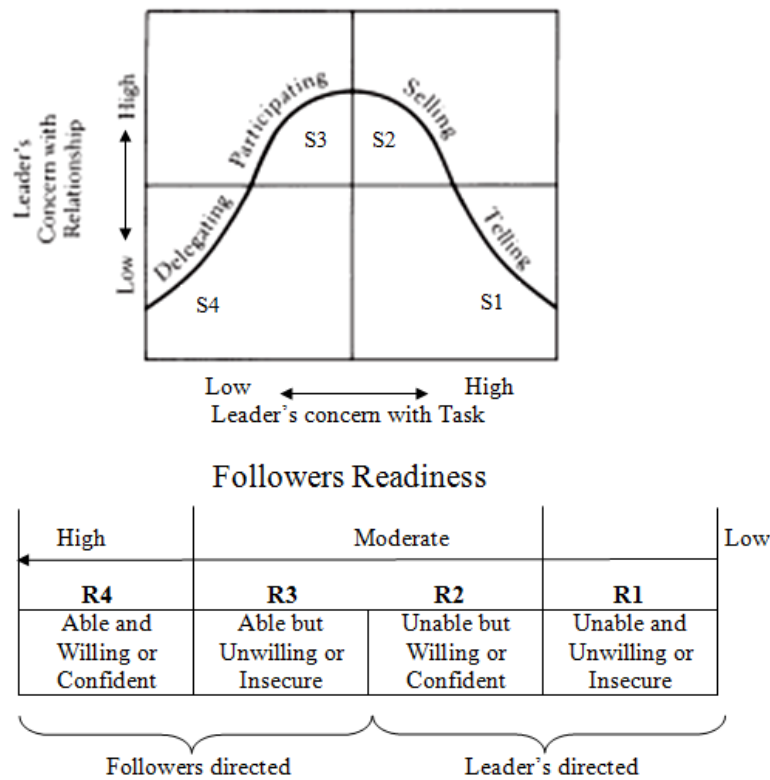


Figure 2 Hersey and Blanchard (1988). Situational leadership model

According to Hersey and Blanchard (1977, 1988), situational leadership theory integrates leadership supportive behaviour and leadership directive behaviour by telling, selling, participating and delegating followers' maturity levels of readiness. Maturity or the readiness of followers is a third dimension of situational leadership with four alternative choices (Phipps and Phipps 2003; Pounders, Acker-Hocevar & Bishop, 1996). These leadership styles, when viewed with the third dimension of readiness or maturity, formulated according to the degree of willingness and the abilities of followers.

Situational leadership model suggests followers' readiness, however, leadership flexibility and mobility are also important dimensions that assimilate followers' readiness. The situational leadership model is in constant evolution and attempts to explain the followers' readiness. It is equally important to add that there is a fourth dimension of leadership flexible mobility to achieve followers' readiness according to situational needs. This fourth dimension of leadership flexible mobility is essential because situations can vary and this also demands flexibility in leadership. In addition, followers' readiness can generate leadership flexibility by furthering the style mobility to and from S4 to S3 or S3 to S2 or even to S1. Accordingly, to meet the readiness of followers, generating leadership elasticity is essential, considering situational expansion and contraction with adequacy to maintain the style flexibility and mobility to reduce the style drift.

According to Weyers (2002), leadership elasticity is defined as "the ability to change on a moment-by-moment basis in response to the demands of individuals and the situation" (p. 117). Leadership elasticity requires high competences in self mastery and self-leadership. In connection with this, Cashman (1995) states "effective leadership begins with self-leadership and mastery of oneself" (p. 17). Weyers (2002) states "the new focus of organisations is change. Accommodating change requires more than flexibility or adaptability. A leader must be able to cope with a dynamic environment, but more importantly must themselves change to fit. This is the domain of elasticity" (p. 122). According to Stephens (2007) leadership appropriateness enables the leaders to stretch the elastic of leadership to the farthest as it goes. In addition, Weyers (2002, p.124) explained leadership elasticity requires leader's concentration of being self-aware to tune with followers readiness. In addition, leadership elasticity also requires a degree of wisdom that enables the leader's to choose the most appropriateness of leadership style to meet with the followers needs.

Mazzarella, and Smith (1989) assert that leadership style must vary according to followers' competence and confidence. Therefore, leadership style is flexible with the readiness of followers, allowing the leader to implement an appropriate style for the appropriate situation. Situational leadership model demonstrates coherent with leadership supportive behaviour, and leadership directive behaviour assimilating the situational dimensions of telling, selling, participating and delegating, leading to a collaborating situational leadership with the readiness of followers which is indicated by R1, R2, R3 and R4. Leadership styles vary according to the contextual setting or situational circumstances. Situational leadership, according to Lewis (1993), is concerned with supportive behaviour and directive behavioural coherence, along with the readiness of followers.

Transformational leadership

Transformation refers to bringing a qualitative change in organisation. This includes the formation of social and cultural settings in relation to increasing effectiveness, progress and enriching good relations among and between organisational members. "Transactional and transformational leadership" was first introduced by Burn (1978), emphasising leadership and ethics (Saġnak 2010; Mahasinpaisan 2011). Currie and Lockett (2007) argue that transformational leadership inspires followers to achieve defined targeted goals. Transformational leadership has many facets; charismatic behaviour, inspirational leadership, individual considerations, and intellectual stimulation that assimilate to produce value in organisational contextual settings.

Currie and Lockett claim that vision is developed by leadership to bring about pride, respect and trust. Greiman (2009) argues that leaders with self-interests inspire followers to achieve extraordinary goals for the best interest of the organisations. Supporting this perspective, Moolenaar, Daly, and Slegers (2010) argue that transformational leadership can have the impact of producing more productive and unexpected extra results from employees.

2.2 Leadership behaviour patterns

In my research, leadership behaviour patterns are derived from two leadership theories. My exploration examines leadership behaviour pattern taking into account of relations-oriented behaviour and task-oriented behaviour. Behavioural theory examines leadership behaviour in terms of employee-centred (considerate) and job-centred (initiative). Situational leadership illustrates contextual variables with respect to leadership supportive behaviour and directive behaviour. Behavioural theory of leadership, studied at Ohio State University and University of Michigan, claims that leadership is associated with task-oriented behaviour and relations-oriented behaviour. The other understanding of behavioural leadership theory explains the intelligence of leadership. Behavioural characteristics of leadership, according to Robertson (1992), indicate several general characteristics of 'good' principals as a leader that are: negotiated solutions to problems, collegial management styles, risk-taking behaviour, prevalence to low personal control needs, and multi-dimensional views. Yulk (2008) state when there is a top priority for high performance, leader use pattern of behaviour to avoid mistakes.

Meister (2010, p. 884) further argues that collegial relationships, which are closely related to the four specific principal behaviours, leads to cooperation among teachers, rewards collegiality, and protects teachers who initially engage in collegial behaviour. Moreover, Robertson (1992) emphasises the behavioural aspects of principals related to the people-centred. The study of the effectiveness and success of schools has gained momentum, emphasising relations behaviour (Brown 2003).

Egley (2003) mentions that the development of new models of progressive leadership styles offers educational leaders to perform well in the complex world. Leadership styles have become important when integrating people by the means of interaction to attach them in organizational events.

Figure 3 represents the leadership intelligence of being aware of situations and representing knowledge, skills and ability to communicate behavioural aspects, to accomplish goals.

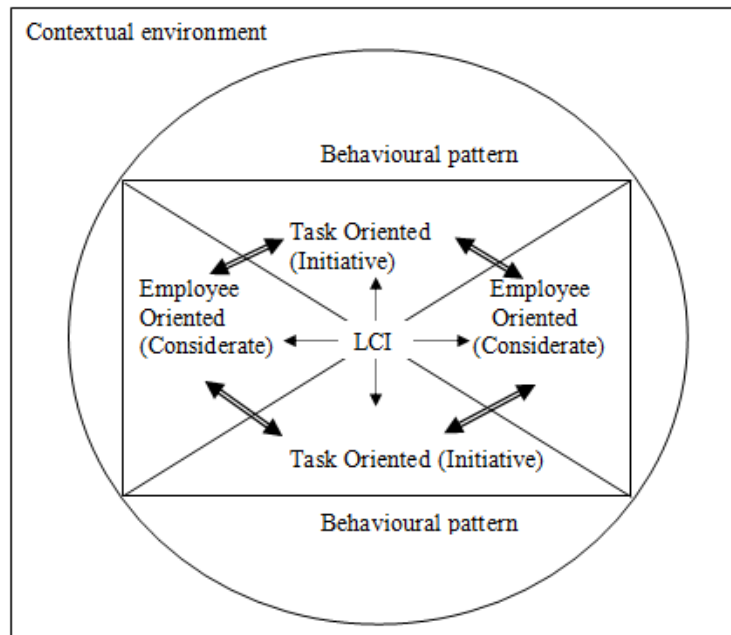


Figure 3 Leadership contextual intelligence (LCI) of leadership behavioural patterns in this study

The leadership behavioural patterns in the above figure explain the attitude of leadership towards tasks and employees which are cloud wise rather than the clockwise. The behaviour of leadership styles in cloud wise is explained as an immediate and spontaneous reflection of behavioural patterns, shown when tasks and relationships are both required. Leadership behavioural patterns also demonstrate flexibility of leadership style with an emphasis on task-oriented or relations-oriented behaviour. Moreover, optimum flexibility can be achieved with leadership elasticity to maintain leadership equilibrium (Stephen 2007; Moerschell 2009).

2.3 Contextual Intelligence of Leadership

Leadership contextual intelligence is an effective means of accomplishing the right tasks while having good relationships with employees. Contextual intelligence boosts leadership behavioural patterns towards being considerate as a conditioning response to given situational climate. Sternberg (1985) views contextual intelligence as a practical form of intelligence incorporating social, cultural and historical backgrounds. Situations can be contextualised when reflecting multiple complexities

along with the functioning of school organisations, human resources, task accomplishments and administrative decision making. For school leadership, these have become the most challenging factors in today's modern complex world, where innovation and instant decisions are required to resolve issues as they arise. Kutz (2008) asserts that contextual intelligence enables leaders to understand the general concepts of context, intelligence and experience. Leadership ability in understanding these paradigms offers real solutions for real problems (Sternberg 2000). Contextual intelligence is associated with know-how for real life solutions (Wagner 1987; Wagner 2000). Kutz (2008, p. 23) defines contextual intelligence:

Contextual Intelligence is the ability to quickly and intuitively recognise and diagnose the dynamic contextual variables inherent in an event or circumstance and results in intentional adjustment of behaviour in order to exert appropriate influence in that context.

Context, intelligence and experience have high degrees of contribution towards leadership success and effectiveness. Kutz (2008) explains these as pivotal factors that leaders need to understand, for which he states, “context: (internal, external and interpersonal factors, which contribute to uniqueness of each situation and circumstance). Intelligence: (ability to transform data into useful information, information into knowledge, and then most importantly, assimilating that knowledge into practice). Experience: (measured by the ability to intuitively extract wisdom from different experiences and is not necessarily dependent on the accumulation or passage of time)” (p.5).

Contextual intelligence offers wisdom and practical knowledge, initiating leadership ability in order to grasp contextual phenomena in understanding existing climates (Sternberg 2000; Brown 2002). Moreover, Sternberg (1988) illustrates that successful intelligence of leadership allows leaders to process information effectively. Creative or experiential intelligence allows leaders to initiate new ideas. Practical or contextual intelligence allows leaders to shape the real world climate. In addition, Terenzini (1993) illustrates that contextual intelligence involves knowing culture and context in specific settings where the performer operates.

Mayo and Nohria (2005) admit that great leaders have more than just charisma and an appetite for risk – they also have contextual intelligence in order to understand the feelings, cultures and contexts that best suit followers, and the organisation to bring social harmony amongst teachers and administrative staff in educational

settings. Contextual intelligence provides intelligence for leadership to shape behavioural patterns according to the needs of the organisation and its employees.

Also, contextual intelligence, according to Breen (2007), allows leadership to assimilate styles to adopt in contextual-based situations for the needs of followers. Contextual intelligence seizes the opportunities to decide when and how to apply transactional and inspirational skills to motivate teachers, administrative staff in order to foster commitment and a good working climate within the school educational setting. Breen further states: “leaders with contextual intelligence are skilled at providing meaning by defining the problem that a group confronts. They understand the tension between the different values involved in an issue and how to balance the desirable with what is feasible”.

Kutz (2008) indicates contextual intelligence involves the “ability to recognise and diagnose the plethora of contextual factors inherent in an event or circumstance, then intentionally and intuitively adjust behaviour in order to exert influence in that context” (p.18). For Kutz, contextual intelligence necessarily involves three convergence abilities: “an intuitive grasp of relevant past events, acute awareness of present contextual variables, and awareness of the preferred future, interact so that the practitioner can exert influence and make appropriate decisions” (p.18).

Leadership contextual intelligence lets leaders recognise the changing nature of contextual variations and mould the behavioural patterns to remain successful and effective with both task functioning and harmonising socio-cultural relations with teachers and administrative staff. Sternberg (1985) states that contextual intelligence initiates leaders to find practical solutions to real problems. This type of people Sternberg refers to as “street smart”. The leaders’ enlightening the interpersonal skills smartly harmonizes socio-culture climates in educational settings.

Leadership intuition helps to formulate the interpersonal skills necessary to ascertain what is to be done and how can it be done. This further allows leadership to view context differently for the present situation, with experience from the past and envisioning the future. This enables the leaders to act appropriately in a context of uncertainty by knowing what to do by opposing the knowing of how to do. Kutz (2008) further states:

The contextually intelligent practitioner must always view their current context through the dual lenses of past experience and the preferred future. Meaning, present experiences, as they occur, regardless of the context they

occur in, can all be intentionally integrated into the psyche of the individual for use and application in future context(s) (p.24).

Kutz goes on to assert that “contextually intelligent people are multi-tasking thinkers who routinely go outside of their existing context to acquire useful information about the world they live in and integrate that information into their decision-making” (p.29). This further describes a picture of the multi-tasking, multi-dimensional attitude of school leadership in applying a behavioural style with a mix of both task-oriented as well as relations-oriented approaches, rather than just focusing upon single dimensions.

2.4 Dimension of leadership practices in educational settings

Although leadership practice in the school educational setting is measured by different leadership styles, a major factor is the situation and the context of the school climate. The style presented different features under different conditions.

Hood, Poulson, Mason, Walker, and Dixon (2009) write that transactional and transformational styles of leadership occur in educational settings. There are two different approaches to leadership in educational settings – transactional leadership follows a bureaucratic approach, regularising work standards in classroom teaching and learning practices. Transformational leadership demonstrates dynamics, flexibility, stimulation, enlightenment and vision by encouraging students to participate in discussion rather than following up with assignments and course lectures which are relationship-oriented.

Nevertheless, there is no one particular leadership style that fits every situation (Hallinger and McCary 1990). McGee (2006, p.158) concludes that “the success of school improvement initiatives is a highly contextualized phenomenon” and that implementation should look “substantively different from school to school”.

While relating the intelligence of leadership, emotional intelligence plays a vital part in teachers’ commitments and motivation. For Goleman (1998), emotional intelligence generates awareness in contextual phenomena. Hackett and Hortman (2008) see emotional intelligence as managing emotion with empathy and building relationships in order to persuade others.

In connection to the effective job performance emotional intelligence is vital rather than the cognitive ability and the expertise of the principal (Hackett and Hortman, 2008, p. 95). They further claim that emotional intelligence is an important factor for the individual at higher positions. Therefore, the emotional intelligence of leadership can bring changes in schools. Sergiovanni (2005, p. 112) says that leadership involves changes and involves learning. He asserts that “leadership inevitably involves change, and change inevitably involves learning. Both are easier to do if we better understand the mindscapes we bring to our practice, examine them in light of what we want to do, and change them. Change begins with us—with our heart, head, and hands that drive our leadership practice”.

Sergiovanni (2005, p. 118) also says that “leadership is about helping people understand the problems they face, helping them manage these problems, and even helping them learn to live with them”. He goes on to state that

Conventional wisdom tells us that leadership is about finding solutions to problems that people face. In reality, leadership is more about helping people understand the problems they face, helping them manage these problems, and even helping them learn to live with them. Even in the best of circumstances, leadership is difficult. Community building is a good example. Few leaders find their efforts at community building to be models of perfect harmony (p.122).

Regarding the progress of schools through the intelligence of leadership, Fullan (2002) states:

I found that the single factor common to successful change is that relationships improve. If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus leaders must be consummate relationship builders with diverse people and groups — especially with people different than themselves. This is why emotional intelligence is equal to or more important than having the best ideas. In complex times, emotional intelligence is a must (p.7).

Nevertheless, the emotional and social qualities of the leadership are a pathway to shaping leadership behaviour, reinforcing collaboration between team members and bringing effectiveness to schools. Many researchers of leadership have come up with different leadership models in education. Although management and leadership overlap sometimes, it is again an inseparable concept (Webb 2005, p. 74).

Effective schools require effective school leadership. Effective leadership accounts for dominancy in the ability to demonstrate goal-oriented behaviour with possible alternatives and solutions. For Burlingame (1984, p. 4), educational

leadership require to portray professionalism with intellectual pragmatic knowledge to ascertain appropriate goal, and select possible alternatives for solution.

For Chen, Golding, and Addi (1994, p. 4) leadership requires being proficient in interpersonal relationships, to “transform their authority into friendly persuasion in order to work directly on the consciousness of teachers, staffs, and the students”. They further assert that one core mission of this principal is to encourage teachers with regard to their task. Chen et al. concluded that principals have the knowledge to remain charismatic and achieve success by applying their professional skills and knowledge in school educational settings. Moreover, leadership effectiveness in achieving success enables teachers to raise student levels of achievement (Hammond & Rothman, 2011).

Leadership has remained a dominant aspect of development, bringing changes and collaboration. However, to involve and make people participate in any field of development, the leadership focal area must drive the individual and have their “collective value” (Day & Harris, nd).

Nevertheless, leadership is a complex, multi-faceted phenomenon Van Sester and Field (1990). Nivala (1998, p. 49) further states that:

Leadership is an interesting multidimensional issue. When reading leadership books, one will face a jungle. The numbers of books is vast and include a variety of idea and statements about leadership. How is it even possible for a novice leadership researcher to form his/her point of view of leadership? What is the leadership theory that can be found behind the different leadership idea and statement?

Nivala also questions “whether different ideas or the theories in leadership can seriously be regarded as theories.” Nivala (1998, p. 50) argues about the complexity of leadership and whether or not to admit that the jargon of leadership is rudimentary. Mitchell (1990), agrees that

Recent studies on leadership theory unapologetically admit that research on leadership is ambiguous, unclear, inconclusive and desperately in need of a new beginning. This impasse in knowledge has spawned a number of new theories of leadership. However, the new theories are more concerned with what leader do than with what leadership is (p.1).

In Finland, traditionally, leadership was considered at high level positions, such as directors or deans (Hujala 2002). Nevertheless, leadership exists within contextual settings, perceived as the “contextual leadership model” developed by Nivala (1999), emerging from social constructions, situations and interpretive phenomena (Nivala, 1999; Hujala 2002). In supporting this, Karila (1998, p. 64) states

that “context is one of the concepts that has been used to link the person/individual and society”. She further proclaims context as socio-cultural circumstances, physical or social climate of work place tasks that the individual encounters.

Leadership is reality-based when it comes to situations, social interactionism and interpretative phenomena. Nivala (2001) asserts that leadership reality is interacting between the process and the context of leadership. Social interactionism, and contextual variations instigate co-operation between actors and organisational structures (Nivala 1999).

2.5 Excelling in comprehension of leadership approaches

Leadership is one concern in educational histories which has impacted on school performance (Adam 2007, Hallinger and McCary 1990). Nivala (2002) states that the nature of leadership is ontological. According to him, the issues related to leadership in general or in theory are very challenging because: “firstly there is not an overall agreement of how the notions of leadership — leadership, management and administration — should be defined. The definitions for these concepts are complex. Secondly, different leadership discourses give more emphasis to different issues in leadership” (p.13). Sergiovanni (1994) state:

Leadership in education does not have its own identity. The leadership models used in educational settings are mostly adopted and/or adapted from the leadership models appropriate in the business world. This can be very confusing for the people working in the field of education. This is because the adopted models may not answer the questions which arise from the reality in which both the director and staff in an educational organisation work (p.14).

However, school leadership in contrast to organisational leadership has to play different roles and have different functions. These roles and functions can have a direct impact on all actors in the school. Hallinger and McCary (1990) also indicate that some general functions of leadership are important in school; these functions have to meet the needs of students, community and schools. They further argue that leadership effectiveness varies with the settings of schools which are founded in different locations. The effectiveness of successful leadership transforms but does not transact alone (Sergiovanni, 1995 and Leithwood, Jantzi, and Steinback 1999).

Clarcken (2010, p. 2) argues for the effectiveness of school leadership which initiates different approaches to encompass the unique conditions of contextual setting.

Leadership is a contextual phenomenon. Hujala, and Puroila (1997) and Waniganayake et al. (1999) further define context as a concept linking the individual and society. However, context is viewed in multiple perspectives, one of which is focused on the culture in a similar way to context (Karila 2002). Gronn and Ribbins (1996) also define context as socio-cultural circumstances reflecting or involving collaboration between the social and physical climate dimension.

Hujala (2002) distinctively emphasises contextual leadership by describing leadership as a socially constructed, situational and interpretive phenomenon. It reflects a sense of intelligence by capturing the organisational climate and acting upon the situational climate within the setting. An interpretation can be made that leadership is powered by both situation and culture, stimulated by leadership intelligence capability that fosters a good school climate.

Goleman, Boyatzis, and McKee (2002, p. 2) argue that leadership intellectual capability is essential to tackle tasks and challenges with effectiveness, which further influences motivation, inspiration and resonance. Goleman (1998, p. 1) claims motivation, self-awareness, social skills, and empathy is reflected by leadership emotional intelligence. Bardach (2008) claims that the emotional intelligence of leadership is highly connected to the internal climate, furthering school succession.

McGee (2006) argues that school leadership at the school level can have the ability to control the internal climate while maintaining a good line of communication for building common values, attitudes, beliefs and norms. This can bring a change in the school climate where leadership effectiveness can be recognised by a lack of continuity and inconsistency (Hargreaves et al. 2001). Zimmerman (2009) asserts that “effective school leaders need to balance their need for control by bringing out the best in others to satisfy others’ needs for autonomy” (p. 264).

Effective leadership roles are deemed to be responsible climate in bringing about a good school climate and reforming the educational sector. In this connection, the report of Strategic Management of Human Capital (2009, p. 5) states:

Principals bear the ultimate responsibility for implementing school-wide reforms that will lead to high academic achievement for all students. The principal must assume many roles: building leader, education visionary, disciplinarian, community builder, budget analyst, facility manager, and

guardian of legal, contractual and policy mandates, but none is more important than instructional leader.

Despite many roles which are assumed, school leadership pivots responsibility to impart a meaningful common purpose that should motivate in developing a shared vision towards accomplishments (Zimmerman 2009, p. 263). However, changes of culture can be brought about by skillful leadership in order to manipulate culture which is a unique and essential function of leadership (Donahue 2003, p. 27). Developing the uniqueness of the perception of reality, constructed from our experiences, is a cause and effect relation - leadership ought to continually renegotiate an understanding of truth (Clarken 2010, p. 7).

Waters, Marzano and McNult (2003, p. 2) recommend newer leadership for the effectiveness of schools. According to them, many school organisations' effectiveness is guaranteed by instructional leadership. However, after the 1970s, the practice of balanced leadership has gained momentum. Water et al. (2003) further argue that a balanced leadership framework focused on effectiveness is characterised by not only knowing what to do, but also by knowing how to do it and why to do it. This is a rational of leadership style for the effectiveness of schools in today's context and in the future.

Chu and Fu (2006, p. 505) assert that "an effective school leader creates a school climate that is harmonious, industrious, effective, and efficient, which leads to a team of highly committed faculties as a whole". Leadership roles are important to create a good school climate, fostering employee' motivation and promoting their psychological contracts, which are related to attitude and the behaviour of the people associated with the school, and further increases the commitment level.

2.6 Realm of leadership in motivation

School effectiveness is primarily correlated with the quality of leadership; this indicates school leadership as a vital component for school success. With connections to theoretical frameworks for bringing commitment and positive climates in schools, school leadership has to maintain a sustainable standard of operating procedures and look towards the future in order to achieve grand leap. This is possible if intrinsic

motivation such as the quality of work life, interesting activities and extrinsic values such as expectancy of rewards, are offered for all in school. However, these are not small gifts being offered, but require high level of intellectual capabilities. Hewitt, Pijanowski, and Denny (2009) in their study on *Why Teacher Leaders Don't Want to Be Principals*, found that undesirable working conditions, stress and compensation as major reasons. This provides hardship for leaders in facilitating motivation to enrich a good climate furthering an enhancement of team work. The problem in schools are generally faced with less experienced principals incapable of handling complexity (Sodoma and Else 2009).

Multi-dimensional activities reflect complex problems which require teamwork and strong leadership to solve efficiently with the most available resources. This further calls for recognising the creativity of organisational members. This, however, encourages the behavioural characteristics of leadership to respect organisational members in welcoming ideas and creativity (Jones and Rudd, 2008, pp. 88-97).

Taking into consideration of the behavioural characteristics of leadership, Churches and West-Burnham (2008, p. 11) write that leaders produce appropriate behaviour when responding pragmatically and relevantly to social climate of settings. Moreover, they further believe that leadership distinctiveness is a sustainable and significant engagement with others. This fosters an accumulation of the motivational factors of leadership in future role performances to further motivate team members.

Gafoor and Ali (2009) assert the links between leadership failure in motivating teachers, staff and students with expressing criticism with creative harmony. Much more attention is paid to leadership vision and communicating it to organisational members. This requires a leadership ability which sets a purpose or direction for teachers to achieve developmental goals of organisations (Jones and Rudd 2008). Communication is an essential part of leadership, influencing motivation for the adaptation of changes in new manners with the acceptance of leadership visions to arrive at a common end (Jones and Rudd 2008). Also, leadership is relationship-binding when consideration is taken for behavioural characteristics that influence people with values. Hogg, Martin, Epitropaki, Mankad, Svensson, and Weeden (2009, p. 991) rightly assert behavioural relationships as;

Leadership identifies a relationship in which some people are able to influence others to embrace, as their own, new values, attitudes, and goals and to exert effort on behalf of and in pursuit of those values, attitudes, and goals.

Motivation can be seen as a circular chain of reactions, for example, leadership concerns for people can demonstrate motivation from co-workers and this apparently supports leadership behaviour for the motivation of her or himself harmoniously in creating efficiency in the work place. Nevertheless, motivation is a major aspect in achieving the mission, vision and goal of an organisation. Moreover, in accomplishing targeted goals and reaching these visions, leadership has to bring a motivational factor within the organisation and its members, simultaneously leadership motivates people and their tasks.

In relation to this, to explore leadership, Clayton's (1969) ERG motivation theory offers a significant contribution in understanding commitment and good working climates. Although motivation theories are studied at various levels of individual need, Clayton's ERG theory explains three levels of needs. The existence need of motivation is the basic fundamental need, relatedness need is social, belongingness need which incorporates employee well-being, and the growth need, which is the highest level of need for acquiring professional development (Roos 2005). The criticism of hierarchy needs theory instigated Clayton to modification the hierarchy of needs under three levels of needs – referred to as ERG needs. Moreover, Clayton (1969) and Senyucel (2009) state that ERG needs are not hierarchal.

Caulton (2012) maintains that ERG motivation theory has not been widely used. However, ERG theory is important in understanding the internal perspectives of human behaviour. In school, teacher motivation is essential when it has an immediate effect on student achievement (Alam and Farid 2011). Although teacher motivation is essential, this can be stimulated by intrinsic and extrinsic motivation. This is viewed through two paradigms: behaviouristic and economic (Glass 2011). The non-hierarchal nature of ERG motivation offers teachers an opportunity to pursue the needs for existence, relatedness or growth accordingly without following a hierarchal path.

2.7 Working climate in educational settings

Factors incorporating good school working climates are important when explaining motivation and commitment. Marshall (2004) believes that school climate is important when enriching teaching and learning, improving student achievement and improving perceptions among students, staff, parents and community members, which fill in the gaps of cultural deficiency. However, school working climates can be perceived as both positive and negative. In describing this, Thompson and Crank (2010) assert that school climate encompass school ecology, milieu, organisation, and culture. Owens (2004) claims that organisational climates are related to the atmosphere, personality, tone, or ethos of culture. This is a prominent illustrative example concerned with bringing motivation for achieving professional efficacy.

According to the Center for Comprehensive School Reform and Improvement (2009), it is stated

“The physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to take place. School climates refer to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organisational structures” (p.2).

Moreover, school climates are related to teaching and learning activities (Kuperminc, Leadbeater, & Blatt, 2001). Suitable teaching and learning activities produce cultural binding phenomena amongst and between professional school communities. The favourable climate is a hallmark of school cumulative progressive development towards the grand leap. Thompson and Crank (2010) admit that positive school climate correlates with communication flow, which produces elements conducive to the climate for supportive and respectful behaviour. This is contingent upon values, respect, affiliation and recognition of the players in the school development process.

Healthy climates in schools are a foundation for safety, pride, respect, trust and motivation reflecting the learning achievement (CCSRI, 2009, p. 5). These climates eventually have a positive impact upon student development, productivity and academic outcome (Thompson and Crank, 2010, CCSRI 2009 and Kumar 2010). In addition, teachers' job satisfaction has a positive impact on exerting the best for the

needs of students and schools with notable contribution towards teachers' professional efficacy development. With more concern put upon schools' favourable climate, Thompson and Crank (2010) found that school climate enhances collaborative problem-solving roles with families and staff.

Most of all, school climate is also reflected in the classroom climate. Brown, Jones, and Aber (2010) highlight the importance of a supportive classroom climate in a process of bringing about positive changes in the key teachers who directly impact positive change in students. The contribution of school climates fosters the professional development of teachers, the positive outcome of students and eventually leadership effectiveness in schools that are noted to be a key aspect for the grand leap. School is a playground of knowledge for students to acquire value, skills, emotional intelligences and character development.

School working climates enhance cooperation and collaboration between members in the school organisation. Cooperative and collaborative natures include respect, the sharing of power social and emotional skills, interpersonal skills, self-regulation and conflict resolution skills (Hoffman, Hutchman, and Reiss, 2009). Taking into consideration cooperative and collaborative natures, Keiser and Schulte (2009, p. 55) say;

If there is a common thread to creating a positive school climate, it is the importance of relationships – student to student, teacher to student, teacher to family, administrator to staff, school to community...and our ability to teach our students how to develop supportive relationships of their own is as essential a skill as math and reading.

For Keiser and Schulte, positive school climates cannot be accessed by leadership alone, moreover, without the support from existing members in the school, positive climates in schools cannot be achieved. This however, reflects the leadership approach to building, bonding and banking from positive cultural relationships with support to lead schools towards cumulative progressive development.

2.8 Commitment in simpler understanding

The organisational prospects of expansion in the future depend on the commitment of employees in any organisational setting. According to Marquardt and Krishna (2007), the organisation and employees can both benefit from organisational commitment and

are found to be an essential factor for organisational effectiveness. Organisational commitment is multi-faceted. Meyers and Allen (1997) claim that commitment exists in three facets. Firstly, affective entails that individuals are motivated and want to work and remain in the organisation. Secondly, normative also entails that individuals recall that they ought to work for the organisation. Finally, continuance commitment relates that individuals feel they have to work in the organisation even under circumstances of not having a desire to work.

Maigo and Yan (2010) argue that commitment and effort are two indicators of encouraging motivation. Explaining further they state,

“Commitment refers to actively pursuing a goal over time in the face of distractions. Effort is concerned with the amount and quality of non-automatic elaborations people invest in achieving the knowledge component of performance goals” (p.4).

Krishna and Marquardt (2007) explain the two dimensions of commitment as attitudinal commitment and behavioural commitment. These commitments are notable when concerning tasks as well as behavioural factors to boost the team spirit through collaboration. In accordance with their definition of attitudinal commitment and behavioural commitment, the attitudinal commitment is related to “individual identification with organisational goal and willingness to work towards them” and behavioural commitment is to relate “organisational behaviour in particular rather than to entity” (p.1).

According to Mowday, Steers, and Porter (1982, p. 26)

Attitudinal commitment focuses on the process by which people come to think about the relationship with the organization. In many ways, it can be thought of as a mind set in which individual consider the extent to which their own values and goals are congruent with those of the organization. Behavioural commitment, on the other hand relates to the process by which individuals become locked into a certain organization and how they deal with this problem.

Maehrer, Smith, and Midgley (1990) put more emphasis upon teacher satisfaction. They believe that a combination of commitment and job satisfaction is an important ingredient for teacher motivation. Both of these aspects produce teacher motivation for personal investment. Their motivation to personal commitment has a direct impact on the achievement of students and the success of schools. Maehrer et al. (1990) also claim that committed teachers have more control over their teaching and a stronger sense of community. This is highly possible with the principal as a strong

leader. Schools without these and having a less orderly climate have teachers who are less satisfied.

An important factor that needs to be addressed for development in schools is to cultivate a sense of belongingness amongst and between professional school communities. Effectiveness can therefore be achieved through teacher satisfaction, teacher commitment and personal investment. Job satisfaction does not provide meaning for absolute commitment. However, commitment has different levels of meaning. Cohen (2003) illustrates the multiple-commitment approach. He believes in a dynamic climate, where commitment varies in different a contextual setting which allows for a magnitude of variations across time, professions and cultures.

Nevertheless, Meaher et al. (1990) claim that teachers' personal investment and their motivation for commitment is highly regarded as correlating with school culture. Firestone and Rosnelblum (1988) claim that teacher satisfaction and their commitment is associated with school leadership. Meaher et al. (1990, p. 8) go on to argue that school leadership is a "uni-dimensional variable on a continuum from positive to negative or strong to weak". However, leadership supports behaviour of relationship-oriented or considerate-resulted in a higher level of job satisfaction among staff and teachers. Relations-oriented or considerate, in terms of being supportive of employees, can relate to organisational commitment and the strengthening of organisational achievement of goals (Selahattin 1998, Gurses and Demiray 2009).

2.9 Theoretical construction of the research

The construction of the study on school leadership en-route to a grand leap was supported by the conceptual construction of leadership theories. The conceptual framework was constructed by reviewing different leadership theories. The prime theories that supported the foundation of the conceptual framework were leadership behavioural theory and leadership contextual intelligence. These theories offered a wide range of views to explain the cumulative school's progressive development referred to as a grand leap which is explained in the earlier chapter. Leadership

behavioural theory enabled the exploration of leadership flexibility towards a customary operation of leadership behavioural patterns.

The study of leadership behaviour initiated by Stogdills (1945) and Likert (1947) illustrated two similar leadership behaviours which includes showing consideration or employee-centred and initiating structures or job-centred structures. Northouse (2010) points to generalise action-oriented leadership behaviour as task-oriented and relations-oriented behaviour. Leadership behavioural patterns are oriented by the courses of action being flexible in adopting the change in leadership styles (Reddins 1972; Hersey & Blanchard 1978). Supporting this, leadership creates collegial relationships to generate effectiveness in organization (Meister 2010, Robertson 1992, Brown 2003). For Bass (2008), leadership behavioural patterns are contingent upon situational contexts.

Leadership contextual intelligence is viewed in school contextual settings to explore leadership core competences in order to incorporate social and cultural aspects of the organisation (Sternberg 1985). This initiates various possibilities with employee motivation, teacher commitment and fostering school working climates. Leadership contextual intelligences that demonstrate core competences provide real life solutions to real life problems (Sternberg 2000, Wagner 1987 and Wagner 2000). Leadership contextual intelligence initiates diagnoses of dynamic contextual variables (Kutz 2008), with causes and effects assimilating employee motivation, commitment and in bringing about a good working climate. Leadership flexibility and competences with vision for purposeful development can be influenced by motivation where effort is praised? (Jones & Rudd 2008; Hogg et al. 2009).

In addition, leadership flexibility and competencies emphasise employee motivation to generate an affective commitment to work (Meyers and Allen 1997), and initiating an active pursuing of goals over time at difficult context (Maigo and Yan 2010). This creates a stronger sense of professional community whereby leadership effectiveness is achieved by strong school leaders who initiate task-oriented behaviour (Maehar et al. 1990). Moreover, organisational climates are viewed through relational aspects within school settings. This includes professional community relations between leader-teacher relations, teacher-teacher relations, teacher-leader relations, conflict resolutions and so on. Supporting this, school climates have a positive impact with the formation of leadership personality and tone,

which efficiently resolve problems with collaboration (Owen 2000, Crank 2010 and Hoffmen et al. 2009). In connection with these aspects, grand leap of schools with leadership actions were constructed with conceptualising prerequisite conditions. The prerequisite conditions en-route to grand leap are viewed with leadership actions in facilitating motivation, fostering commitment and bringing about a good school working climate.

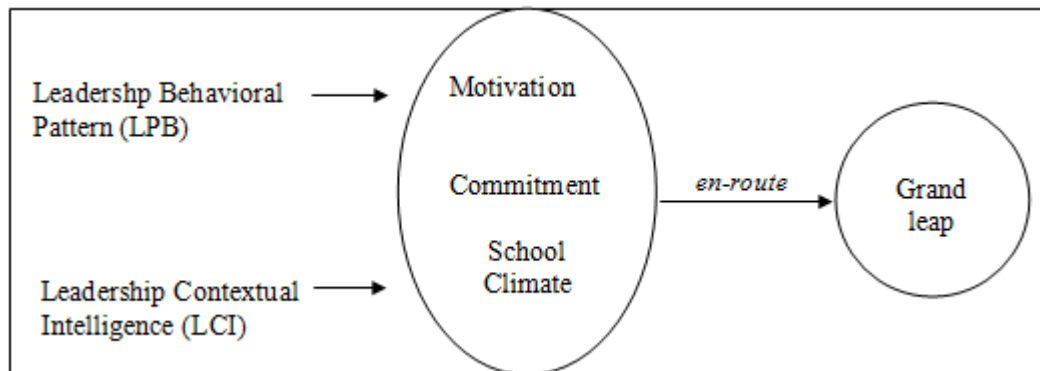


Figure 4 Conceptual framework of the study

In exploring the progressive cumulative development, leadership behaviour patterns and leadership contextual intelligences, leaders initiates different levels of ERG motivation incorporating organisational commitment with assimilating good working climates for the grand leap. Leadership behaviour patterns and leadership contextual intelligences were explored as leadership flexibility and competences. This examined leadership flexibility towards an understanding leadership appropriateness for the grand leap.

3 CONDUCTING RESEARCH

In this chapter, research methodology and methods informing the thesis are discussed. This chapter begins with the identification of the research questions, which addresses the problems and importance of leadership explored within this thesis.

3.1 Research questions

With the aim of exploring school leadership competences from multi perspectives, in relation to leadership behaviour patterns and contextual intelligences assimilating and facilitating motivation, and fostering commitment and working climate, the following research questions sought to explore the research study in schools:

1. How does school leadership contextual intelligence and behavior patterns assist school advancement?
2. How does school leadership facilitate motivation by fostering commitment and enriching a good working climate within the school organisation?
3. How are these issues being addressed with leadership en-route to a grand leap?

3.2 Research methodology

Research methodology illustrates research design constructed as qualitative research analysis. The significance of qualitative research in cross-cultural research is also illustrated by analysing from a multi-faceted paradigm with concern paid to objective views and subjective views.

3.2.1 Research Design

Qualitative research paradigms appealed to the adaptation of a case study design for the exploration of school leadership. Denzin and Lincoln (1994) state that qualitative research can be ‘multi-method’, seeking meaning in natural settings. Fielding (1990) states that qualitative research allows understanding of social phenomena in the naturalist world, and offers few dilemmas to address the sensitive issues – not just as an obstacle but as a compelling factor for analysis. In addition, Lee and Renzetti (1990) argue that addressing sensitive issues encourages researchers to become responsible towards the wider society. Moreover, for Brewer (1990) sensitivity can be highly situational.

Sources/Countries	GRAND LEAP		
	Motivation	Commitment	Climate
Finland	x	x	x
Nepal	x	x	x

Figure 5 Research design

In Figure 5, it shows that this research was designed to explore leadership in two countries – in Nepal and in Finland, which were culturally very different and which had different systems of school education. With an attempt to understand leadership in natural settings, leadership behaviour patterns and contextual intelligence instigated collaboration with exploration of motivation, commitment and climate in determining process towards the grand leap. Cross-cultural research significantly offers an exploration of differences, and similarities accumulated with an organisational perspective, exploring leadership appropriateness of leadership flexibility and elasticity. However, the aim of the study is not to assess the relative merits of education system of two countries but to explore the leadership approaches and practices that determines the leadership readiness alone to en-route the schools to grand leap.

3.2.2 Cross cultural research as a research paradigm

EVERY MAN is in certain respects

- a. like all other men,
- b. like some other men,
- c. like no other man

Kluckhohn, C. M and Murray, H. A (1953. p 53)

Cross-culture studies have become familiar to many who examine the differences and similarities in two different cultural contexts. The first cross-cultural study was published in 1889 by Edward B. Taylor (Ember. & Ember, 2009; Escotet, 1973). According to Ember and Ember (2009), studies that reflect the cross-cultural approach of Edwards (1889) were focused on relating marital residence and the reckoning of kinship to other customs. The aim was to study behaviour patterns such as joking and relationship avoidance. After Francis Galton's objection to Taylor's presentation, cross-cultural studies came to a halt for about forty years. This was named as 'Galton's problem'.

George Peter Murdock, an anthropologist, attempted the rebirth of cross-cultural studies, which then gain popularity in the 1930's and 1940's. Moreover, a major boost to cross-cultural studies development came from the Yale group, who organised a collection of ethnographic information. This was a cross-cultural survey which is now called the human relation area file collection of ethnography. This has been useful for scholars to compare different cultures of the world.

For me, it was easier to understand cross-cultural research while reading the historical paradigms and foundations as to what led cross-cultural studies to be so important for most researchers to understand the cultural differences and similarities. Moreover, over time cross-cultural research has gained ground by making these studies simpler, easier and understandable. In order to follow cross-cultural phenomena from different angles, a few factors were highlighted for ease of following variations from within and outside similar cultural settings. These variations, according to White (2002), allow an understanding that human communities share a variety of practices, beliefs, social roles, norms, expressions, forms of organisation and conflicts which are articulated by economic, political, legal, religious, expressive

and artistic. These variations are a means of bringing coherence to understanding human communities.

For White (2002), coherences and cleavages are closely connected with the differences of historical experiences, physical and social environments in which people live. White (2002, p. 1) states:

These coherences and cleavages bear many close connections to the different historical experiences, physical and social environments in which people live. They include configurations of elements and characteristic ways of interrelating that are shared with neighbouring and interacting groups, and shared among dispersed groups that have common historical experiences and similarities, including common origin, common membership in historical civilizations, and languages that are mutually understood or that derive common families. Lines of cleavage, conflict, and marginality, of course, are part of cultural phenomena.

Moreover, supporting this view Escotet (1973, p. 13) illustrates the advantages of the cross-cultural method by simply mentioning the two phenomena. According to him, firstly “it insures that one’s finding relate to human behaviour in general rather than being bound to a single culture and the secondly, it increases the range of variation of many variables”. Consequently, my research exploration upon studying school leadership with two theories allowed me to explore leadership behavioural phenomena and contextual intelligence in school environmental settings where interaction between the leader and followers mutually led the understanding of organisational structure. The second advantage stated by White allowed me to verify the variations which occurred with motivational factors, commitment levels and climate environmental settings.

Furthermore, both these advantages highly supported my study in cross-cultural settings by illustrating the general common phenomena of leadership theories. In addition, the similarities and differences were examined with variables that simultaneously occurred, creating good climate in schools and commitment from the work force with motivation in schools in two different countries. Nevertheless, by making my exploration much easier to examine as cross-cultural phenomena, commonly shared experiences were focused on to highlight the similarities of leadership approaches, motivation, organizational commitment and school climate. These common shared experiences were related to task- and relations-oriented behaviour patterns of leadership, and contextual intelligences of leadership, focusing on the cumulative progressive developmental aspects of school organization. The

most common factors were the human culture of values, ethics, knowledge, emotions, perceptions and personalities that share the common ground in structural organizational behavioural settings.

In studying school leadership in two different countries, my research emphasised an understanding of both differences and similarities. These differences and similarities are segmented by understanding cultural phenomena in each country. Matsumoto and Yoo (2006) state that cultural differences and similarities reflect aspects of cognition, emotional expression and social cognition.

According to Matsumoto and Yoo (2006), three generations of cross-cultural research studies, are demonstrated in phases: Phase 1 as cross cultural comparison, phase 2 as identifying meaningful dimension of cultural variability and phase 3 as cultural studies. It was, however, indicated that phase 1 suffers from a crucial limitation of concentrating on group differences as cultural sources. This may be because small purposeful groups have been selected for the study. But when two countries are culturally compared, other factors, such as ethnicity or race have differences as well. Indeed, this difference signifies cultural phenomena, also what cultural variables produce the difference and why it has a more significant contribution to explore. The limitation referring to this type of error is interpreted as an ecological fallacy (Matsumoto & Yoo 2006, p. 326). Moreover, in cross-cultural research, it is referred to as a “cultural attribution fallacy”. The attribution of cultural fallacy in studying leadership in two different culture is minimised in light to view the school development through leadership practices within the context settings.

The methodology of cross-cultural research in my exploration of school leadership has significantly contributed towards analysing the data in the two countries of Nepal and Finland. This is because the cultural differences in the two countries vary significantly in many aspects. Broadly, this comprised external factors such as educational factors, political factors, geographical locations, demographics, technological advancement, international influences, social phenomena, legal aspects and the economic conditions of the country.

In a condensed and specific measurement of cross-cultural research, to make it transparent and easy to differentiate similarities and differences, my study explains school leadership phenomena, by exploring leadership behaviour patterns, and the contextual intelligence of leadership, in connection with motivation, commitment and the school climate. This exploration enabled me to understand culture in terms of the

social context within the school system. Importantly, use of a cross-cultural approach took into consideration the social context as a contextual phenomenon of individualism culture and collectivism culture as reflected in the use of the Hofstede model.

The approved and widespread use of the Hofstede model (De Mooij & Hofstede, 2010, p. 88), and Hofstede (2009), illustrate five dimensional paradigms of cultural phenomena, which are power distance, individualism and collectivism, masculinity and femininity, uncertainty avoidance, and long and short-term orientation. Amongst these five cultural dimensions that Hofstede illustrated, individualism and collectivism are considered as most valuable by many researchers who study cultural phenomena.

The two phenomena of individualism and collectivism illustrate that Finland adopts an individualistic cultural society and Nepal is a collective cultural society, and leadership is constructed within the cultural foundations of social settings. The social constructivism paradigm plays a pivotal role in the formation of leadership. Therefore, school leadership in both countries Finland and Nepal, in my exploration, is focused on socially and culturally bound phenomena in relation to organisational behaviour. This justifies the examination of cultural differences and similarities more specifically with human relationship factors. This further accounts for value-based organizational member behaviours such as, leader-member relation, leadership styles, attitudes and emotions, that relate to motivation, commitment and school organisational climate.

Berry (1989, p. 725) argues that emic and etic framework in resolving the difficulties of being functionalist and comparatives is made possible by translating anthropological problems into psychological terms. Berry (1989, p. 725) mentions “ideally each behaviour system should be understood in its own terms; each aspect of behaviour must be viewed in relation to its behaviour setting (ecological, cultural and social background)”.

Berry further argues that both cultural behaviour settings are functionally equivalent and conceptually equivalent to have a general internal description of behaviour settings and to use concepts and develop instruments to gauge behaviours in the two settings. With this argument, Berry asserts (1989, p. 726)

Thus functional equivalence of behaviour exists when the behaviour in question has developed in response to a problem shared by two or more

cultural groups, even though the behaviour in one society does not appear to be similar to its counterpart in another society. These functional equivalences must pre-exist as naturally occurring phenomena; they are discovered and cannot be created or manipulated by the cross-cultural psychologist. Without this equivalence, it is suggested no valid cross-cultural behaviour comparisons may be made.

School leadership shares common phenomenal ground in educational settings, for example, leading of the teachers, concern for student achievement, development of school organisation, circulation of disciplined harmony, and maintaining a gap-filler role from within to the outside educational authorities (Rajbhandari, 2011, 2012). Similarly, for this to happen, leaders implement their own style for bringing about motivation, commitment and a good organizational climate. These common comparison features are described as 'etic' (Berry 1989, p. 727).

Berry (1999, p. 168) further illustrates the 'emic' and 'etic' framework in cross-cultural psychology by posing three major factors essential to understand the human development and their performances with relation to: (1) context (primarily ecological and socio-political habitats, (2) cultural (and biological) adaptations to these contexts, and (3) individual behaviours (both competence and performance aspects) in adapting to contextual and cultural settings.

Moreover, leadership styles for facilitating motivation, commitment and good organisational climate is an on-going and demanding process which this study has attempted to incorporate with leadership theories. The leadership behavioural pattern (LBP) explores the task-oriented and relations-oriented behaviour and on the other hand, the leadership contextual intelligence (LCI) measures intelligence by the experience, context and the intelligence of leaders.

Nevertheless, with leadership styles, both task- and relations-oriented are imminent. These are common phenomena in any organisation. The comparison is focused with both the functionally equivalent and conceptually equivalent. The functional equivalent signifies the leadership behavioural pattern of initiative structure and the considerate characteristic of the school leaders' accordance with experience-driven and intellectual-driven of leadership contextual intelligence. Therefore, the conceptual equivalent is the contextual setting of socio-behaviourism and socio-conceptualism.

The phenomena of cross-cultural research, despite in some instances being different, is, when leadership style is concerned, similar in terms of influencing the

followers. Sergiovanni (2001) asserts that in education leadership has no identity. In supporting this view, Nivala (1998) states that leadership is a “multidimensional issue”. According to Peter Drucker (1996), a leader is someone who has followers. Followers are a pivotal factor and of prime importance, where motivation, commitment and organisational climate apparently is anticipated by the leaders to bring about a grand leap in schools.

3.2.3 Research methods

The methods adapted for the research paradigm guiding this research were initiated as qualitative research tools. Research techniques for analysis in cross-cultural research were efficiently administered with the selection of research respondents from various schools in both countries. The analysis of evidence was coded and gave meaning to the data by triangulation analysis.

Research tools and Techniques

Qualitative research being interpretative and analytic was a reliable approach to data collection using interviews as a research tool. Interviews are a widely used tool in qualitative research. This is because interview tools are flexible and oppose the rigidity of quantitative study. More specifically, semi-structured interviews were the main research tool used in this study to collect data from the respondents. This allowed efficiency in timing to collaborate with key actors in schools.

Interviews, as argued by Wellington (2000, p. 73), “dig in and reach the parts which other methods cannot reach”. Also, the charm of interviewing is that it is enjoyable to talk to different types of respondents at different times. In exploring school leadership in two countries, interview methods were helpful in generating in-depth information from the perspective of diverse actors involved in schools. Separate sets of interview schedules were designed for school leaders and other actors from schools. This allowed me to understand leadership behavioural patterns and leadership contextual intelligences from the perspective of school leaders as well as other school actors.

Moreover, semi-structured interviews enabled me to understand perceptions of followers regarding school leaders. Interviews revealed leadership behavioural patterns, show how leaders focused on tasks and relations in natural settings. In addition, interviewing respondents also assisted my work in exploring leadership contextual intelligence based on understanding the present context, leader experiences, and leader intelligence.

Although interview schedules were designed as two separate sets for school leaders and other actors, the information was gathered in a way that could enable the exploration of school leadership from multi-perspectives. This further allowed me to validate the data for triangulation by understanding the different followers similar views about leader behaviour patterns that coincided with similar views held by the leaders.

Interviews were conducted on a one on one basis. Importantly, semi-structured interviews allowed me to remain flexible to focus on leadership behaviour patterns and contextual intelligence systematically. Each interviewee was offered a time limit of one hour; and most interviews were carried out within not less than one hour. Some interviews however, took longer – about one an half hours to one hour and forty five minutes. During the interview, a few interviewees also claimed to be relaxed enough to discuss matters which led them to understand their school leaders in a clearer manner, which they viewed as a way of getting to know their leaders by understanding the leader's behaviour from different perspectives.

Data gathering was done with a tape recorder and note taking. The tape recorded data was subsequently transcribed and translated for interpretation by triangulation analysis, for reliability and validity.

3.2.4 Selection of respondents

Six schools were selected for the purpose of my research study. Three schools were selected from each country. In the Finnish schools, respondents for the interviews were principals, vice principals, teachers and administrative staff. In the Nepalese schools, chairpersons, principals, vice principals, teachers, administrative staff and School Management Committee members from community schools were randomly

selected as key respondents. Both male and female staff were included in this sample of respondents.

School leadership enactment was the primary focus of exploration, in connection with the purpose of the study and its theoretical framework. Through the respondents, the study explores leadership approaches and styles within six schools. The total number and types of respondents from both countries are identified in Table 1.

Table 1 Total number and type of respondents

Countries	RESPONDENTS						TOTAL
	Chairpersons	Principals	Vice Principals	Administrative staff	Teachers	SMC members	
Finland	-	3	2	1	12	-	18
Nepal	3	3	2	1	6	1	16
TOTAL	3	6	4	2	18	1	34

The total respondents from both countries include a diversity of actors associated with school teaching and management activities. The total number of respondents identified in Table 1 was altogether 34. As can be seen in Table 1 there were no school boards in Finland. In contrast, the School Management Committees (SMC) in Nepal, particularly the chairpersons, played an important role in school leadership matters. It was opportunistic that there were more teachers in Finland than in Nepal, who expressed an interest in participating in this study.

To ascertain views about school leadership, the interviews were conducted with utmost care to capture the views for different actors involved in the school activities. Although the respondents came from different backgrounds equality of opportunity to participate in the study were given to all. For the purpose of exploring school leadership making a process toward the grand leap, all the participants information were equally contributed in exploring the leadership phenomena to fulfill the aim of this research. In Finland all school principals were female and in Nepal all chairperson were male. This pattern was merely a coincidence and is not an outcome

of intentional sampling techniques what so ever. Moreover, this research did not set out to focus on gender and its impact on school leadership, and this is reflected in the data analysis and discussion that follows.

3.3 Data analysis

3.3.1 Comparative research analysis

As a case study, six cases were identified to explore my research on school leadership, reflecting motivation, commitment and a good working climate. The cases were separated as case studies from Finland and Nepal. Each case study was analysed with relevance to leadership appropriateness. These schools enabled me to explore comparative differences and similarities of leadership practices in reflecting motivation within school to establish a good climate and commitment. In connection with comparative research, Livingstone (2003) measures the cross-national comparison as exciting and creative but at the same time it is difficult and problematic. Taking into account phenomena explored through comparative research, Blumler, McLeod and Rosengren (1992, p. 8) comments that such research:

It [comparative research] can pose challenges to scholars' preconceptions and is liable to be theoretically upsetting. . . [But its contribution] is not confined only to testing, validating and revising existing theory. It also has a more creative and innovative role – opening up new avenues.

Exploration of each case for the country provided comparative data on school leadership practices to reflect as both the similarities and differences of leadership appropriate approaches. With comparative study amongst and between the schools, it was possible to explore the multiple realities of ontological paradigms within and outside the two countries' schools. Beniger (1992, p. 35) supports comparative research and claims that “all social science research is comparative”, indeed “all analysis is comparative, there is no other kind”. Sarana (1975) says that comparative methodologies favour case studies by exemplifying phenomena found in different geographical and global regions that represent variations within the whole as the basis for idea generalisations.

As leadership dimensions vary widely and are contextually constructed, comparative differences were interestingly visualized within the schools in one country, looking at the impact of social construction and cultural adaptations. This, however, reflected the differences in leadership vision, motivational aspects, commitment and good school working climate. The comparative differences with school leadership are behavioural patterns and contextual intelligence. In addition, my comparative analysis for the case study explored leadership behavioural patterns and situational constructed contextual intelligence of leadership with connection to motivation, commitment and working climate in bringing school success.

3.3.2 Data Analysis Procedures

Wallot (1994, p. 1) claims “qualitative inquiry lies in the processes of using data rather than in the processes of gathering data”. With much importance given to the research questions for reliability and validity checking, the formation of a semi-structured interview schedule was categorised in two sets of questionnaire. The sets of questions were prepared for school leaders and the other respondents (see appendix 2 and 3). This provided an analytical formation of data to schedule for reliability and validity testing. This further provided form data with efficiency and maximum effectiveness for triangulating analysis with the data collected.

As a case study, my research exploration concentrated on revealing phenomena within natural settings of leadership in Finland and in Nepal. Nepal is a developing country with minimum educational facilities available. In addition, the motivation of teachers in Finland may vary from the motivation level of teachers in Nepal. However, taking school development into consideration, motivation is measured with leadership competences of leadership behavioural patterns and contextual intelligence.

The case study methodology can assist in explaining the complexities in real life scenarios by describing the contextual variations that present as unclear outcomes (Yin 1994). Case study research has enhanced academic research in the education sector by enabling the advancement of theoretical frameworks by providing new evidence (Mikkelsen 2005, p. 92). Cohen, Manion, and Morrison (2002, p. 185)

differentiate case studies from research using other qualitative paradigms to create a probing analysis and generalizing the meaning for the population of the researched subject(s). According to Loraine, Hughes and Tight (2006), highlighting the similarity to Cohen and Mikkelsen, they illustrate their perspectives on studying a small component of an organization to come to a generalisation of ideas. Their focus upon case studies enabled to study of historical phenomena of the development of certain areas, for example school professional communities. Furthermore, they emphasised case study analysis as a way of illustrating problems or indicating good practices as a result of exploring diverse subjects.

Numerous types of case study methodology have emerged over the past years (Yin 1994 and Stake 1995). Case studies have made a significant contribution in enabling researchers to explore meaning in diverse contexts. Researchers have the discretion to select the type of case study methodology based on the nature of their research. Every case is unique, which consecutively is embraced with the unique features of information.

Case studies have become more popular in use by researchers due to the richness of data which are closely related to respondents' experiences and practices of social life, and explore alternative meanings and interpretations (Miller and Whicker, 1998). Having been popularly used, the case study has many advantages in research that significantly contributes in gathering data with convenience and access to key respondents.

Although having been an advantage in contributing to research, some disadvantages such as complexity of the analysis and contextualization, cannot be ignored. Having a case study methodology to compare advantages and disadvantages, Tellis (1997) asserts that case studies can view the details in information by using multiple sources of data to understand respondents' views. This can be very useful way to link theoretical construction with relevant, arriving at answers to research questions. Furthering his view in stressing case studies in scientific research, Tellis states that case study can provide a "multi-perspectival analysis" which he asserts that it gives a power to speak for the voiceless and powerless.

Triangulation is applied to measure the accuracy and to seek alternative explanations from the evidence collected. Yin (1994) argues that triangulation analysis can be implied by using multiple sources of data in case studies. This further signifies that case studies with multiple sources of data can be analysed for the

truthfulness of reliability and validity by finding the similarities of practices and approaches in common natural settings.

The data collated as interview transcripts were examined to identify key themes and coded systematically. The coding was made according to the pattern of similarities observed when reading the interview data. These similarities were analysed in connection with the research questions that were in turn aligned with the specific questions asked during the interviews as indicated in Table 2. For a full list of questions asked during the interviews, please refer to Appendix 2 and 3

Table 2 Categorizing semi structured interview for data analysis procedures

<i>Checking Reliability and validating the interview schedule</i>	<i>RQ#1</i>	<i>RQ#2</i>	<i>RQ#3</i>
<i>Data Triangulation</i>	<i>Semi structured Interview schedule</i>	<i>Semi structured Interview schedule</i>	<i>Semi structured Interview schedule</i>
<i>Leadership Interview</i> (See interview schedule)	6, 11, 13, 14, 15, 20, 23 <i>Coding data</i>	6, 7, 8, 9, 10, 11, 13, 15, 17, 18, 19, 20, 21, 22, 23 <i>Coding Data</i>	4, 5, 12, 13, 16, 17, 19, 22 <i>Coding Data</i>
<i>Teachers, administrative staff and SMC</i> (See interview schedule)	11, 15, 16, 17, 18, 19, 24, 25 <i>Coding data</i>	9, 10, 12, 16, 19, 20, 23, 24, 25 <i>Coding data</i>	13, 14, 19, 21, 22, 25, 26, 27, 28 <i>Coding data</i>

Table 2 illustrates the first step of coding the data collected during the semi-structured interviews carried out with respondents in both Nepal and Finland. The numbers in the table represents the interview questions that enabled me to categorise data accordingly with the research questions. This allowed me to understand specific patterns in the data in connection with my research questions, along with additional cognition for analysis and interpretation, enabling me to draw meaning from the data.

The evidence gathered was analysed using data triangulation analysis method, followed by data displaying, data reduction and conclusion drawing, and finally, interpreting the findings of the research. Data triangulation methodology was carried out by verifying similar patterns in the data obtained from different respondents. Cohen, Manin and Morrison (2002) argue that triangulation techniques give the holistic views to capture the educational outcomes. Furthermore, they assert that triangulation method is useful in case studies especially dealing with complex phenomena. Although during the interviews there were many instances of

interviewees' interpretations varying in the speech and vocabulary, there were many similarities in the way respondents explained their ideas/feelings about leadership enactment within their schools. Reliability and validity was obtained by taking account the views of participants and cross verifying their views that incorporated the views of chairpersons and principals. In addition, the draft dissertation was also given to the principals to read for validation and ethical consideration in strengthening for analysis (see appendix 8). All respondents' feedback and comments were valued equally and taken into consideration in the analysis.

Theory driven content analysis

Theory driven analysis was one of the most important aspects of my exploration of school leadership. The study on school leadership was based on theories of behavioural patterns, and the contextual intelligence of leadership. Exploring this research on leadership, two fundamental theories of leadership conceptualized the framework of my study, which was to shed light on the processes that led to the grand leap of schools. This was a determinant in understanding pre-conditional factors with relevance to motivation, commitment and the good climate of school organisation.

The analysis of data was done with theory driven analysis in both countries, with interest paid in understanding the meaning and interpretation of the results with the bases of theories applied to generate results and findings. Similarly, the analysis was verified for reliability and validity, furthering comparison with the theory implicated for exploration. According to Schneider (2005), the most important elements of an empirical theory-driven design starts with the formulation of the theory. Therefore, the theory is tested by building hypothesis, measures and casual analysis, which is further compared with the theory to generate reliabilities and validities.

In my research study, leadership theories initiated a measuring of school leadership, facilitating motivation in fostering commitment and good school climate. My analyses collaborated with educational assumptions to justify leadership appropriateness, incorporating the grand leap.

In connection with this, the theoretical framework postulated en-route to grand leap, with exploration to leadership behavioural patterns, while taking into consideration leadership readiness to flexibly assimilate task-oriented behaviour and

relations-oriented behaviour. Leadership contextual intelligence was viewed as a core competence of leadership incorporating to relation to context, experiences, and intelligence. The pre requisites conditions for measuring the grand leap were explored, and it appears that these conditions were connected with motivation facilitating organisational commitment and working climate. Figure 6 illustrates the effect of leadership readiness and competences in facilitating motivation, fostering commitment and school working climate.

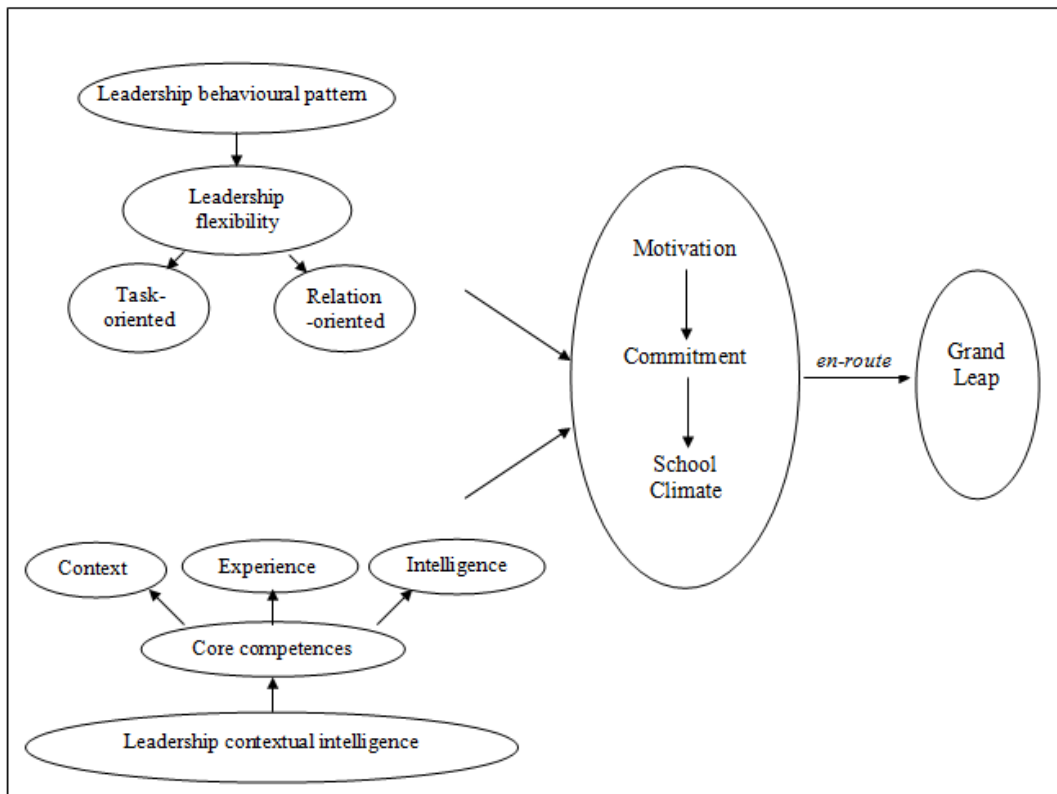


Figure 6 Theory-driven analysis of leadership en-route to grand leap.

The theoretical construction illustrated in figure 6 is coherent with two leadership theories. Although task-oriented behaviour and relations-oriented behaviour are not mutually exclusive and are not dichotomous terms, leaders' behaviour can also be the combination of both task and relations oriented behaviours. This therefore reflects the leadership behavioural pattern as being flexible showing high on relation and low in task or showing high on task and low in relations.

Hersey and Blanchard (2001) also proposed that leadership flexibility with four possible behaviours. Task oriented behaviour, relations-oriented behaviour, combination of both task-oriented and relations-oriented behaviour or neither of these. In this research, leadership flexibility was studied with a combination of task-oriented

behaviour and relation-oriented behaviour. In this case, leadership flexibility is demonstrated by either emphasizing high on task-oriented behaviour or emphasizing low on relations-oriented behaviour. Nevertheless, task-oriented behaviour and relations-oriented behaviour are not mutually exclusive. The adaptation to this behaviour lies with the leader's capacity to be flexible in initiating, either task-oriented, or relations-oriented behaviour, or a combination of both task and relations behaviours or neither of these.

3.4 Ethical consideration

Brinkmann (2007) indicates that qualitative researchers' capability is a key ingredient for understanding respondent moral values. My research on exploring school leadership involved both female and male participants. This research study did not discriminate on the basis of age, race, gender and cultures. Equal opportunity for all participants was considered valuable. Moreover, before conducting interviews at schools in Finland, permission was acquired from the local municipal authority, the City of Tampere. The permission was granted (see appendix 4) for this research under certain formal procedures.

Sin (2005) argues that research should be based on freely given consent that provides adequate information to the participants. Prior consent was obtained from the school principals to seek respondents from their schools. Consent was also obtained from the participants, to verify their willingness to participate in the interviews before they were conducted. The consent form (see appendix 5) indicated the purpose of the research as being for an academic dissertation of PhD. Real names were not disclosed in the research study, pseudonyms were given to identify.

The procedures for conducting interviews in Finland and Nepal for the purpose of my study differed in both the countries. In Finland, permission from the municipality was necessary. There were rules and procedures included completing various forms requesting permission from schools indicating the purpose of the interviews as well as sending the research plan, and interview questions indicating who would be the key respondents for the study. With the permission granted from the City of Tampere, schools in Tampere were provided with the same information,

and additional information about research exploration that would be conducted in English. The principals were first contacted by emails allowing them to know the details about my study. Supporting documents such as, consent forms (see appendix 5), and the research plan were sent to them prior to the interviews. Respondents at each school were selected randomly and the time schedule was planned with each respondent who expressed an interest in doing the interview, and on a 1:1 basis.

In Nepal, formal procedures were not applicable. Permission to interview was first relayed to the headmaster of the selected schools by telephone calls and personal visit to each school. Information about the study was provided in writing along with the consent letter. The key respondents were randomly selected. Interviews with the chairpersons were obtained through personal contact by phone, and carried out at their home and office at a mutually convenient time.

Most interviews were carried out at the school, and the responses of interviewees were not disclosed to any other person than my supervisor. All the interviews were tape recorded and was transcribed and translated word by word. The draft dissertation was given to principals to review and comment. The principals offered small comments with corrections to be made in numbers of students and teachers in their school for statistical validation. Moreover, they trusted my work and appreciated me to proceed.

“It is time now to worry about something that has been implicit throughout the discussion of methodology.....those mysterious procedures by which you transform what you see and hear into intelligible accounts. (Agar 1980, p. 189. cited by Walcott F. Harry, 1994, p.1)

4 THE RESULTS

This chapter discusses the results of data collected in the six schools that participated in this research. Brief case profiles of each school illustrate their background and the contextual setting. The schools are identified by pseudonyms: the Finnish schools by ‘FinnKoulu’ and the Nepalese ones as ‘NepsSchool’.

4.1 Case profiles of schools

This chapter discusses the profiles of the six schools that were selected for this study in Finland and in Nepal. Three of the selected schools were located in Tampere, in the south region of Finland. Finnish schools are generally run by municipalities, pursuant to national legislation and educational policies. The three schools that were selected for the study from Nepal were community-based:, meaning that their management was transferred to the local community. In fact, the majority of schools in Finland are governed by the state, whereas in Nepal they fall under combinations of government-owned public schools, fully privately owned, and the community-based schools that are considered as reflecting decentralised educational management.

The school leadership study generated in-depth school profiles in their immediate context. Gaining an understanding of the background of the schools offered insights necessary for describing the approach to school leadership. The exploration of school leadership begins with understanding the profiles of these schools, which further enabled me to understand leadership phenomena based on constructing the leaders’ behavioural patterns and contextual intelligence.

4.1.1 Case Profile of Finnish schools

Three schools from the Tampere region were selected for the leadership exploration. The case profiles of each school describe the background to their developmental transaction and leadership. Each school is identified as 'FinnKoulu1', 'FinnKoulu2' and 'FinnKoulu3'.

FinnKoulu1

FinnKoulu1 is an international standard school and one of the schools that best support education in English. Having become aware of a need for quality education, the local government of Tampere decided to develop FinnKoulu1 into a school that supports international standards. Thus, FinnKoulu1 initiated a reform strategy with the aim of providing quality education and implementing a new English curriculum which reflected a leap forward into developmental transaction.

The FinnKoulu1 is a comprehensive school with over 500 pupils and more than 40 teachers. The school features primary and secondary levels (from grade one to grade nine). FinnKoulu1's pupil volume is expected to exceed seven hundred students in the future. With regard to being an international school, building teamwork and initiating collaboration were key challenges identified by the school's management.

The leap towards the developmental transaction required restructuring and redesigning of school operations. The most important actions were the renovation of the old school building to increase its capacity for housing more students and to provide good working conditions for staff and pupils.

In addition, the new curricula were designed to fit teaching and learning in English, one of the most important aspects in the developmental transactions of this school. FinnKoulu1 had a long history of achieving premium standard in teaching in Finnish and English. Recently in 2011, the local government of Tampere decided to further revitalise the whole process of teaching and learning and curriculum formation at this school.

With regard to meeting the required competencies for becoming one of the best schools for fulfilling the urgent demand of education in English within the

Tampere region, a lot of commitment was demanded from all the actors in the schools. In connection with this, since the later half of 2011 radical changes were made in the planning and design of the English curriculum, formation of teams for management and renovation matters and recruiting new teachers. In order to meet the needs of the new curriculum, eighteen new teachers were recruited, all of whom qualified to teach in English. This also differentiated FinnKoulu1 from other schools in Tampere.

The process of developmental transaction rapidly gained momentum to meet an existing demand in the communities. This initiated school leaders to collaborate and bridge the gaps between the local government and the school.

In order to drive the staff towards the reform process, participation of teachers and administrative staff was strongly encouraged. This, however, divided the teachers into two groups and left those teachers who were not proficient in English language feeling threatened. This increased reluctance among the teachers. To improve the situation and to implement the reforms and the re-development, these hurdles were overcome by having many discussions with teachers and administrative staff at the school level incorporating the curriculum changes initiated by the City of Tampere aligned with the Curriculum Board of Education of Finland.

FinnKoulu2

FinnKoulu2 is a school organized and managed by a different entity than the municipality. The municipality therefore has less influence in steering this school although it is responsible for recruiting its teachers. FinnKoulu2 offers education from primary level to upper level education.

FinnKoulu2 consists of primary and secondary levels. Altogether there are more than 500 students in both of these levels. The headcount of teachers and administrative staff is over 50 – they all work with the school's developmental progress.

FinnKoulu2 is organized under three principals. The main principal is responsible for administration, management, human resources and financial affairs. The other two principals are the head teachers of junior level and the head teacher of

the upper secondary school ("lukio"). The head teachers are responsible for academic and pedagogical matters and handle study affairs also concerning wellbeing of students.

What is distinctive about this school is that it was situated in two different locations, in different cities with an aim to offer education for all. FinnKoulu2 is undergoing major changes with a view to accomplishing its new mission. The developmental transactional process in 2011 initiated the merging of the two schools, therefore creating a major change and inviting a new contextual organizational setting. This is a leap toward bringing both the schools to one place. In this context, the developmental leap signifies the idea of making FinnKoulu2 a bigger school in the Tampere region.

FinnKoulu3

FinnKoulu3 is one of the oldest and popular schools in Tampere situated very close to the center giving access to many. In 2011, FinnKoulu3 celebrated its centennial jubilee. The distinctive aspect of FinnKoulu3 is the fact that the school gives instruction in three languages: in Finnish, English and German.

FinnKoulu3 is a primary school with a capacity for almost 600 students and a staff of approximately 50 employees operating from grade one to grade six. FinnKoulu3 is considered to be a big school due to the education it offers in different languages. This also requires teaching experts from different backgrounds.

The City of Tampere determines district heads for the schools with the aim of fostering quality leadership. The district is divided into three geographical areas: the centre, the west and the east. Similar grouping did exist previously but educational authorities decided to reduce number of districts from five to three in August 2011. In line with this developmental transaction, a new principal was appointed to the school in anticipation of a paradigm shift towards a different leadership approach.

When changes were being implemented in the schools of these three districts, FinnKoulu3 collaborated with other schools in many ways. A key theme of the transactional phase involved the development of pupils through sharing, knowledge, skills, competences and ability available within the school itself and the other schools.

The changes were more technically enhanced to orient the programs with a computer based network for knowledge sharing amongst and between the schools in the districts.

FinnKoulu3 has come up with an innovation in adopting the changes with the integration of technology. FinnKoulu3 was deploying sophisticated technologies and specialized workforce to connect the small schools in the central district. FinnKoulu3 in the centre district aspires to be a hub to the other schools with the use of technology that brings the schools together in sharing education.

Deployment and development of technology supports both the teachers and the pupils. This reduces boundaries in educational system, eventually benefitting the students by enriching and broadening their knowledge. Educational technology benefits teaching and learning - not only for students in a school but also all the other schools that are sharing the same hub. Moreover, the collaboration through educational technology fosters educational growth in students and teaching professionals, which was also of interest to the City of Tampere.

4.1.2 Case Profile of Nepalese schools

Modern education in Nepal began with the establishment of Durbar High School in 1853 during the Rana regime. It was meant for the elite belonging to the Rana families, and general public were not accepted to it. At this period, the general public was sent to small schools operated in small temples and houses organized by local community. These schools were nationalised as public schools at the time, but with new management of education they were decentralised. Therefore, the concept of community schools in Nepal is not a new one. Decentralising strategies allow the government to provide responsibility to different actors, for example as a region, a province, a district a town, or an individual school or group of schools (Florestal and Cooper 1997).

The schools that were selected in Nepal are from the capital city, Kathmandu. They were community schools that were implementing the decentralisation strategies of the educational system. Short profiles of each school are given below to highlight their background, developmental transactions and leadership. Schools selected in

Nepal were given pseudonyms NepsSchool1, NepsSchool2 and NepsSchool3. The head teacher in Nepalese context refers to the principal or the head master of the school.

NepsSchool1

NepsSchool1 was a community school located in the capital of Nepal. It had almost 2,150 students and 97 teachers. NepsSchool1 operates classes from grade one to bachelor level. Recently the school celebrated its golden jubilee. Amongst the public schools and community schools in the area, NepsSchool1 has gained its own identity, which makes the school one of the biggest community schools in the surrounding area. NepsSchool1 operates in two locations: the junior wings from grades 1 to grades 6 and the senior wings from grades 7 to bachelor level studies.

School's management was transferred to the community with an expectation to bring about local participation in the school. Prior to the transfer, NepsSchool1 was owned by the government and most of its financial resources and teacher appointments were undertaken by the government. Since the transfer of the school to the community, NepsSchool1 has begun its journey to develop a school with the aim of providing good quality education by forming a School Management Committee (SMC).

The SMC's appeal for acquiring land to extend the school's infrastructure was a major breakthrough for the school. The school received the land from the municipality, which reflects successful leadership reflecting the capacity of convincing and political power.

Nevertheless, the changes after the transfer of the management to the community were still being undermined by the local community. Its involvement and participation in school's development were found to be weak and insufficient. According to the head teacher, the SMC launched a program for generating awareness of the importance of education by highlighting the level of education given at the school and encouraging the local community people to get involved in school's management activities.

In addition to this, when it was turned into a community school, the government passed down the responsibility for further development to the SMC and gave a policy that was demonstrated in the Community Managed School Directives. The head teacher views that compared to the heavily regulated and bureaucratic public schools, community managed schools can be more successful in the Nepalese context. However, the continuous changes in educational reform plans and policies involving the community were slowing gaining momentum in enhancing actual academic development.

NepsSchool1 was focusing on its internal academic activities despite the fact that external threats have caused some disturbances to its cumulative progressive development. Although it was the biggest community school in the area, NepsSchool1 had not been able to win the trust and faith of the community, which allowed them to improve the quality of education by implementing English as the language of instruction.

The education sector has continuously been disrupted in Nepal with the formation of a teacher' and students' union. This has lead to strikes and lock-outs in schools. NepSchool1 has also faced similar situations after the management was transferred to the community. This has further hindered the progress of the school's development. The political influence of unionisation has undermined the school's success.

Moreover, after the management transfer, government's obligation towards supporting the school was limited to financial assistance and the appointment of some teachers. Nevertheless, the autonomy of the SMC meant they had a mandate to appoint teachers. The head teacher asserts that the uneven distribution of teachers and financial resources was arbitrarily sanctioned, causing discrepancy and mismatch in the allocation of subject teachers.

Despite having been through a strange and tough period, NepsSchool1 is helping the children of poor families to access education by charging minimum fees and providing scholarships. Moreover, the school provides opportunities to pursue bachelor degree courses for the students who wish to continue their studies in future. Although schools in Nepal are allowed to offer higher education qualifications such as bachelors degree, the school has to obtain permission from the government through the Department of Education and Ministry of Education and become eligible to operate higher education programs. The permission for operating higher education

programs in school is further granted with certain amount of funding that the school keeps with the government educational authorities. (For more information about the education system in Nepal, please refer to Appendix 6)

NepsSchool2

NepsSchool2 was a community school situated in the busiest area of the capital city. It provided education to the children in the local community. Like most community schools, NepsSchool2 helps to provide education to the poor families in the area.

The transfer of school management to the community resulted in the formation of new School Management Committee (SMC). NepsSchool2 is one of the oldest schools and has educated people for almost 58 years. The chairperson states that the school has operated almost 58 years. The name of the school was borrowed from a powerful goddess who is said to have lived near the school's grounds. The school was named after the goddess because its classes were held in the temple built by the community.

Development of NepsSchool2 was instigated with the help of the SMC, teachers and administrative staffs. It began with improving of grades and upgrading the infrastructure through the acquisition of land, construction of teaching facilities and acquisition of learning equipment.

Development of the school ultimately coincided with a parallel enhancement of internal activities and external affairs. The internal activities comprised disciplinary aspects of the students and the teachers. The external affair such as economic related to financing school and national politics was both an opportunity and a threat that every organization encounters in daily operational activities. Beginning with the external affairs, the threat from the local politics was constantly being revealed by the students union and the politically influential people. This had encouraged the parents to demonstrate ruthless behaviour in the school despite the students' lack of discipline and manners.

A school's development cannot be measured by constructing new buildings and providing good facilities alone. However, lack of providing quality education is another factor that Nepalese schools suffer. Although there are many schools in the

area, NepsSchool2 has become more successful in enrolling students and providing them with quality education than the other public and community schools in this particular area. With progress, the school has also become successful in providing bachelor -level education. This has made the local community get involved in the school's developmental process by participating in the School Management Committee, which has further enhanced the school's possibilities for getting more resources and overcoming the hurdles of public sector bureaucracy.

NepsSchool3

NepsSchool3 is a community school situated in the heart of the capital city. At the beginning, the school was operated by the local community to educate their children during the Rana regime. However, this school has a different story to tell. Like many other community schools, NepsSchool3 was a public school nationalized after the beginning of democracy after the Rana regime.

The background to the establishment of NepsSchool3 reveals that before the beginning of democracy, the motives of operation and existence of this school were political. According to the chairperson, the reason of establishing this school was to facilitate in organizing political meetings against the Rana Regime. Nevertheless, educating the students was also felt highly necessary and important even at that time.

The name of NepsSchool3 was derived from two meaning, in English these two words are children and service, meaning service to small children. NepsSchool3 has 160 students and 22 teachers. The school currently operates from grade one to grade ten. Compared to the other community schools, NepsSchool3 has large number of teachers. These teachers include both the SMC appointed and the government appointed teachers. Despite having being an adequate number of teachers, the number of students seeking admission was decreasing, and the dropout rate was radically increasing. According to the chairperson, the decrease in the admission numbers was caused by ineffective government policies for community schools, which has led the local people to loose faith once again in both community schools and public schools.

Many efforts have been made to develop the school in a sustainable manner in terms of its infrastructure and to increase the enrollment. The enrolment of students

was very important for the school to operate. According to the chairperson, government funding support was nominal. In his opinion, the government's policy was not effectively designed for the smooth running of the community school. Supporting the view of the chairperson, the head teacher had the same line of thinking about the inefficient design of government policy.

Nevertheless, changes and development are inevitable in any organization. NepsSchool3 need extensive renovation of facilities, but the problem at hand is not about finances, it is about the trust and security of the school property from the community.

In terms of financial constraints, foreign visitors to the school have helped personally. These visitors have come from the United Kingdom and Finland, representing the UNICEF. The school was provided with equipment and money for the music teacher's salary. NepsSchool3, being one of the oldest schools in town, was now receiving less support from the community, which may lead to the downsizing of the school's operations.

4.2 Case profiles of school leadership

According to Center for the Future of Teaching and Learning (2011, 2), school principal is in the front line, rallying the teachers, community and other staff to manage any crisis for effectiveness and achieve the common goal. The effectiveness of school leadership further creates an effective high-functioning professional community both within and outside the school organisation.

Leadership competence is demanded at times of change. Consequently, leadership competence can be illustrated from many ways. According to Derue, Nahrgang, Wellman, and Humphrey (2011), "research within the leader behaviour paradigm often focuses on a single behavioural perspective" (p. 8). They claim that exploring one aspect of behaviour is not enough. They further assert that the leadership behavioural paradigm may not be independent and unclear in predicting effectiveness. In this chapter, leadership profiles are explored at the six schools that participated in this research.

4.2.1 Case profiles of school leadership in Finnish schools

Many factors in the school sectors are considered to enlighten the schools' success and reflect the grand leap via the approaches and styles of the individual school leadership. In this chapter, the profile of school leadership is briefly discussed to highlight the leadership styles and approaches at various schools.

FinnKoulu1

FinnKoulu1's progress to a radical transformation demanded multiple intelligence from the school leadership in order to carry out day-to-day activities. The changes and development of FinnKoulu1 transferring into an international school was instigated by the City of Tampere for the purposes of serving the general public residing in Tampere. With regard to the changes, the leadership competences required dynamic thinking and acting.

The principal expressed her interest in the school work activities by stating:

The language we are using is English. We teach in English, so that is one interest. I am working with the lower grade grades and it is also quite interesting to start with the teenagers. This is a big school; sometimes I substitute for teachers where my presence is felt necessary.

Nevertheless, the principal of FinnKoulu1 admitted to taking the responsibility assigned to her in bringing commitment into the school. This is due to implementing the changes required by becoming an international school, and this required massive structural and administrative changes. She asserts:

I am the only one here who is responsible for everything. Of course, the teachers have responsibility, but if something happens it's always me who is responsible. There are so many things that might happen here, but, yeah, it's a big responsibility.

Moreover, the changes have never been easy for the leadership. Similarly, for the principal of FinnKoulu1, there were no exceptions when dealing with the teachers' administration issues such as systematic management and motivation. However, the leadership contextual intelligence and the leadership behaviour drive the teachers to resolve the problems. This, therefore, requires a dynamic leadership

style. The dynamic leadership style is highlighted in the statement of the principal when she says:

Issues that bring more work for the teachers are the difficult part because nobody pays more salary. I think the teachers are really busy and I think it's the same with the principal. Yeah, I have to force somebody and see that they don't do too much so that they get exhausted.

Leadership dynamism is also bestowed by the situation. The situations may be created through internal factors as well as external factors. These factors are dealt with extra cautious, where the school leaders play the role of the gap filler, bridging the communication flow from the State Ministry or education authority to the school and vice versa. Moreover, school leadership had to retain the power and exercise the right with caution so that it does not affect anybody in the organisation during the transformational process of internationalisation. In day-to-day activities, school leadership means dealing with the internal affairs, scrutinising the solutions for weakness and generating the strength to achieve the grand leap. The hurdles to overcome are not always easy for the school leaders, and the same is applicable to generating strengths amongst the members of the school and bringing progressive development to the school.

Progressive development can be closely linked with successive achievement. Moreover, achievement can be viewed from different aspects, such as student achievement, infrastructural development, teaching and learning equipment, teacher's appointment, retention and motivation. However, leadership time is required for achieving these (Reeves 2002, p. 143). Time management is important. In relation to this, the FinnKoulu1 principal notes that, due to the changes in the school implemented by the City of Tampere, more of her time is spent upon administrative issues. However, she has maintained her time with internal affairs, for which she states:

I would love to work more with the kids because I love children. But this is too big a school. I have very little time to be with them. I would like to be with them too. Though my work nowadays is more and more with computers, I also work with teachers and parents

Harris (2002, p. 2) signifies the relevance of a strong collegial relationship resulting in school improvement and changes. A collegial relationship is achieved through democratic leadership styles. In connection with the style of the principal's leadership, s/he must possess benevolent behavioural characteristic and have a participative nature. In support of this view, the FinnKoulu1 principal admits;

I am not strict, it's not my best part. Sometimes you have to be quite strict, and I think I am too soft. That's one kind of leadership, but when there are a lot of people it's not good. So I know my weakness.

A benevolent leadership style provides an opportunity for the leader to participate with the employees, which enables the understanding of the nature of work and behaviour of the employees. Moreover, in the case of the FinnKoulu1 principal, her behavioural patterns and contextual intelligence towards school reform and change was illustrated by adopting the democratic leadership style. The principal reflected on her behaviour by trying to maintain task-oriented, which was not an easy task for her as she believes in collaboration, as she further states:

I try to be stricter. But it's not so easy because I believe it's important that as a principal I listen to what my staff members tell me. We have had lot of discussions during the last year. The employees' well-being is important. One thing that is really important is that you listen to what your staff members tell you, but at the same time you should be strict.

The participative behaviour of the FinnKoulu1 principal led to collaboration with staff members, which further encouraged her to proceed with knowing the best for the school and the staff members in making the most suitable decisions. In connection to this, the principal asserted how the decisions were being collectively brought up to maintain the cumulative progress of the school at the time of change and bringing development for all. She states;

When you have made a decision, you keep it and stick to it, and this is how we work and that's that. One thing is that you stay the same person and say the same thing, and we should not change our decision frequently. You see all the members in the same line and the decisions are meant for all of us. You treat all the staff members in the same way. You don't have any favourites.

Moreover, the participative benevolent nature of the principal was reflected in the statement she used to address when leading the school team with cooperation and collaboration. In particular, she mentioned:

I am a cooperative person, I have always performed team and peer work. I don't like to work alone, but something that our administration encourages is that the leadership has to do more and more towards team work and to involve the staff members, kids or parents so that they have an opportunity to participate and are better involved. Hopefully, things are going better that way.

In addition to this, the principal allowed time for the school teachers and administrative staff to talk and discuss issues. She further states:

I have the feeling that they feel that I am an easy person to contact and I am here for them, even though they sometimes see that I am really busy and come

to my door and ask if they could come and discuss something. I think and feel that I am an easy person to contact, and the principal isn't considered to be a head (higher) than the teachers, and I feel that in a way we are equal.

To further highlight the FinnKoulu1 principal's profile in the professional realm and growing together with the staff members in achieving common goals, the school principal has maintained focus on effective strategies for the betterment of the school by allowing equal opportunities to participate in the discussion and decision-making process. She supported this view by stating:

I want everybody to participate and influence how the school works. But they still know that I also have to make unpleasant decisions, decisions which might not be nice or favourable to some extent.

The principal also argued that, with regard to practical issues related to day-to-day activities and relational issues with human resources factors and work-related behaviour, equality was a form of weakness. She stated;

Equality is a weakness. When I say equal, they still know that I am the one who is responsible, and when I say something, you know they will have to take it seriously. But this not easy you know, you can't be their best friend because you have to be the leader.

In every organisation the leadership style is not necessarily favoured by all. Disagreements amongst and between the members were likely to be significant to some extent, especially during the time of changes in school reform. According to Sergiovanni (1995), divisional hostility is observed from different actors among teachers, between administrators, stakeholders and board members. However, the leadership maintained the divisional politics by instigating the hard game of politics, with the interest of the leaders reflecting a self-interested leadership style to bring effectiveness in transformational process of school reform. The term divisional politics was specifically used by Sergiovanni to reflect his views by illustrating that the leader's polity for success leads "to win more for yourself than you have to give back in return" (p.29), implying the decision that best suits the situational need. Nevertheless, divisional hostility can be overcome by influencing the members to participate in the discussion and decision making process. The principal mentions:

I know teachers are not easy people to change, and to change their ideas is difficult if they have been working for 15 to 20 years. They have their own perspectives, but we are in the same profession and most of the kids know much more than we know. It takes time, and I know that as a principal I go and say ok we do it like this, so half are not offended. Of course, half of the staff do not want to change, so we have to work for several years and try to

influence them. Participation is the only way to influence them and bring the change.

Influencing the participation and involvement in the discussion and decision making process was an important strategy that a leader can employ in bringing cumulative progress with social harmony amongst and between the actors involved in the school organisation.

Hence the principal's role and rights reflect power and politics, which further can enable the leader to demonstrate her behavioural pattern to influence for effectiveness. Sharing the power by decentralising authority and delegating accountability and rights, to the vice principal and other teachers enables the leader to influence the members of the organisation. This leadership strategy can enable leaders to influence the participation and involvement in the discussion within a harmonized environment for effective decision making for the entire school. In this regard, the FinnKoulu1 principal demonstrated her democratic characteristic to participate and involve the school team members in the discussion and decision making process. This leadership style, however, is related to the leadership behavioural pattern of consideration, which can be initiated depending on the experience, context and intelligence of the leaders.

FinnKoulu2

The principal administers the educational plan for the senior and the junior sections along with the two other head masters. This indicates team coordination in order to formulate plans and policies for the school's development. The principal constantly visualises the developmental aspects by bridging the gap between the higher authorities at the municipality and the school.

The role and responsibilities of the principal had expanded with formulating plans and policy for the growth of the organisation. This situational condition demands proactive leadership competences. According to Hargreaves (2005), poor planning is not only a problem of succession; moreover, the competence of the leadership is a key determinant of success of a school organisation. Leadership competence, intelligence and knowledge allow understanding "knowledge of

improvement, succession process, frequency of succession and the changing nature of leadership in times of large-scale reform” (Hargreaves, 2005, p. 169).

Hargreaves (2005) argues that school systems are preoccupied with inbound knowledge. In connection with this, the principal of FinnKoulu2 was preoccupied with time and regulation in achieving school effectiveness. Reflecting this view, the principal stated:

I think we are here as professionals. So, for example, I live 100 km from here, and drive every day, and, well, it definitely means a lot of extra work for me. Sometimes I might be a little bit tired but when I come here. I think that the university can also demand that I give 100% of my energy here and it’s my problem if I live far away. I have to be on time, I have to stay late if needed, and so on. So I think it is not necessary to know all the people very well. I try to discuss things with them as much as possible, and meet them in the coffee room.

Understanding human factors in the school system was important for school leaders. The importance of understanding human factors can bring efficiency to the workplace, allowing effective leadership decisions making during planning processes. However, the leader’s most difficult move was not the school policy system but the fact that the human factors were considered extremely difficult for the leaders to influence. Admitting to this view, the principal at FinnKoulu2 further stated:

I hope they trust me. I do my best and I hope they know I am merciful when anyone makes mistakes. I know I make mistakes, but I think that as head teacher, as a teacher or as a member of staff, we have to accept that people make mistakes. So if you can accept it and if you can live with it, then it’s easier for you and for the other people. So I hope they are kind of merciful and tolerant in that respect.

The difficult part for the principal was the issue of collaboration between the human factors and the existing school system. The principal’s task-oriented behaviour signifies some distraction in organizing the system, which she accepted when stating:

I think that in this school they would say I want everything to happen fast, and that I stick my nose into everything. Some advice from one of the teachers was prominent - we studied together ages ago, and we are here in this school together. He once said to me: can you understand that you don’t have to try to do everything. Try to put yourself in your office and be in your office and stay there. He was quite honest and we are good friends, but I quite understood the meaning of what he said.

Reflecting these views, the principal also accepted that she had to push harder to implement the changes that came about when merging the other school with FinnKoulu2. The leadership style revealed the sort of task-oriented behaviour that the

principal admitted was necessary when pushing people to realise the vision of the school. She stated:

Well, the democratic way of doing things is, I think, the Finnish way of doing thing. But sometimes you need to be authoritative to decide difficult things. Well, of course the staff have to trust your decision making and sometimes you have to press on. I remember one meeting where we had not really a dispute but something when someone asked who decided and I said that I did it, and I think sometimes you have to say it out loud. I said, I didn't ask you because this is the kind of thing that has to be decided by the principal. Sometimes discussion is good.

Leadership frequently requires improvising the leadership style to influence people in the organisation. Improvising one's leadership style may require immense intelligence and knowledge to visualise situations. The situational factors in schools were deflected by many actions, which were brought about by the students, teachers and administrative staff at the school. Connecting this view with the improvisation of leadership, the principal also adopted the behavioural pattern of 'management by walking around' (MBWA) in the school. This strategic approach to leadership provided appropriate solutions to resolve immediate issues and collaborate with and motivate both the students and the teachers. The principal stated:

I know the work is very hard and takes time during the terms. So when you do paperwork here, you are in and you can close the door and the students are outside, but when you are in the classroom you have to give them 100%. So it's very important to go around and see the students and see how they behave. So one reason why I walk around the corridors is to learn to know the students. I think it's very important, and they are very nice upper secondary students coming to talk to me.

The principal indicated that the behaviour of the MBWA style as she believes communication was strength for progressing further. She stated:

I tried a democratic way, but probably I am not democratic. You should hear the voice of the people you are working with, and I tried, but I am not sure if I succeeded.

However, accepting the fact of not adopting a democratic leadership style, she also admitted that hard work can pay off in due course. Hard work demands sacrificing one's comfort zone. She illustrated her views by saying:

Well, everybody has comfortable area where they want to be, but sometimes you have to change your position, you have to work harder, you have to do things you don't enjoy so much, but, well, life is like that, you have to change.

Consequently, leadership qualities and competences also demand good communication for collecting confidence and trust from the co-workers.

Communication has always been important to progress along a developmental path. The principal of FinnKoulu2 initiated communication with her fellow workers to gather concrete ideas for designing and formulating the plans that were best suited to her school, students and the teachers. Addressing the importance of communication, the principal indicated:

We have a discussion with every teacher and we discuss the targets they have and how well they have succeeded in reaching the targets, what the plans are for the next year, how to develop their work, and so on. There we have a chance to say that, well, this thing didn't succeed well enough, do have you any plans what to do next, and so on, do you need support or counselling or whatever.

Furthermore, in understanding the power and politics of leaders, and the roles the principal can employ to perform assertive behaviour, consequently reveals the leadership style of adopting task-oriented to achieve effectiveness. Conclusively, directing the team towards goal-oriented behaviour requires the leader to pursue the vital role of becoming effective. This task-oriented behaviour intensifies the proactive nature in craving to seek the commitment of the teachers and the administrative staffs at the school organisation.

FinnKoulu3

FinnKoulu3 being a popular school in town, also had its own cultural foundation. Importantly, the newly appointed principal needed more time to become familiar with the school context and the school's organisational culture. The change in leadership was initiated by the City of Tampere (Municipality) with the newly appointed school leader. Researchers such as Hargreaves and Fink (2003) support the change in leadership could bring about effectiveness in school. According to Hargreaves (2005) "one of the most significant events in the life of a school is a change in its leadership. Yet few things in education succeed less than leadership succession" (p.163). Moreover, he indicates that crisis management is blamed before considering what to do about planning for leadership succession. Hargreaves & Fink (2003) add "school leadership is not the sum of its individual leaders. School leadership is a system, a culture. Schools are places where principals, teachers, students and parents should all lead" (p.16). Leadership signifies a holistic approach,

henceforth implementing the system's thinking in all initiatives, viewing leadership as a "culture of integrated qualities rather than merely an aggregate of common characteristics" (Hargreaves & Fink 2003). However, change in leadership also brings change in the environment. Moreover, the new leader's focus on ensuring the present achievement lives on after their departure (Hargreaves & Fink, 2003, pp. 16-17).

In relation to systems thinking and cultural integration of internal factors, the leader of FinnKoulu3 revised the planning processes demanded by the municipal authorities. This signifies that the principal was applying inbound knowledge to achieve radical change to the development. The principal relied on the rules and regulations instructed by the municipal authorities. Reflecting this view, the principal stated:

My job here is all kinds of pedagogical planning and the timetable for the pupils and teachers. I think this is the most important job that belongs to me, all kinds of personnel management. I have to make all kinds of decisions and nowadays we have very strong job and personal development.

The principal followed the instructions given to her at the time of her appointment, and was willing to change the system if necessary. Nevertheless, the processes attached to the instructions were followed with caution and collaboration from the staff members seeking to understand the views of the school system and further integration into the system-thinking process. In connection with understanding the principal's view, she stated:

During these kinds of negotiations I tried to ask and find out what the teachers' problems were and how they felt about their work, what kind of education or studies they wanted to have more of and how they felt about the atmosphere at school. I tried to find all kinds of difficulties they have in their job, and I have to have these kinds of negotiations - it is important that every principal has them.

In addition, the roles assigned to the principal were followed by integration related to the development of school in terms of enrolment and the financial aspects.

She further mentioned:

Being a head master, pupil catchment is my duty too and all kinds of questions and jobs, including finances, belong to me. So this is the task I have to do, but I have used a managerial team.

With regard to this change, the school leaders were instructed by the municipality to comply with the State education authorities to achieve the government vision. Moreover, moving towards decentralising the educational sectors in

management was highlighted by instigating more autonomy at the school level. This requires improvising leadership qualities in preparing to move further toward the planned development. The principal at FinnKoulu3 described the vision of City of Tampere as follows:

The vision of Tampere is that in the future there will be no district leaders, however, the schools will be in groups. For example, 10 to 15 schools will collaborate and work with a common curriculum and cooperate with each other. Therefore, one principal will lead the whole group. Delegating autonomy to the individual school is done because the real need of each school belonging to the group is understood at the local level.

The strategy of appointing the new principal was confirmed as culturally binding amongst and between the staff members. However, this required the principal to have radical inbound knowledge necessary to drive the teachers and the administrative staff to mark the phenomena that require an authoritarian leadership style based on task-oriented behaviour. This approach allowed the leader to cease the opportunity reflective of task-structured behaviour, to meet the mission and further comply with the State education authority's vision. This allowed the principal to form a leadership group and initiate school-based activities reflecting changes. She stated:

I have to trust the teachers because I don't know the system yet, it takes time to find out what kinds of teaching are happening. And my personality is that I demand too much perfection. That is how I am, but I can't help it. We have a management team consisting of the principal and vice principal, and a few other staff members, but developing the team role was very important.

Moreover, for the principal, the system-thinking approach was important before beginning to implement any changes. For this, the principal's strategy was to invite open discussion in resolving problems and furnishing the new strategies for future development under the old rules. She began by saying:

I have always believed that there are more things to be managed. Teachers come to me with many problems and I cannot solve all of them, but we can have a group discussion. We cannot do it during the lesson time, but it is stated in the rules that every staff member has to spend three hours per week after school, and this was how we brought up implementing the new change in the plans.

Consequently, many discussions with teachers and administrative staffs were carried out by the principal to understand the school system before implementing the new changes. The principal believe in achieving common values amongst the school actors. In line with this, the non-teaching staffs were also brought into the conversation to resolve any difficulties in the school. She further mentioned:

I had a meeting with the kitchen staff and discussed the problems with them. I have met the cleaning ladies and I have discussed with their difficulties with them. I met my secretary before I came here, and said that the secretary is my right hand, and she is very good.

Moreover, the principal's style was reflected in the instructional leadership. According to Smith and Andrews (1989, p. 13), principals are effective when they are concerned and prioritise instructional issues and are involved in all aspects of school activities by modelling the kinds of behaviour desired by the situation. They further assert that "many principals are already instructional leaders" (p.49). Similarly, instructional leadership may not need a total autocratic style in order to initiate task-structured behaviour. However, the instructions can be initiated in the front line, anticipating that co-workers will follow them. Reflecting this view, the principal described her behaviour was focused more on giving instructions towards task accomplishment:

We share some common phenomena. I like to listen to people. I told the teachers that if they act according to the rules and order, then I will stand with them. And I always want to develop this school from a children-focus point of view more than focusing on the teachers. I am demanding and I demand from myself, I am also enthusiastic. I focus on my work and it doesn't necessarily make the people happy.

In addition to what has been indicated about the principal's style, the responsibility for bringing the changes and development in the school had become challenging. Big responsibilities invited the leader to adapt the task or initiate behaviour for bringing about success. Principals are vital individuals within school environment and are responsible for the success of all instructional programmes (Kiser et al. 2011, p. 3).

For the principal to initiate task-oriented behaviour, the first and foremost approach was to assign new individual staff to designated positions. The reason for this was to withdraw the legacy of the former principal. This was important for this principal to understand and make the members retire from their existing comfort zones and initiate further developmental processes. The principal described this as:

As a principal, you cannot lean on somebody, because at the same time you must show your importance. You have to be equal and make a democratic decision, and you also have to raise difficult things to discuss. I like straight talking and discussion, not gossiping and talking behind peoples' backs.

The changes in the State education authority requirements, initiated leadership behavioural style in considering the task-oriented behaviour for bringing the changes

and modelling the organisational members by influencing them in achieving the projected vision. Exercising leadership requires influencing the faculty member (Kiser et. al. 2011, p. 8).

Therefore, the knowledge and skills to influence the members in the organisation also require a leadership contextual intelligence to model the behavioural pattern that allowed the principal to adopt the task-oriented behaviour. The principal behavioural pattern is to be highly confident and inquisitive in bringing in the new changes that are required to achieve the vision of the State education authority and enable the school's vision to grow in the future.

4.2.2 Case profiles of school leadership in Nepalese schools

School leadership in the Nepalese educational context is guided by the Education Act, which states that the leader of the school is the chairperson of the School Management Committee (SMC). In line with this, community school directives are formulated to guide the SMC members in administering the school management. SMC is the core body of school management and it monitors the management and administers the teachers and administrative staffs. The chairperson of the SMC is the school leader, who is responsible for developing the school by generating financial resources, appointing teachers, school management and administration, infrastructural development, student's enrolment and mobilizing the local community to participate and be involved in the school.

NepsSchool1

Good leaders make good schools possible (Durden 2008, p. 8). For Durden, the interpretation of good is a moral word, signifying the level of quality, competence, capability and authenticity. In addition, a good leader is also willing to perform to the best of his or her ability and become a good leader and make the best school possible.

What could a good leader possibly do to develop a poorly established government school being transferred to the community? In Nepalese context, it was

found that the leaders were more concerned with building the infrastructure and equip it with the physical learning facilities for achieving quality in education that would enable the teachers to cater for the educational needs of that community. It was also found that most schools in Nepal that have been transferred to the community have applied this strategy of constructing a new building. This, therefore, reflects on the lack of commitment from the government, despite owning the school. The carelessness of government leadership in these educational settings has gradually reduced the faith of the general public in government owned schools.

In general, students in the public schools and the community schools are children coming from the rural parts of Nepal. Basically these families live outside the capital area and search for jobs in the city, working as servants in private houses. The local guardians are the people who are responsible for the child in the absence of their parents. These local guardians have an opportunity to become members of the SMC in community schools. These local guardians belonged to the affluent family and had high status in the local community. Among the local guardians, a reputable person from the same locality is invited to the position of chairperson of the SMC to drive the community school toward development and act as the school leaders. Egley (2003) states that invitational leadership emphasises the process of influencing others through an alternative leadership style that promotes collaboration and shows respect for individuals in the educational community. In connection with this, chairperson from NepsSchool1 explained the invitation from the school authority for the position and demonstrated his ability to transform the schools developmental processes. He says:

Actually, I didn't have any interest in becoming a chairperson, but the school administration and the local people insisted I drive the school towards development, and since I was a minister for local development, I applied the land reform in that area and was granted land for establishing a school building there. We have two school buildings, the new building is in the new area operating high school education and the old school building is at the other location.

Therefore, the chairperson in the community school acts as a bridge between the external and internal environments. This brings a higher level of responsibility to the school leadership. The responsibilities are normally shared between the actors in the community school. The chairperson is more inclined to consider the external affairs and limits his focus on the internal educational affairs and teachers management issues. Similarly, the responsibility of the school leaders is also to bring

a harmonized social environment, with good cooperation that will eventually impact students' achievement. In support of this, the school leader said:

I have to take full responsibility for the school. However, the authority for the day to day activities is delegated to the head teacher. It is for the leader to bring cooperation between the teachers, SMC members and local community. We managed to build a healthy and strong bond with these actors, which made it even easier to enhance our school. The head teacher is doing a good job with the day to day activities and the teachers are committed to their jobs. We have good cooperation from the local communities and the student's achievement is very good with an almost 100 percent result in the SLC examination.

Nepalese education system is highly politicised; this has resulted in the formation of a teachers union and a students' union. For the purpose of establishing a democratic system of management, the chairperson's goal was to eliminate the political influences on the school setting. The chairperson agreed with removing of the political influences and creating a non-political environment into the school by asserting: "I have instructed all the teachers that they should realise that they are teachers, and teachers are not allowed to politicise according to their interest". In addition, the chairperson also declared that:

I am a politician, but I don't speak about politics in the educational sector and I always advise teachers and other members not to bring any political activities into the school. This way, I think people admire me for my work.

The democratic behaviour of the leadership has enabled the creation of a collaborative atmosphere, allowing the entire teaching and non-teaching staff to cooperate and work for better outcomes during the developmental phase. Reflecting this view, the chairperson, as the leader of the school, stated his strategic actions by initiating collectivism:

My strategy is to collaborate with and get people to co-operate together, and I believe in collectivism from all the actors involved in the school. What we do is what we get in return of prestige. Our prestige is more related towards the progressiveness of the school. If the school grows, we grow together.

The chairperson's intentions towards cumulative school development support the students achieving higher SLC passing rates. Students are major stakeholders of a school and the students' progress is the progress of the school and reflects the achievement of the teachers. The chairperson supports this and stated:

We also should take the students' problems into consideration; the students are the important factors in our school. Their progress is also important. It is a major responsibility of the teacher to recognize the students' inner intensive motives. In this case, I encourage the teachers to admire the students' potential and to generate and encourage them to produce more in that area.

Similarly, the students' achievement was linked to the motivations of the teachers. The motivation of the teachers was impacted by the leader of the school. The leader's behavioural pattern can contribute to the autonomy of the teachers by delegating authority and making them accountable for their tasks. The chairperson stated:

I delegate authority according to the role and responsibility of the actors. I only encourage them to become motivated. We have committed teachers who are dedicated to their work because we think we are all working for the same common goal together and most of all we are working for the students, and our dedication is most important for their progress.

In paying attention towards the development of the school, the chairperson at this school was heavily biased towards building relationships. This eventually provided opportunities to enrich the motivation of teachers' and SMC members. The results could be seen in the students' achievements, and improvement in reaching higher level grades.

NepsSchool2

Leadership potential to develop the school requires competence to gather the resources and mobilize their effective use. This requires increasing the capacity of the SMC and the community to perform at their best for the school. Capacity development is a wide term. For Rajbhandari (2011, p. 5), capacity development is related to four major aspects of educational development: Institutional capacity (infrastructure building), Donor capacity (financial and technical support), Geographical capacity (local unutilised resources mobilisations), and Community capacity (willingness and ability, knowledge and skills). These factors are relevant in the context of the schools in Nepal. Many schools, for instance, are located in difficult locations, without vehicle access to the school campus. In addition, most community schools are heavily dependent on donor agencies to generate financial resources for infrastructure development. As such, the school leadership has to be constantly alert to opportunities to collaborate with external organisation to attract adequate resources to deliver sound outcomes to students.

As the school leader, the SMC chairperson can have a wide view of understanding the nature of external organisations support of school development.

The chairperson is the professional, responsible for school development and can influence outside people more than the teachers can. Most chairpersons in the community schools hold a respected status in the local community. The SMC has the right to appoint a chairperson who is capable of demonstrating influence through the esteem he or she has in their own professional career. In supporting the view of the SMC appointing this school chairperson, the chairperson stated:

I was a member of the SMC in this school and I was appointed as a chairperson then. This is not a position that is appointed by the government but a respectful position initiated by the school SMC administration.

The chairperson's democratic style can initiate the collective decision aimed at enhancing the school. Furthermore, the chairperson fraternises with the teachers more often to understand the needs of the school. He believed that the teachers were professionals who can portray the day to day activities as far as the students' achievements were concerned. He stated:

As a chairperson, I don't know everything about the school. I get information from everybody before making any form of decision. The major part of the school is known by those who are working in the school on an everyday basis as professionals. They know their school the best. So in this case I take suggestions and receive information from them before I make any necessary move.

Collaboration between the SMC, the teachers and the local community can be the major ingredient for bringing about sound progress in the school organisation. This has been found to be lacking in Nepalese community schools. Healthy cooperation can lead to the formation of a strong group doing its best for the school. In addition, the collaboration between the SMC, the teachers and the local community can assist in building social, civic and political capital in a depleted society (Henderson, 2001, p. 30.)

NepsSchool2, the chairperson distributed the responsibilities according to the needs of the school and relevant to the potential of the individual. This can increase teachers' motivation. In line with this, Sheppard, Hurley, and Dibbon (2010, p. 9) conclude: "If the teacher's engage with the school leadership, their increased leadership capacity, and their enhanced morale and enthusiasm for their work, have an impact on school performance".

The distribution of the responsibility and accountability in NepsSchool2 by the chairperson is transferred to the head teacher for the relevant academic area, which he believes is the best way to understand the day to day routines of the

academics. The chairperson often makes the major decisions and is available when the school requires him. Connected to this, the chairperson stated:

I am here for any kind of board meeting and making some decisions. However, the school administration and academic staff are fully looked after by the head teacher and the school administrative department.

The chairperson must have a benevolent character in order to influence the members of the school. The benevolent nature of the chairperson makes it easier for everyone to approach him when required, without hesitation. The democratic style of leading the school allowed him to motivate and encourage the members. This behavioural pattern of leadership is favourable in building relationships. In respect of the nature of the behavioural pattern, head teacher at NepsSchool2 mentioned:

Our chairperson does not really know about the academic side. However, he doesn't make his decisions on the basis of his own opinion, so all the decisions are collaboratively brought forward. He is not dictating on any decisions, he believes in collective decision making. He is democratic and he is always on time whenever we initiate any programme or any meeting. He is friendly with all of us; he gives suggestions informally and receives the information.

Reflecting this view of the head teacher regarding the chairperson's behavioural pattern, another SMC members reflected on the view of the chairperson being a democratic and easy-going person as follows:

He is a businessman but he is very sociable with everybody. He is also a donor to this school. He is also involved with other schools and I think all these experiences allow him to be able to understand and implement good social behaviour with all of us. He believes in participation and is very flexible.

This eventually brought the teachers and SMC members to participate collaboratively and be involved in the developmental activities in their own respective ways. Similarly, to support what the head teacher and the SMC members have reflected in their views of democratic leadership and the relationships can be demonstrated by the views of the chairperson himself when he stated:

There were conflicts between two political parties and this caused some disturbances in the construction of the building, but my presence was seen in this school. I managed to collaborate with these people to resolve the issue and remove the political interference in the academic settings. Then the building was constructed. I am friendly and I like to remain friendly with everybody.

However, the chairperson, along with the SMC, is not profoundly involved in the academic affairs of the school. The responsibilities for the academic affairs are delegated to the head teacher and subsequently passed down to the teachers. This

indicates the segmented accountability of the academic staff and the management.

Having agreed with this, the chairperson asserted:

It is nothing to do with the chairperson, one chairperson goes and another comes. It's the teamwork from the teaching and school administration side that is enhancing the school's academic progress.

Along with the chairperson's leadership, the SMC maintained their responsibility and accountability for the external growth of the school. The academic sides were totally handled with the head master's leadership, delegating the authority for the internal academic growth and the students' achievements to the teachers. The SMC member stated:

The teachers spend more time when required by the school. This has been taken care of by the academic side: The SMC are not really involved with these issues.

Having concentrated on bringing development of the physical aspects, the chairperson is now focused on enlarging the school's physical facilities. The example set by him led to the construction of an additional floor and the erection of the new building for the school. This raised the status of the school when looking back to when the school was maintaining the academic routine with one building and poorly equipped teaching materials. The expansion of the school also included bringing drinking water facilities for the teachers and the students, which was an initiative of personal investment from the chairperson. For the chairperson, more has to be developed in the school. He said:

I have to think about different aspects to make it develop. The students don't have any extra activities facilities. The school doesn't have a playground. Physical exercise is necessary for all the students to be sound and healthy.

The chairperson's line management of staff strategy combined the contextual intelligence of leadership with the experience of becoming a well known businessman in the community. The chairperson's intelligence was more reflected in the behavioural pattern of relationships he has developed at the school. Being a businessman and having less knowledge of the school education context, the delegation of authority was passed down to the head teacher as the chairperson believes the head teacher is the person who can drive the school in building an educational team and thanking them accordingly. He further stated his views by saying:

I want the school to maintain its reputation as it grows in the future. The most active person is the head teacher. I think she is the one who should take the

initiative to drive the school further. She will therefore manage and bring the team together.

The implication of a business strategy in the social organisation of the school by creating less divisional politics and hostility has enabled this school to grow simultaneously with related external development and academic progress. The interference in the academic realm was less from the SMC, but the infrastructure development and generating financial resources was effectively carried out with leadership from the chairperson. The contextual intelligence of the leadership was visualised in the school by allowing ample initiative to the head teacher and the teaching and non-teaching staff. This further allowed the school to grow in parallel with the academic and infrastructure development.

NepsSchool3

Leadership effectiveness and quality has become the most important factor in sustaining schools at times of rapid change. Changes in education policy and practice reflect complex processes. The challenges in the change process allow less time for leaders to prepare and do not present them with a coherent and fully aligned vision for implementing change and reforms in their educational settings (Lashway 2003, p. 5). Change is inevitable and can create complexity for the effective performance of leadership. Before the school organisation starts to suffer, the students can be the ones who suffer first. This may be due to system changes and the leadership's lack of competence to cope with the challenges brought about by changes. Hess (2003) argues: "Today's children too often suffer because we do not readily remove ineffective school leaders" (p.18). However, during the changing process, lack of adequate and ready availability of resources could result in leadership ineffectiveness.

The appointed chairperson is often selected for his reputation gained in the community and the nation. Similarly, in the case of NepsSchool3, the chairperson was a former minister and a politician. The reputation of this chairperson and his potential to bring along influential charisma enabled him to tie up with the donor agency and the nation's educational authority, and shield the threat from external factors. However, the effectiveness of the chairperson was demonstrated by his influential

characteristic of mobilising social resources. In connection with this, the chairperson admitted:

Actually, I am not an educational expert. I am a social worker. I try to mobilise resources through the social system by mobilising the teachers and social community people. The school is also a social organisation that is providing social services to the students.

Besides encouragement, the chairperson initiated the school's development by focusing on the economic, physical and educational aspects, which was appreciated by the school's professional community. This generated social harmony reflected by the democratic behavioural characteristic. In reflecting this view, the head teacher mentioned the chairperson's behavioural characteristic by stating:

The chairperson is always cooperating with economic issues, physical issues and educational affairs. He is a very polite and understanding person. He is also encouraging. He believes that everyone should be able to do it on their own. He wants everybody to work on their own for the developmental factors. He is a former minister and also a political person, but he doesn't involve politics in the school.

Similarly, the benevolent nature of the chairperson has enabled teachers and head masters to promote development. The encouragement from the chairperson is processed through appreciating people, adding to the harmonious social environment at NepsSchool3. Along with the encouragement, the chairperson reinforced the staff with additional benefits, by implementing a reward system. According to the assistant head master:

The chairperson is always positive for teachers and he gives some advice and support to the management. We have a reward system for teachers in terms of finance. We call it prize and punishment, but we haven't applied the punishment.

This reinforcement for motivation applied by the leadership was directly related to students' achievements, SLC results being the major indicator. In specifically reflecting this view, the assistant head master mentioned that teams of teachers evaluated the contribution made by the teachers. This has been productive and increased the pass out rates of students in the SLC examination, which now accounted for passes of 50 to 60 per cent of the students. The application of the reinforcement was instigated due to the lack of teacher's motivation, which had resulted in a reduction in the SLC passing rate. Being one of the oldest schools in town, the school had recently faced difficulties in fostering students' achievement.

This was because the teachers' commitment and dedication had been languishing in recent years.

Consequently, the chairperson has maintained the basic role of physically being present at the time of SMC meeting and when called upon to be at the school and be socially encouraging of the teachers. The chairperson's leadership style enabled total delegation of authority to the head master. In connection with this, the chairperson stated:

Actually, I am not being able to do anything. I give them support and I am there with them. In our school, everybody is doing their best, I only provide them with unifying forces and support them, but I don't have any specific role in the school.

The democratic nature meant that the chairperson relied heavily on the head master and teaching staff for enhancing the schools educational development. This further enabled the head teacher to take over the rights and responsibility of the chairperson and instigate other processes for school development. This is explained by the assistant head master as follows:

The chairperson is more concerned with the student's progress, but the management side is not really discussed to that extent. The chairperson does not come to our school often, or every day. The leadership role is maintained by the head teacher. The SMC committee is just a figurehead and is formed according to the rules of the government. But it's the head teacher who takes more responsibility for the school's growth.

In most cases, the chairperson of the SMC was a figure who reflected the status of the school, which is why most community schools were appointing a well known reputable personnel as their school chairperson. The chairperson's dual profession can keep him occupied with a lot of work, which can even collide with the school's work. According to the assistant head master:

The chairperson doesn't have much time, and we have to fix meetings in his time. It's not our time that we have to organize a meeting, but we have to ask him first before organising a meeting.

Time and energy from the school leaders are the most vital components for the school to grow in the future. Time and energy from the school leaders are the source of arranging organizing and planning. The gradual progress of the school's development requires participation by and involvement from the leaders and members of SMC, as well as the teachers along with the parents. Many schools fail, not only due to the system but also due to the leadership qualities. Teacher 1 asserted:

The chairperson doesn't have any dedication towards planning for anything. He just delegates the responsibility to the head teacher. But that kind of delegation of authority is not productive for the school to grow. This has caused our system to run without any planning and organizing. We don't have any kind of improvement activities. We don't have anything at all in our school. We should also have organized meetings with the parents, but we don't even do that to improve the students' progress.

Despite having less concerned for the school from the chairperson, however, the community schools require the chairperson having achieved social prestige to maintain the high status of the school in education. The necessity of having a reputable person as the chairperson in the school is again an influential factor that encourages the local community to participate in the school's developmental process by rendering help and support. The mobilization of the local community through the effective leadership by the chairperson has proven productive in many community schools.

Consequently, with the implications for the new policy under way to apply in all the community schools, the chairperson is re-appointed from the parents group but not amongst the local guardians. The real parents of the students who are engaged with the community school are uneducated and poor and do not have a good status in the locality. This has further encouraged the local community to participate. Therefore, the system and the leadership have integrated together to collaborate in fostering the school's development. Reflecting this view, and taking the government policy into consideration, the administrative non teaching staff mentioned:

The chairperson is a social figure in the locality. It is because of his reputable status that the local community are participating, but when we have to follow according to the new policy of the government regarding appointing a new chairperson from among the parents, then the local community people will also back out from participating in the school. Actually, it's the government policy that is not allowing full autonomy in any case. If the school has already been transferred to the community, then they should allow us to work according to the decision made by the SMC.

School leadership is a vital source of providing motivational energy to the school staff and the development of a school may be shattered by the implications of a policy that may not exactly suit the educational settings. In Nepal community schools are widespread across the nation; the policy formulated for the rural community school may not be feasible for the urban community school. This can further bring failure to the leadership and eventually failure to the whole school system, which may even obliterate the well-managed urban community schools in Nepal by appointing

the chairperson in the community schools amongst the uneducated and poor parents who were migrants from the village settling their living by becoming street vendors selling low-priced commodities and working for others on low wages.

4.3 Behavioural pattern of leadership assisting school advancement

The behavioural pattern of school leadership is a combination of many factors. Amongst the many, few of the important variables are taken into consideration to justify the leadership competences for school success. The important variables for exploring the leadership behavioural pattern segment two profound pragmatic studies in leadership task-oriented behaviour and relations-oriented behaviour, which closely corresponds with the personality, values, interests, cognitive complexity and preference for taking risks which relate to a leaders personal satisfaction.

Hughes (1994) illustrates the suggestion made by Carl Jung where he stated: human behaviour was predictable and classifiable, referring to the topology of the individual, backed up by the preferences which are, therefore, formed in early life that provides key attributes about the personality, resulting in a behavioural pattern that was connected with these preferences. Furthermore, the leadership behavioural pattern concerns the importance of values guiding one's actions (Burno et. al. 2006, 1). Furthering his study on leadership values, with a connection to the views of Guth and Tagiuri (1965), a value-oriented leader is someone who is multi-faceted. This incorporates a behavioural cognitive complexity by understanding and evaluating the meaning (Proehl and Taylor 1997).

The behavioural pattern of the school leadership to en-route grand leap was aimed at exploring the view that cumulative progressive development from a multi dimensional perspective. Table 3 represents the classification of school leadership based on a behavioural pattern towards combining the task-oriented and relations-oriented either showing high on relation oriented behaviour and low in task-oriented behaviour or showing high on task-oriented behaviour or showing low on relations oriented behaviour.

Table 3 Classification of school leadership behavioural pattern combination showing high on relations and low in task and showing high on task and low in relations

School Leadership behavioural pattern showing High on relation-oriented and low in task		School Leadership behavioural pattern showing High on task-oriented and low in relation	
1-9	FinnKoulu1	9-1	FinnKoulu3
1-9	NepsSchool1	9-1	FinnKoulu2
1-9	NepsSchool2		
1-9	NepsSchool3		

Although culture has no political boundaries (Hofstede 1983, 296), cross-cultural research attempts to understand leadership behavioural patterns scoring high in relations-oriented and high on task-oriented, which is also represented by numbers where the scale of 9 represented high and 1 represented low. Nevertheless, the table 3 represents the school leadership showing high on relation and low in task are FinnKoulu1, NepsSchool1, NepsSchool2, and NepsSchool3. On the other hand, school leadership showing high on task-oriented behaviour and low in relation oriented behaviour are FinnKoulu3 and FinnKoulu2. This indicates that the combination of both leadership behavioural patterns were found prominent. The flexibility of the school leadership is demonstrated in the Table 4 on the basis of the respondents exploring their school leader's behavioural pattern.

Table 4 Leadership Flexibility scale

School leaders	Leadership Flexibility		
	Low	Moderate	High
<i>FinnKoulu1</i>	- . - . - . →		
<i>FinnKoulu2</i>	- . - . - . - . - . - . - . - . - . →		
<i>FinnKoulu3</i>	- . - . - . - . - . - . - . - . →		
<i>NepsSchool1</i>	- . - . - . - . - . - . →		
<i>NepsSchool2</i>	- . - . - . - . - . →		
<i>NepsSchool3</i>	- . - . - . →		

Table 4 represents the leadership flexibility scale. The results suggest that high on task-oriented behavioural pattern has a high flexibility scale. These findings

highlight that leadership high on task-oriented behaviour have an easiness to switch their behavioural pattern to relations-oriented behaviour according to the context. In contrast, leadership with high on relations-oriented behaviour may find it difficult to switch their behavioural pattern towards task-oriented behaviour. However, leadership flexibility was also determined by the current contextual settings and the leader positional power to incorporate the context based need.

4.3.1 Leadership behavioural pattern emphasizing on relations-oriented behaviour

The leadership behavioural pattern of FinnKoulu1 was found to be a democratic leadership style more inclined toward relations-oriented behaviour. The cognitive complexity of the leadership in FinnKoulu1 in judging effective decision making was progressively undertaken from a multiple perspective on development that ties in with building, bonding and banking in developing the professional team. In relation to this, the leadership behaviour was high on supportive behaviour by inclining more towards relationship and low on directive behaviour by delegating the authorities to the vice principal. However, distributing the leadership and delegating authority transformed into an orienting task for the vice principal. Supporting the adoption of relations-oriented behaviour and demonstrating democratic leadership styles, a subjective judgment was taken into account to validate the analysis with a triangulation approach. Reflecting the views of the leadership behavioural pattern, the principal at FinnKoulu1 admits to showing concern for people by mentioning:

When I chose this occupation, one of the most important things was that I like to be with people and not just sit beside computers and work with numbers the whole day. I like to work with people.

Moreover, a close relationship was developed with the vice principal in order to build a stronger leadership team and proceed with strategic planning for the future. With the good teamwork in the school, both the principal and the vice principal openly invited other people to share their thoughts and feelings about school development. In regard to this, the vice principal asserted:

We two are close to each other. We are always together with the teachers in the staff lounge. The teachers come to ask us rather small details and they know us and it doesn't matter who you ask, the answer will be the same - and we are reachable, which is not always the case with the principal.

Developing relations-oriented behaviour requires gaining trust from the staff in order to implement a decentralised management system within the school by delegating leadership authority. Trust was stronger when building with knowing when to appreciate and how to appreciate. Appreciation reinforces motivation, allowing the development of the psychological paradigm in the staff for example, feeling of being esteemed as reflected in the comment made by the vice principal:

I am proud of what I do, it makes me feel good when my work is appreciated and the principal gives me credit. Of course I feel good when I am told that.

The principal's behavioural pattern enabled the staff to trust her with the work-related activities. The supportive nature of the principal also generated a "tight knot of social framework" (Hofstede, 1983) with emotional integration with the staff members. This allowed the maintenance of human resources with additional security. Reflecting to this view, teacher 1 asserted her feelings about the principal by stating that:

I can trust in her in many ways, especially with the parents. Some parents can be difficult. They call even if there is no reason and I can trust that she is always there for us. Whenever there is a call from a parent, the principal always protects us, she takes some time to understand the issue by talking to me and gets the holistic view and tries to clear the misunderstandings.

More precisely, Teacher 1 elaborated on the freedom that was connected with the principal's relations-oriented behaviour when she spoke of the boundary-free working environment at the FinnKoulu1. She stated:

I just go there if I have something. I knock on the door and say do you have time for me. And she is always very polite and nice and friendly.

The principal's at FinnKoulu1 relations-oriented behaviour offered a significant contribution in generating motivation and harmonising the social environment. Relations-oriented behaviour was a contributing factor for motivation and enriching the workplace climate. However, task-oriented behaviour was essential, and the blending of these behavioural patterns was effective in promoting leadership for development. The leadership competence at FinnKoulu1 was instigated by relations-oriented behaviour, which was a major contribution to teacher motivation and organisation climate at the school. The distribution of the leadership role encouraged the vice principal to initiate task-oriented behaviour. The school leader showed high on relations-oriented behaviour, whereas the vice principal showed high on task-oriented behaviour. The leadership distribution at Finnish schools was a spontaneous and collective process (Halttunen 2009, p. 154).

All cases of leadership explored in the Nepalese schools as indicated in Table 3, were found to be high on the relations-oriented behavioural pattern. The leadership behavioural pattern of the Nepalese schools leadership was in keeping with the context of a collectivism cultural society.

This pattern of a collectivism cultural society provides an organisational climate for a “tightly knotted social framework” (Hofstede 1983), in which the behavioural pattern of relations-oriented behaviour also builds the personal relationships amongst and between school actors. This can limit the potential to initiate a task-oriented behavioural pattern. However, the current leadership pattern was obtained by delegating total responsibility for educational development to the head teacher, allowing the internal academic foundation to grow stronger. In addition, the personal relationship with the chairperson was healthy and this influenced the social harmony amongst and between the actors in the school.

Furthermore, social harmony was obtained by trusting the employees and being noble to everyone at the school. The administrative staff of NepsSchool3 stated:

The chairperson is 100 percent positive with the developmental programme. Due to his selfless nature, we have become very comfortable in school, but the chairperson also is interested in the students’ achievement, for which he always gets feedback from the head teacher during the SMC meeting.

With the behavioural pattern of being considerate, the chairperson has significantly developed open communication with all the actors in the school. This has allowed a more informal communication flow within the organisation. This gained momentum in assisting the advancement of personal relationships, assimilating a friendlier environment. However, the friendlier behaviour of the chairperson also reflected the negative consequences of the teachers’ attitudinal commitment. In relation to this, Teacher 1 at NepsSchool3 stated:

He is 82 years old, he is active, and at this age he is still supporting the school. Importantly, it is a teacher’s duty to make this school good, which is not actually being carried out effectively by the teachers.

However, the task cannot be totally avoided. The task-oriented behaviour of the school leader focused on bringing the development to the school. Reflecting this view, the administrative staff at NepsSchool3 further stated:

The chairperson’s motive is to develop educational progress. Our school doesn’t have a good building so he is also concerned with the infrastructure development. He is also concerned with increasing the enrolment.

The relations-oriented behavioural pattern has also encouraged the chairperson to build a healthy relationship with the local community. The community and school cooperation further enabled fostering the school infrastructure development. The administrative staff at NepsSchool3 supports this by mentioning:

We are planning to renovate or construct a new building with the permission of and cooperation from the community. It is necessary for us to have cooperation from the community. We have received some cooperation from the local community and it is important because this land is owned by the community. Without their consent we cannot do anything with the school infrastructure development.

In most community schools in Nepal, the chairpersons as school leaders did not possess experience in educational administration. The chairpersons are social figures possessing a higher status value. This is also the reason for adopting the relations-oriented behaviour and delegating education responsibility totally to the head teacher to manage the academic activities. However, the relations-oriented behavioural pattern was of utmost importance for the chairperson to adopt in generating financial resources and bridging the gap with the donor.

In the case of NepsSchool1, the leadership behavioural pattern was found to be high on relationships and low on tasks. Moreover, the behavioural pattern of leadership being high on relationships and low on tasks highly contributed to social harmony. The relations-oriented behavioural pattern was sometimes taken for granted and made the organisational environment at the school cosy and comfortable. The relations-oriented behavioural pattern was considered to be significantly acceptable for bringing social harmony (Brown, 2003). However, avoiding the tasks within the comfortable environment was ignorant and can lead to the downfall of the school in the future. In maintaining the cumulative progressive development, school leaders have to remain vigilant in overcoming the uncertainty of the future. Most importantly, a chairperson with a behavioural pattern high on relationships can continue to have trust in the employees.

Consequently, the chairperson's leadership in NepsSchool1 relies upon the teachers and head teacher for building trust. This separates the chairperson from being involved in the internal academic progress with monitoring and supervision. In relation to this, Teacher 3 stated:

Time and again the chairperson should have come to monitor and evaluate the school, but this is a social educational organisation, we are not a profit-oriented organisation, and this may be reason that they come to attend the

meetings and pass down the responsibility to the head teacher. They should come to the school and physically supervise, and they should also concentrate on taking the initiative in the improvement of the students' wellbeing and achievement. As they don't gain anything from the school, they pass over the responsibility to the head teacher and don't want to take any extra burden on their shoulders.

Despite showing low in tasks and remaining high on relations-oriented behaviours, the school leader (Chairperson) at NepsSchool1 was reluctant to demonstrate his credibility in school academic activities. However, the advancement of the school was instigated through infrastructure construction and upgrading the educational level. In this case, the chairperson of NepsSchool1's high influence on relations-oriented behavioural pattern initiated good faith amongst the school professional community and adopted a task-oriented behaviour with the SMC members.

Similarly, in the case of NepsSchool2, the chairperson instigated a high-relationship orientation with both the SMC members and the teaching and non-teaching staffs. With the chairperson coming from a business background, the relations-oriented behavioural pattern was obvious in his characteristics. In addition, the chairperson has remained as a resident in the same locality, which has enabled the local population to know him as a successful businessman.

The leadership behavioural pattern being high on relationships and low on tasks further allowed the chairperson to delegate authority to the head teacher in terms of every possible aspect regarding the development of the school. In other words, the delegation of authority was an inspirational move toward distributed leadership. This was suggested from the finding regarding the authority the head teacher possessed with autonomy in academic affairs and visioning for infrastructure development. Accordingly, the need for development of the school was discussed among groups of teachers and administrative staff in the school before approaching the SMC for approval. For this to be supported, the head teacher at NepsSchool2 said:

All the staffs got together to set an agenda before putting it to the SMC meeting. In this way, the transparency of the school activities is well known to everybody, which I think is a good motivational source for all of us, even me. Most of all, whatever agenda we make and put before the SMC is always approved and the SMC never says no to anything. This makes it easier for us to work in academic life

Consequently, it was found that most innovation was initiated by the school teachers. For example, realising the need for school development, the needs for

teachers, construction and so forth were discussed internally amongst the academic staff. However, at the time of need, the chairperson was called upon to resolve the problem, which was carried out accordingly.

Importantly, the chairperson reinforced the head teacher becoming accountable for all aspects of the school's educational development. This allowed the chairperson to make fewer appearances at the school. The assistant head teacher at NepsSchool2 explained this as follows:

The chairperson should come to school to observe the teaching practices. We have quite a high dropout rate as well. If he concentrated more on this issue, may be the dropouts could be reduced. The chairperson should be able to find the problems and try to resolve these issues in collaboration with the teachers and the local community. In this way, the local community will also generate some awareness of the school

Both of tasks and relationships cannot be separated to achieve cumulative progressive development. Consequently, the leadership's competence in visualising the contextual phenomena and balancing between the relations-oriented behaviour and the task-oriented behaviour can produce productive results.

4.3.2 Leadership behavioural pattern emphasizing on task-oriented behaviour

Task-oriented behaviour has significance for organisational efficiency (Yulk and Lepsinger 2005). Leadership behaviour that was high on a task-oriented and low on a relationship-oriented behavioural pattern was found in two cases in Finnish schools (see Table 3). In line with the task-oriented behaviour, the FinnKoulu2 principal instigated her leadership approach with high on task and low on relationship. As has been previously understood, the task-oriented behavioural pattern and relationship-oriented behavioural pattern are not mutually exclusive. Finland is an individualistic culture-bound society. In this case it can be expected that most leaders remain task-oriented and organise the organisational team with goal-directed behaviour. With the cultural phenomena taken into consideration in Finnish schools, the leadership scores low on relationship-oriented behaviour by appreciating the teachers in school. The principal at FinnKoulu2 stated:

There are certain people who wouldn't like it if they are appreciated publicly. I think it's not the really the Finnish style to give feedback in meetings. Last

September I said in one meeting that Mr. A had done very well and managed to build a very good network in our secondary school. Later he came to me and said he was happy that he was appreciated publicly, but it was quite a surprise as it's not a habit in Finland.

Human behaviour seeks social harmony, either in a collectivist or an individualistic culture. This can be brought about in many ways, which requires leadership dexterity in order to understand the phenomena of how to mould behaviour at the time the context demands. With the human factors such as emotion, value and personality, involved in the organisation, the school leaders must also acknowledge the employees' expectations. The employees' expectations can vary, but cognitive complexity can enable the leadership to view the needs of the employees. This, therefore, instigates relationship-oriented behaviour to further build trust amongst and between the actors. Reflecting this view, Teacher 4 at FinnKoulu2 noted:

I think the principal should leave the teachers to work in peace and do what they think best and try to be interested in them. Sometimes you need praise or to think about what is the right thing. So I want her to be proud of us and say that to encourage us. And of course, she should also notice if we are not feeling well, because not everybody is always good at saying that they are not feeling well. A little bit of interest shown to the teachers can make a big difference in working life.

Although, the school principal of FinnKoulu2 had instigated behaviour toward low on relationship-oriented, her willingness to adapt to high on task-oriented behaviour has brought about some grievous consequences. This was obvious within the contextual demands of the changing situation that FinnKoulu2 was encountering. For instance, Teacher 4 at this school expected the school leaders to understand the human aspect, which would, therefore, be the remedial measures for overcoming grievances. She stated:

When the human aspect is not considered highly, you cannot hear the needs of everybody carefully and she cannot discuss with everybody. The need of the school is the first point and the needs of the individuals are of less worth, so I would hope that she could face the individuals more in those situations, even though she has to think about what is needed in this school just now.

Moreover, the school organisation consisted of intellectual individuals. The high level of maturity of the school actors can provide the intellectual capability to understand the changing contextual features. Difficult decisions were made during the implementation of changes, but people in the organisation would have been more appreciated if they had been informed about the forthcoming changes. However, it was necessary for the school leadership to be high on task-oriented behaviour in order

to bring an organised and planned management system into the school. The high on task-oriented behaviour of the school principal brought about impressive development in the administration. Reflecting this view, Teacher X at FinnKoulu2, who also has administrative responsibilities in the school, states:

Indeed, she brought in a very concrete organized system. Before we didn't have timetables, or a list of events throughout the school year, but now we have them. Another example is that we have reserved Tuesday afternoon for either a teacher's meeting or a team meeting, or they work in their own discipline, so everything is very structured so to say with this principal.

The school leadership competences acknowledge the contextual demands necessary for an effectively organised system within the organisation. Bringing changes to the organisation can be difficult for leaders. The leadership approach practised by the principal at FinnKoulu3 gained an effective outcome. The school principal at FinnKoulu3 was newly appointed. The legacy left behind by the former principal was strong and firm. This was the starting point for the new principal to bring in effective changes. The school leadership approach at FinnKoulu3 pursued small changes with effective measures to bring about positive outcomes initiated through task-oriented behaviour. Referring to this, the principal defended the changes she brought about by mentioning:

There was a development team before but I changed the members. There are now three of the same people but I changed two. It was not a big change but it was the right decision. Those who are now in this team can do more pedagogical planning or changes, or at least they can participate in the decision-making process.

With more influence toward task-oriented behaviour, the school principal of FinnKoulu3 also followed the bureaucratic procedures of relying heavily on the legislative policies. The legislation was not being followed prior to her appointment, and the implementation of the policy was met with restrained behaviour from most of the school members. This was implemented by the principal with a view to growing the school larger in the future. In regard to this, the principal explained:

I have made one decision which many teachers didn't like: it is stated in the rules that every teacher has to work three extra hours per week for planning and cooperative work and so forth. And it had not been happening here before I came here, and this is what we have had to do since this is a big school. Many teachers did not agree with my view but now more teachers have accepted and admitted the fact for school development.

By determined to bring cumulative progressive development to the school, small innovative ideas were implemented. In relation to this, a few of the innovative

changes were made directly by the school principal at FinnKoulu3. The changes were small but effective, which contributed to the developmental aspect of the school. In supporting this approach, Teacher 2 at FinnKoulu3 admitted to accept the leadership approach in bringing the changes by stating;

She has had a few ideas. For instance, in the English class we collect and buy material from one place, and we can get more things because we don't have to buy all the colours for every single class, we can share. But the Finnish classes, they don't do that. They buy everything separately and then they don't have enough money, and that means that all the teachers are going to buy things by themselves, which could be done by one teacher. The principal changed the practice. The new principal is very organised and wants everybody else to be organised as well.

Teacher 2 at FinnKoulu3 also explained her view of the school leadership initiative behaviour by adding:

The principal also organized a tutoring class involving different teachers of different subjects from the same grades. For instance, when we give tutoring, instead of tutoring your own students you could give tutoring to all the students in the school from the same grade level.

With the behavioural pattern high on task-oriented and low on relationship-oriented, the principal at FinnKoulu3 initiated many small changes to bring in an organized management system. This led to regular meetings and follow up. Moreover, despite small changes being implemented, many actors in the school were finding it difficult to adapt to the changes. Nevertheless, the changes were restrained due to the lack of an organised schedule. Teacher 4 at FinnKoulu3 stated:

First of all we were not used to having so many meetings and now we have a new thing and we have to have a meeting. Well, everything is lot stricter with timetables and filling in forms. It's little bit too much for us and it takes energy away from doing your regular work.

Juusenaho (2004, p. 159) concludes that key to the success of an individual school is the continuous development and renewal of the profession, with a certain ability and characteristics toward managing the school. The competency of the leadership calls for collaboration in a behavioural pattern relevant to the contextual nature of the organisation. However, there is no single best approach to effective leadership in a school.

4.3.3 Core competences of leadership contextual intelligence

The contextual intelligence of the leadership is necessitated by knowing what to do over knowing how to do. This further allows the leadership to have an acute understanding of the present contextual variables, past events and driving towards the preferred future. For this, the leadership's contextual intelligence based on core competences can instigate cognitive complexity by acknowledging the context with experience and intelligence. Cognitive complexity of leadership is a contextual intellect that allows school leaders to implement their practical know-how and judge the right decision for an effective purpose (Wagner 1987).

Moreover, leadership intelligence in knowing what to do and requires an understanding of the variables themselves. In general, the present contextual variables hold many factors from within and outside the school, and this is an important aspect that determines the development of a school and requires the leadership to take the most suitable pragmatic approach. Leadership contextual intelligence in the following discussion is explored in three features: the organisational context, the contextual intelligence of the leadership and the contextual experiences of the leadership situated within both Nepal and Finland.

The organizational context

Changes in education are inevitable. Implementation of Changes can have an impact on the context. Although context is socially and culturally framed, education-related occurrences can bring about contextual variations. Educational reforms can be the source of major changes. School context involve many variables, such as human resources, organisational administration, planning, change in leadership and so forth. Consequently, the context differs from one school to another, even though the schools are operated within the same cultural and social foundations.

Taking the contextual construction into consideration and despite not being involved with educational reforms, many other related changes were occurring in the Finnish schools. According to Makela (2007, p. 222), all changes in society and societal context, can strongly affect school leadership and school management. Consequently, the three Finnish schools undergoing changes illustrated different

contexts. This contextual construction caused variation in examining the present contextual variables.

Importantly, the implementation of the new Special Education law in 2011 in Finland, especially designed to give every special needs student the right to be educated in a nearby school, has also offered an additional new context for the schools in Finland to prepare extra facilities. This has further allowed the school leaders to examine the needs for special education and care by understanding the immediate contextual variables. This includes the requirement for special teachers, homeroom teachers, additional facilities for support and so forth. The new Special Education law of 2011 offers new challenges to teachers, guidance counsellors and special teachers. The Special Education law of 2011 means all special students are to be considered general students and are not to be separated on the basis of teachers alone. Teacher 1 at FinnKoulu2 illustrates the new Special Education law of 2011 as follows:

The law states that the pupils have the right to go to the nearest possible school. So, if you have a physical handicap, or if you have autistic problems, or whatever diagnosis, you have the right to go to the local nearest school and the school has to be prepared to give support.

To further illustrate the process of guiding special students, the teaching process has to be more intensified with additional support if the special students do not fit in with the general student groups. Teacher 1 at FinnKoulu2 added:

But if those things are not enough, we have to be ready to give them intensive support. It can be the same sort of support, but here, for example, I am often with them. There are many ways to offer intensive support to the students and if that is not enough we have to make an official decision. It's written on a paper and it's also a kind of juridical decision that we give special support.

In addition, teacher 1 at FinnKoulu2 explained the process that whether the child is considered special is determined by the record the teacher maintain during the studies period. She further added:

And what is important here is that we have to create documentation so these pupils have a special meeting where the parents and necessary teachers and group leaders set their targets and what they are studying. The main thing is that they have to study. But an individual plan is made and that is also new, that the three steps and the documentations are prepared.

Taking the special students' right to study in the nearest school into consideration starts with supporting these students with general support. Intensive support is given to the special students if they are proven incapable of coping with

general support. This is preceded by making a record of the student's capabilities. With documentation providing full evidence of the student's inability to fit in with the normal class, it is further decided officially, which is more likely a judicial declaration, to categorise the student as a special student and further initiate special facilities other than the normal educational facilities. Rajbhandari (2013, p. 7) suggest strengthening the supportive means would enhance leadership for special students. This in turn is achieved through expert qualified teachers and additional necessary special support which is a potentially important need for the growth and development of leadership in special students.

In the case study of the Nepalese schools, the school context was influenced by implications of the reform strategy. Moreover, the new policy of appointing the chairperson from among the parent encouraged the appointment of the chairperson from amongst the parents group. Almost all community schools are expected to employ the reformed educational policy which has been stated in earlier sections. This has created an unpleasant situation with regard to the developmental aspect of the school. Moreover, the job security for the SMC-appointed teachers was at stake as the implication of the new educational policy was perceived by the school actors to be vague and without any measures for development. The merging of one school with the other was seen to offer a mismatch in subject teacher distribution. In addition, the external threat from the student union, highly influenced by the political party, was creating constant undesirable constraints on development constantly.

Contextual intelligence of leadership

More specifically, the context in the Finnish schools was relevant to bringing changes and development. However, the context of each school was different. In the Nepalese schools, reforms in educational decentralisation impacted the context of all community schools. Despite the context varying from one school to another, the leadership approach to adapting the changes relevant to the context is determined by the leadership's competence to solve the real problems and reshape their behavioural pattern with intelligence and experience.

Each new context brings new challenges. More often, the Finnish school leadership approaches were inclined towards implementing contextual intelligence to producing a remedial solution in the given context. However, the Nepalese school

leadership had a tendency to incline towards implementing contextually based experiences encountered in the past, such as, resolving political conflicts. The reason for applying contextual experiences was due to the lack of knowledge about educational administration among the chairpersons. This lack of knowledge in the educational sphere forced these school leaders who were not educationalists but ascribed the context and implement remedial measures within their experience.

Intelligence offers a broad meaning. However, in education it is essential to understand variables such as students, teachers, parents, government legislation and policies, curriculum planning and design, administrating teacher's motivation and so forth. Intelligence to understand these phenomena allows the school leadership to know what to do in practice. Furthermore, understanding the immediate social contextual variables can give leadership flexibility (Yulk 2008).

There are plenty of immediate present variables as they reflect the micro aspects of the organisational needs, interest and values. Knowing what to do and knowing how to deal with the immediate problems correctly can enable school leaders to emphasis their readiness for an appropriate leadership approach and leadership style. This view is reflected in the comment made by the principal of FinnsKoulu1:

Sometimes I have to be strict. I am the one who is responsible for the school and it is really important that the teachers are here when the kids are here.

The leadership's contextual intelligence of school principals allows closely monitoring the immediate variables, and administering the teachers and issues related to the external factors that have an impact on the organisational context. One of the important issues for the principal in examining the school context is focusing on the students' progress. For this, the school leadership's intelligence in initiating the teachers' motivation will result in a productive outcome. In regard to this, the principal at FinnKoulu1 stated:

There are some people, they might do less. I think they are working quite nicely in this small group. Of course, there are people who want to give their ideas more, but I try to encourage those who are little bit less active. So I try to encourage them.

Moreover, developing teams and groups is an effective way of fostering cumulative progressive development. However, social loafing exists in groups and teams. Shedding insight upon the leadership's contextual intelligence, leaders can often bypass the minor problems that may require immediate attention. The minor

problems are equally important, and need to be addressed immediately with the appropriate course of action and rationality. The vice principal at FinnKoulu1 illustrated as follows:

Bringing a solution is difficult. The small things are so nice to deal with because you can solve them and have them solved in a set of time, but when you are busy you have to be able to leave the smaller things behind.

Taking the immediate variables into consideration, and the implications for contextual intelligence, the principal of FinnKoulu1 paid attention to the immediate issues of teacher and student attitudes, which are often involved in developing the system process to resolve immediate conflicts. This system approach brought about a remedial measure to address this issue. The vice principal at FinnKoulu1 stated:

Conflict resolution is important to address, and for this, the school has assigned the responsibility to groups of teachers. Prior to this, a special teacher was responsible for discussion with students who have problems that gets them into conflict with teachers and other students. They have meetings, and set up fortnightly appointments. Now, with the new system, things are working quite well but we are always ready to go back to the former system if it doesn't work out.

Nevertheless, being high on contextual intelligence enabled this school leadership to understand the immediate present variables that allowed the leadership flexibility relevant to the context.

With the changing situation intact in FinnKoulu2, the school leadership's contextual intelligence was to establish an organised school management system. In FinnKoulu2 the main principal assumed the role of the school leader who was primarily responsible in bringing about an organised management system. Moreover, the merging of schools also provided additional difficulties for the school leaders. This was organised by collaborating in external activities and internal management of academic affairs. Therefore, the school principal was highly concerned with bridging the gap with information. Maintaining healthy progress among the students and a training programme were the school principal's primary motives.

Although depicting high on task-oriented behavioural pattern, leadership flexibility of the principal also enabled her to demonstrate relations-oriented behaviour by participating with teams for academic progress. Reflecting this flexibility of the principal, Teacher 1 of FinnKoulu2 stated:

We have team meetings for research and development, to which she comes and participates. She is willing to learn herself and encourages everybody.

The important aspect for every school transforming from good to great is a positive correlation with the source of funding. For this to remain as a constant process, teams of teachers were allowed to collaborate with the external agencies for funding. This was absolutely essential for this school which can make the grand leap. Although the changes were in the process, the internal academic activities were consistently maintaining through acquiring adequate funding. This enabled the principal's contextual intelligence to think from multi-perspectives for the school's developmental transaction. Comment from, Teacher 2 at FinnKoulu2 reflects this perspective:

She thinks more about the development, and since everyone has their own network, the principal encourages everyone to participate. We set different projects and disbursements for different organisations.

In addition this school principal also demonstrated a democratic leadership style by appreciating the teachers for what they contributed; this was basically related to the accomplishment of certain tasks. This relates to the leadership's contextual intelligence in motivating the teachers and bringing effective commitment. However, the intentional act of appreciating people is not a typical cultural phenomenon in Finland. The principal's intelligence in addressing the contextual variables by appreciating the teachers motivated them into action. With regard to the school leadership's approach to initiating motivational factors, Teacher X of FinnKoulu2 noted:

She often openly appreciates a teacher for doing a good job. Of course, there is a danger in keep saying this all the time as in our culture if somebody is doing a good job, you don't comment on it, and you don't interfere if there is no problem, but if there is a problem you do interfere.

Consequently, the leadership's contextual intelligence offered an understanding of the contextual phenomena, with more emphasis being drawn on academic progress by appreciating the teachers and maintaining the organised management system during the changes.

In the case of FinnsKoulu3, despite the major change not being implemented by the local authorities, the change in the organisation's internal structures brought about massive fluctuations within the school's organisational behaviour. Although the school leadership was leaning toward being high on task-oriented with low on relationship-oriented behaviour, the leadership's contextual intelligence in viewing the real solutions preceded it from re-engineering the organisational structure. This

was necessary because, being high on relationship-oriented behaviour, the former principal was able to create a harmonious environment. Therefore, the intellectual stimulation by the principal initiated re-engineering the management system by reinforcing the task to the teachers through implementing a new reporting and recording system. The adaptation to this was reluctantly approached by the employees, which led to further divisional hostility between the actors in the school.

Divisional hostility is common between the actors in a school, especially when changes are asserted. Divisional hostility is reflected in the divisional politics, which Sergiovanni (1995) explains as “to win more for yourself than you have to give back in return” (p. 29). Similarly, emphasising the statement, most teachers in FinnsKoulu3 were comfortable with their own course of action, which was neither questioned by the former principal nor was asked to be changed. This creative destruction led to divisional hostility amongst the school professional community that was reinforced by the principal applying changes to the internal academic affairs with a view to improve the organisation.

The leadership’s contextual intelligence in understanding the immediate variation was to reshape her behavioural pattern with honesty. The principal of FinnKoulu3 comments to this by adding:

I do also apologize for my mistakes. It once happened that I was in hurry and someone was asking something and I was a little blunt with her. But I realized my mistake and openly said sorry in front of everybody, and I believe the leader is honest in saying it openly. I can be wrong too, and I can also make mistakes, and apologising is a good quality in a person and can certainly motivate people.

The leadership’s contextual intelligence in illustrating the required behavioural pattern was beneficial for the prosperity of organisational growth. This was oriented with appreciating the teachers. However, appreciation leads to intrinsic motivation, which was further explained by the principal at FinnKoulu3 stating:

When you give more power to make decisions, it motivates the team. For example when they get good feedback it motivates people. I always give them feedback, I always say, for example, good work, well done, and when they are together I always thank them for what they have done. I try to mention that we did it. So it’s not only one of us did it but we all did it, it’s our achievement. For example, there are two or three older ladies who came to me and said thank you for those words, and one said this is the first time someone has thanked me for my work.

In addition, the contextual intelligence of understanding the immediate contextual variations led the leadership to take the necessary course of action without

having cognitive bias. This caused the principal to take disciplinary action against the teachers for their wrong doing. Punishment was necessary when deliberate wrong doings were attempted that eventually impacted on the students' wellbeing in the long term. The principal at FinnKoulu3 stated:

I have punished. I received an email mentioning that one of our teachers had broken a student's art work. The teacher had spoken impolitely to the child and broken her work intentionally. I called the teacher to my office and asked for an explanation. I wrote down all the conversation and finally warned the teacher that, if repeated, it will not be tolerated. I took the responsibility of informing the parents. And that's the difficult side of this job because I feel that it's a most important role for the principal to take these difficulties into consideration and solve them.

Moreover, the school leadership's ability to grasp the immediate present variations provided an immediate resolution to the problems. This requires constant vigilance in understanding the immediate context. The immediate variations might be small but equally important. The immediate action to resolve the immediate variations required the school principal to understand the contextual variables with an intellectual ability.

Contextual experience of leadership

The pragmatic approach to leadership in knowing the multiple realities of the context can enable school leaders to implement change either through contextual intelligence or contextual experience. Knowing the context is essential for school leaders to implement either higher intelligence over experience or vice versa. Moreover, school leadership in Finland implements high contextual intelligence due to the higher maturity level based on their strong academic background. In contrast, the Nepalese school leadership, the chairperson's maturity in terms of academic qualifications were low. As such, the Nepalese school leadership had a tendency to bring remedial measures into the contextual settings, reflecting high in implementing contextual experiences over contextual intelligence. One way to understand the implementation of contextual experience by school leaders in Nepal was by knowing the professional background of the chairperson. Most chairpersons acting as a school leader held different professional backgrounds unrelated to educational settings. Accordingly their understanding of contextual intelligence was limited with regard to educational progress. Therefore, the chairperson leadership delegated academic leadership to the head teacher to progress school's internal academic activities. It was also found that

most chairpersons never had experience in school management, which accounted for their lack of knowledge, ability and skill to groom educational management and leadership.

Consequently, the school leadership approaches in the Nepalese schools were able to contribute less to the schools' internal academic activities, such as students' wellbeing, students' academic progress, monitoring the teachers' ability in instructional methods and so forth. The reason for this is because the chairpersons were more concerned about developing themselves to maintain their own professional careers by involving into many social organisation. Therefore, a focus on progressive school development was rarely visible and was limited to simply attending the SMC meeting, summoned by the head teacher if necessary. Although the chairperson was responsible for the school's overall developmental activities, the initiation for development was brought about by the team of teachers and administrative staffs. In connection with this, the head teacher of NepsSchool2 stated:

The initiation is brought about from the teachers and there is much less innovation from the chairperson or the SMC members. The chairperson and the SMC members rather follows the agenda that is initiated by the teachers. Generally, everything is planned by the teachers and brought into the SMC meeting. Actually, the SMC is not aware of internal matters but is more concerned with generating finance. Their major task has only been limited to generating financial resources for the school.

With the limited time offered by the chairperson, the leadership approach towards the development of a school was reflected by the contextual similar experiences rather than providing concrete intelligence to contextual settings. Due to the political disturbance in the nation, the leadership's political experiences offer a political solution to reducing hassles in the educational bureaucracy. This has become necessary in the Nepalese school context with the strong impact of political interference, which was the only possible means of resolution. Moreover, the chairperson's political background was an additional advantage that restrained interference from the student union. However, the opposing political party may have the advantage of creating disturbances overtime.

Moreover, with less concern toward the school's academic activities, the leadership application of being high on contextual experiences but low on contextual intelligence was ascertained. Therefore, the school's internal academic activity was maintained by the head teacher. This caused the head teacher to develop the internal activities with a high level of contextual intelligence rather than contextual

experiences. The contextual intelligence offered examining the variables in the context. In connection with this, the principal of NepsSchool2 explained her view on the school's administration by stating:

We have a system for teachers' leave. Any teacher who wants a day off has to report the administrative authorities a day before, but there are occasions when someone has to remain at home due to an emergency. In that case they don't have to ask permission directly from me but can ask the assistant head teacher, which also makes it easier. The SMC members have their different professions, which makes the teachers come up with the innovation and developmental aspect.

Accordingly, the chairperson maintaining the leadership role was basically isolated from bringing about any major progressive development in the school. However, the chairperson's experience in politics can enable him to defend the school from uncertainties that occurs through political mishaps. Therefore, the leadership role was subconsciously initiated by the head teacher by having high contextual intelligence. This is due to the fact that head teachers have very much less political experience but do have the knowledge and ability to administer the school's internal activities. Regarding contextual intelligence, the assistant head teacher of NepsSchool2 illustrates his support for the head teacher's intellectual intelligence by saying:

I give more credit to our head teacher for bringing collaboration between and amongst the teachers in the school. She has a very good convincing power. She is very clear and frank, and is never biased. It's her leadership that has made all the teachers motivated to work in a team. Moreover, if the head teacher is so concerned and has a very positive attitude, then it's obvious that all the teachers will follow the same kind of attitude.

School leadership showing high contextual experience was found in all three Nepalese schools. Leadership contextual intelligence admits that the context, experience and intelligence of the leadership are inseparable, but that leadership approach towards applying this varies in a cross-cultural setting. Although the contextual setting is socially and culturally constructed, external forces such as the application of government rules and political influences can bring variations to the context. This, therefore, signifies that the contextual setting in education is also constructed by the influence of external forces or activities. This has been encountered in Nepalese educational settings where the most impact on the context was influenced by external factors such as frequent amendment of the Community

Managed School Directive, undesirable political influences from the student union, teachers' agitations and so forth.

In situations where external forces frequently influenced the contextual settings, the school leadership approach toward dealing with these immediate issues can be influenced by past experience. This is because the external forces are not necessarily wanted by the school but are politically referred. This has caused the leadership's contextual intelligence to be high on contextual experience and low on contextual intelligence. Moreover, the approach toward high on contextual experience is necessary because the members of the student union are led by poorly educated people. In supporting this view, the assistant principal of NepsSchool3 asserted:

Well, we haven't been disturbed by any political party but sometimes the student union organises some activities in our school. They come here and ask us to leave the class so that they can provide some lectures. We simply leave the class for them. We cannot say no because it's a threat we feel if we go against them.

External forces can create immediate variations in the context, which, therefore, was not constructed socially and culturally. The spontaneous and abrupt interferences by the student union create new contextual settings for which contextual experience is necessary from school leaders with past experience of a political background. Although contextual intelligence was also initiated by the school leaders, attention is drawn towards resolving the immediate context variables by instigating high on contextual experience. In addition, in contextual settings other than from a social or cultural aspect, external forces have much to offer in bringing immediate variations to the contextual settings, especially in the Nepalese education system. Apart from the construction of contextual settings from the student union interference, frequent changes in policy from the government can also bring variations in constructing the context. In supporting this view, the assistant head teacher of NepsSchool3 stated:

We are facing a lot of problems with the policy of the government and the student union because the government decisions are not stable. The student union, on the other hand, come to give their lectures or training to the students in the school and this is making the community a little sceptical about participating in any school activities.

School leadership demonstrating high on contextual experience was reflected in the initiative taken by the SMC at NepsSchool3. Most of all, the initiative is brought about by the teachers and administrative staff inside the school; the

innovation rarely comes from the SMC or the chairperson. Therefore, contextual intelligence was highly displayed by the head teacher in achieving the preferred future. In regard to leadership contextual intelligence, knowing what to do is often instigated by the school's head teacher in collaboration with the teachers and administrative staff. Reflecting this Teacher 1 of NepsSchool3 asserts:

We first speak with the teachers and administrative staff. We come up with an agenda and put this agenda to the SMC. It's their duty to approve it. The SMC committee is only concerned with attending the meeting and discussing general issues.

The leadership approach of having acute awareness of the present context was complimented with implementing of past experience in political involvement. In the case of NepsSchool11, the chairperson's political experience offered more to incorporate the present context in resolving the political issues in the school. Acting as the school's chairperson has also fostered their professional career in gaining acknowledged social values.

This is incorporated in gaining momentum in developing a personal interest of being recognized in the political and social sphere. Therefore, the leadership approach was confined to integrating high on contextual intelligence for enhancing the professional career and showing high contextual experience to assimilate the school's contextual variables. This view was reflected on the head teacher of NepsSchool11 who stated:

The SMC meeting is held once a month and we also organize additional meetings if necessary. But the chairperson does not maintain the relationship. In fact, he is a busy man who has his own professional career to get on with. But overall, the teachers know him quite well and appreciate him for what he has contributed to the school.

Generally, the chairperson's appointment in a school was recommended by the head teacher along with other teachers and other SMC members. The intelligence behind choosing a well-known individual from the locality offers an opportunity for the school to grow rapidly with the network the chairperson has outside the school. One reason for appointing a reputable individual such as a political leader in a school is to clear the path of bureaucratic hassle for development and generate financial resources through the legitimate power of the chairperson. Therefore, the involvement of the chairperson in the school's internal activities was non-existent. This allowed the chairperson to remain at a distance from understanding the real contextual phenomena of the school. Leadership contextual intelligence causes the school leader

to have acute awareness of the present, past and the preferred future, and this is possible with constant participation in the school's activities. However, involvement in school activities was only instigated when summoned by the head teacher. This can create a barrier to communication with the leadership, leading to ineffectiveness in arriving at the preferred future. In connection with this view, Teacher 1 of NepsSchool1 stated:

We require extensive interaction amongst and between the teachers, parents and SMC for the development of the school. In this way we can share our thoughts and feelings with everybody, and the communication flow would be very productive. In our case, there is a possibility that the chairperson may not even know all of the teachers working here, he only knows those people who are close in contact with him in professional ways.

Moreover, leadership succession in Nepal is determined by the ability to generate financial resources, for which Teacher 2 of NepsSchool1 said:

The main role of the chairperson is to generate resources for the school. This provides the opportunity to finance students with a scholarship and further the development of the school.

Furthermore, leadership contextual intelligence offers knowing what to do and how to deal with real problems. Nevertheless, contextual intelligence is illustrated by understanding the context, performing with experience and applying practical intelligence. However, it is equally difficult to illustrate these characteristics without having in-depth knowledge of the organisational context. The context varies in cross-cultural settings. The context however has a major part to play in constructing the leadership's contextual intelligence, either by demonstrating experience or intelligence. Every organisation has its own unique contexts and the context can change with internal or external factors being implemented to reform the educational settings. This offers the leadership a variety of contextual challenges with real problems. Therefore, leadership contextual intelligence is essential in initiating real-life performance, either with experience or intelligence, for resolving the real problems the context provides.

4.4 Leadership enriching motivation

Leadership and motivation are closely interconnected (Wehrich, Cannice and Koontz, 2009, p. 347). School leadership attempts to motivate school actors who are involved in furthering the school's development. Importantly motivation is closely connected with leadership approaches, which initiates leadership to demonstrate their flexibility and core competences according to the contextual settings. However, the finding of this research study in Nepal and Finland suggests that motivation may not always connect with the leadership. Furthermore, motivation is strongly interrelated with the contextual phenomena. Context is constructed socially, culturally and from the external factors. The external factors found in this research study included new legislation, reforms in education in terms of the specifically indicating appointment of new principals and SMC's chairperson, and social discords creating divisional hostility and so forth. Therefore, leadership alone may not be only the source of motivation in the organization. Contextual variations affect the needs of employees where leadership has nominal role for motivation. The findings suggest that a new change in government educational policy for education had a direct impact in the motivation of teachers, which may lead temporary teachers (contract- based) to pursue existence needs in accordance with the level of ERG theory of motivation, although they have served with the school for many years and were seeking to achieve the growth need.

In connection with my theoretical construction in understanding leadership approaches of motivating staff, the behavioural theories of leadership and leadership contextual intelligence contributed to epistemological judgment from the subjectivist perspective. This further supports Alderfer's Clayton theory of motivation regarding motivation theory of ERG, commonly formed as Existence, Relatedness and Growth needs. In the ERG theory of motivation, 'existence' stands for the desire to fulfil basic physiological and safety needs. The motivation for fulfilling higher needs of relatedness and growth is progressive.

Clayton's ERG theory of motivation has not been used extensively in research. The purpose of this study was to explore leadership connection to the motivation of employees in line with the ERG theory. The purpose of exploring ERG

motivation with leadership is due to the flexibility of the theory and its non-hierarchical nature. Therefore, when exploring motivation and leadership actions, the three-tiered ERG motivation theory is studied in the context relevant to existence need, relatedness need and growth need. In connection with this, high on relations-oriented behaviour pattern of leaders incorporated relatedness need where as high on task-oriented behaviour pattern of leaders incorporated growth need. Moreover, leadership behavioural patterns of being proactive demonstrating initiative (task-oriented) and being considerate (relations-oriented) are not mutually exclusive. This indicates that most school leaders practice a combination of relations-oriented behaviour and the task-oriented behaviour in constructing their behavioural pattern. However, the degree of influence of these patterns may vary according to the contextual setting. Leadership demonstrating a single behavioural pattern is likely to produce a downfall of organized management system, because a single behavioural pattern of leadership is not conducive to leadership flexibility and leadership appropriateness for enabling leadership elasticity.

Leadership contextual intelligence provides flexibility to use the leadership to initiate intelligence and experiences when dealing with real problems. It allows the leader to understand the variation in the present context. Leadership flexibility is essential to adapting to the changing context of the organization, which in turn allows the leaders to maintain the employee's motivational level by remaining coherent and incorporating the new needs of the employees.

Leadership contextual intelligence incorporates the relatedness need in accordance with the ERG motivation theory with an emotional intelligence of understanding the subject from a different perspective. In addition, contextual experience incorporates the existence need in accordance with the ERG motivation theory by understanding how things are being done and how they should be done. Therefore, a combination of intelligence and experiences on the part of leadership can foster growth of the organisation. Flexibility in leaders' behavioural pattern can demonstrate flexibility to followers in fulfilling immediate needs and in progressing to meeting further needs. This includes leadership behavioural characteristics of respecting organizational members in welcoming their ideas and creativity in resolving the problem and this can foster initiates motivation (Jones and Rudd, 2008).

Leaders' behavioural characteristics have been further discussed by Churches and West-Burnham (2008, p. 11), who assert that a "model of appropriate behaviour"

can make leaders adapt flexibility. “Maintenance of anger, stress and tension”, and blending leadership emotional intelligence with an understanding of various forms of behavioural dimensions. “Social environment” initiate leaders to creating social harmony amongst and between the actors in the school. Moreover, these three factors are connected with the leaders’ individualistic characteristics of personality, cognitive complexity and intellectual stimulation.

Leadership behavioural pattern with emphasis on relations-oriented generates creativity and brings about social harmony incorporating the relatedness need of motivation. This was further supported by the views of the principal of FinnKoulu1 when illustrating how working together and having a sense of belongingness created commitment:

The main idea is that teachers are inventors and creators. Appreciating to what they do motivates them to work. We all work together and they have thought that the school works in collaboration. I try to encourage them so that they are committed to their work and motivated to work here.

Context is also constructed with the external factors that incorporate social and cultural phenomena. This has implications of how these external factors can reshape a leader’s behavioural pattern in regards to personality, cognitive complexity and contextual intelligence to arrive at the preferred future. In connection with this, the principal of FinnKoulu1 further states her view of understanding and in knowing what to do and what has been done:

Money is not important, the main way to encourage is by giving feedback, I have told all the staff members that you have done excellent job and this is fine and we have survived because couple of years ago we went through a bad time. The staff had to take care of two classes; I try to give them good feedback individually. It is always good to talk with teachers individually.

To support the view of changes that impact the school’s context, school leadership must know what to do at the time of need in a way that corresponds with a real problem-solving attitude. In Clayton’s ERG motivation theory (1969), growth need is the highest level of professional achievement. Professional growth within the organization is supported by all facets of leadership including a combination of task-oriented behaviour and relations-oriented behaviour as well as a combination of contextual intelligence and contextual experiences. Reflecting this view, Teacher 1 of FinnKoulu2 states:

My experience is that I have been listened to and encouraged by the principal quite well. It is because this special education is now an area we have to develop. All the other schools in Finland have to develop this area, too,

because our special education law has changed recently, of course when it's about my work it's my responsibility to develop it so that the principal listens to me carefully enough.

The findings suggest that the teachers reflected their restraining behaviour towards changes. This caused a decrease in motivational level when the teachers were seeking for the new need to be attuned to with the changing circumstances. This allows employees to return back to the previous motivational level from relatedness to the existence level of ERG motivation. Comment made by Teacher 1 from FinnKoulu1 supports this perspective:

I know there are some teachers who are not motivated at all because they are afraid of these changes get in the way. They are afraid that the changes might bring a termination of their job, they are probably afraid.

The variation in context brought about by the frequent changes given the external forces can be seen in the motivation levels of the teachers were directly affected. Leadership had to remain especially proactive to keep up the impetus to change. However, findings of this study suggest that although the leadership demonstrated agility for encouragement and facilitated motivation, this input from leaders seem less important, as reflected on the comments made by a member of administrative staff at NepsSchool3:

The principal has favoured us, we are always dedicated and motivated to make this school better, but if the government frequently makes amendment after amendment policy confuses us. I think the government is making us confused with their laws and policies regarding the community schools. If this kind of thing keeps on happening, then we will have to decrease our student intake and the number of drop outs will increase. The school will be left with fewer students and teachers, and, eventually, the school may close down altogether.

It also appears that even the teachers in the good quality schools are not motivated and were making less effort in their jobs. For example the head teacher of NepsSchool1 asserted:

Actually, the government is not being fair in their evaluation. The SMC is motivating the teachers by encouraging them and protecting them. The teachers are not motivated by the government's policy. Certainly there are teachers in those schools that are going to be merged or closed at some point, they do not have any teaching responsibilities since there are fewer students and they are getting the same salary as compared to our teachers, who work hard and give many classes in a day. The uneven distribution of salary and inequality in evaluation is the main cause for the teachers' dissatisfaction.

The leadership behaviour can improve their motivation levels both for the benefit of employees and for the betterment of the organization. The findings in this

study suggest that personal benefits were achieved with leadership demonstrated high on relations-oriented behaviour. As for the betterment of the organization, task-oriented behaviour was necessary. The motivational level of the employees was also found to increase with a flexible leadership style. This is further discussed in detail in the sub-sections that follow next for both Nepalese and Finnish school leadership.

The existence need

In terms of the personal benefits of being motivated, the existence level of motivation is the sum of many factors, including salary, job security, and the number of vacation days. As Teacher 1 of FinnKoulu3 explained the personal benefits of teacher's motivational level encapsulating these factors by mentioning:

The school is in a good location, it has a good reputation and we have a good influx of students, parents want them to come here, so I think the teachers are motivated and they enjoy coming here. They want to be part of this school. In addition, you have to pay the bills [laughs], it's the money of course, being a teacher is an okay job. You can pay the bills and have a good life. And of course they also have long vacations.

Supporting the personal benefits in relation to the existence needs in ERG theory of motivation, Teacher 2 of NepsSchool1 shared the same views:

In our school, we are more committed and responsible towards teaching as compared to other schools. Moreover, we are charging small fees from the students, apart from what the law says, in this regard we are somewhat capable of providing allowance to the teachers. Money is one factor that motivates people.

Supplementing the existence level of the ERG theory, the motivation of teachers was connected with the reputation of the school. A growing school recruits more teaching staff and can retain them for a longer period of time. This context can be disturbed by frequent changes in government rules, and the stability of school become unpredictable by lay-offs or even mergers with other school. Moreover, fixed-terms limited teaching jobs were highly insecure. Teacher 3 of NepsSchool2 shared his view by stating:

Some teachers stay here with us because they haven't found good opportunities elsewhere, but some feel that education is a prestigious sector and that motivates them to stay here in the school as teachers.

In connection to the physiological needs of earning a living and having a secure safe job, fixed-term teachers appointed by the SMC in particular have a fear of their job being at stake. The SMC appointed teachers in community schools were not

permanent teachers and were not accountable to the government. Income, job security and stability were essential in the teachers' desire for fulfilling the existence need.

Reflecting this Teacher 1 from NepsSchool1 stated:

The salary is a motivational factor. So is also participating in the decision-making process, which we can do much less. We don't have any pressure from the head teachers nor from the SMC. We have understood the roles and responsibilities that we have to assume. Our expectation is to be made permanent teachers; there are many teachers who are appointed by the SMC. If we become permanent, I think we can become more motivated.

Physiological need of existence need in the ERG theory is often related to financial remuneration and job security. In the case of permanent teaching jobs, it was found that motivation for fulfilling the ERG theory's relatedness need could be boosted with the help of leaders providing remuneration or rewards based on appreciation. However, in the context where teachers were in fixed-term contracts, their motivation was often related to the existence level needs of the ERG theory. Nevertheless, money was one of the major sources of motivation in terms of salary and additional remunerations. The principal of FinnKoulu1 supports this by stating:

We have really big classes in our school but we have extra resources. In the two first grade classes, there are three teachers working, they give extra support to some kids, but do not receive extra salary, but the class teacher, first grade teachers and seven grade teachers get 100 Euros extra from the City of Tampere for doing this. This is because they are teaching in English. So I think in that sense our teachers are really committed to our school.

As is generally accepted, the existence needs of the ERG theory of motivation are basic physiological and safety needs. Leadership competence was found to supplement the existence needs by increasing salary or providing extra financial benefits to the teachers. Accepting this view, the principal of FinnKoulu2 referred to the use of financial means to enhance motivation by stating:

Yes we can give money, because every second year we have a discussion about pay, and there is a certain level up to which we can make judgments by understanding how difficult things people are doing, and you have several categories: a very easy task means less money, a very difficult or demanding one or many special tasks means more money. If you do your job well, you can get higher in the categories - and you start very low but if you do it better and better, then you get more money. But I think even more important for many people is that they get feedback and are appreciated.

In both the countries, this development was strongly connected to the school's funding sources. The better the funding, the more the management can offer reward or performance-based pay systems. In a school with less financial resources for example,

in NepsSchool3, motivating teachers with extra financial rewards was difficult. Nevertheless, money was not the only the source of motivation. Leadership behavioural pattern contributes to orienting the teachers, while on the other hand leadership contextual intelligence offers understanding the immediate variations, which is essential for fostering the teachers' motivation and boosting their satisfaction. Failure to implement remedial solutions to overcome immediate variations may have negative impact for the school, resulting in de-motivation of the teachers, and other actors in the school. In connection to this, chairperson of NepsSchool3 stated:

The only motivation for teachers is the salary, here is nothing else besides the salary the government pays, and the school cannot offer any extra to the teachers. With the decline of this school, motivation has also decreased. However, we sit down together to determine the progress of the school. There are other components as well, it's not the only money that can motivate teachers, there might be something that we can offer, something to the teachers to build up their motivation.

In addition, the findings also suggested that the de-motivation of school actors (teachers and administrative staff) led to a low morale among teachers in their commitment to teaching. However, teachers remained at the school for personal benefits, for example, to maintain the position of a teacher and to get paid. Moreover, government teachers, or permanent teachers in Nepalese community schools had some job security, although the school was not making any progress. Of these consequences, the temporary or the fixed- term contract teachers feared losing their jobs the most. Teacher 1 of NepsSchool3 stated that some permanent teachers' were ignorant of teaching by mentioning:

We are less like teachers but more like jobholders, we don't have any feelings for the students and their achievements. Since the parents don't know any thing about education, it should be the duty of the teachers and the school administration to scrutinise the weaknesses and strengths of the students, we don't practice that at all.

Consequently, the existence need in the ERG theory is closely connected with personal benefits, and school leadership competences have less effect. The relatedness needs incorporate organisational development. However, leadership approach also incorporates the growth need of ERG motivation theory and was found positive. However, if existence level needs are not met, organizational effectiveness and school's success may not be feasible. School achieves success when its employees

progress towards relatedness needs: here the management of personal effectiveness comes into play together with the success of the school's leadership.

The organisation's effectiveness in bringing the school success through the leadership competence as behavioural pattern and contextual intelligence had a lot to offer to the school actors. The findings also suggest that the school's success was closely connected with the reputation of teachers, administrative staff and students. This reflects the relatedness need of ERG theory. With regard to the same, Teacher 2 of NepsSchool1 shares his view about connection of the relatedness need of ERG theory with the reputation of school by mentioning:

Other factor that motivates teachers is that our school has a good reputation among the public and community schools, it ties up with the teachers' prestige. This makes teachers proud to say that they are from this school. So teachers are also motivated to make this school even more popular by abiding by the rules and following the regulations and becoming responsible in their jobs either in classroom or outside in administration affairs.

The relatedness need

In support of the view of the relatedness need in the ERG theory, teachers have the tendency to perceive that their position was prestigious. Even though being a school teacher was considered a low profile job in a developing country such as Nepal, in general, uneducated parents perceive teaching as one of the most important jobs as long as their children were enrolled in a school. In connection with this, Teacher 3 of NepsSchool1 explained:

Education is regarded as a prestigious sector; however, in Nepal we haven't had this concept yet and it is considered as one of the less desirable jobs. Parents respect the teachers here. Moreover, getting involved in the educational sector also makes us educated somehow.

Relatedness need of ERG theory is connected with the leadership approach and styles. Moreover, leadership behavioural pattern of expressing high relations-oriented behaviour can create a sense of belongingness among school professional community. This further leads to relatedness need of ERG theory becoming affiliated. This can be seen from the relations-oriented behaviour of the principal at NepsSchool2 leadership approach to sharing offices with the other teachers. This was a common practice in Nepalese government schools due to lack of space. However, it has also created transparency and a healthy climate in the school, generating level of attitudinal commitment and behavioural commitment among the teachers. The

principal of NepsSchool2 stated that sharing office together with other staff created transparency:

I share my office with other teachers at the school, I have my office here in the staff room, and I don't have a separate office. In this case we have total flow of information regarding financial, plans and policies. We even held our SMC meeting here in this room. Every teacher comes to this room every day and I feel that it is also easy to relay information about any happening or future events. And I think teachers are obliged to functional behaviour at some point.

The relatedness need in the ERG theory can be fostered by all members in the organisation. Organisational motivation is found to be often healthier with relatedness need and this can further develop a desire for the growth need. This, therefore, makes the school leadership seek for fulfilment of the relatedness need when attempting to gain the trust of the followers. This in turn inspires the school leaders to socialise with the employees. As regards to this, the relatedness need is not only desired by the employees but also by the school's leaders. The employees are striving to fulfil the relatedness need when socialising with the groups in the organisation. In connection to this, the principal of FinnKoulu2 stated:

I think, people are well, when they are enjoying the company and staying together, for example, a history teacher came here last year, he says that it's lots of fun here and he loves to stay here, and he loves to be in the group and the group gives him positive feedback all the time and encourages him to work and helps him if needed, I think it is not the same in every group. There is a common room for everyone, I want to go there whenever I am tired because they are laughing all the time there, having fun together, and if you stay there 10 minutes you are kind of a new person, it is not a formal group.

Achieving relatedness need and growth need was highly connected with the leadership approach. Moreover, leadership contextual intelligence of knowing what to do with in pursuit of relatedness need was enhanced by emphasising relations-oriented behaviour. Impact of leadership style and leadership approach highly influenced the motivation for striving towards the relatedness need among the employees. In regard to behavioural patterns, the principal of FinnKoulu1 asserted that knowing the teachers' perspectives can make the leader know more precisely about the relatedness need to motivate them:

We have so many staff members we cannot understand all the small things, and of course there are lots of things the government says, the laws says, curriculum says, so we have to obey them, but there are still things we can do here together. In that way, I think it raises the motivation to work here. Collaboration is important, that's why I meet the teachers and ask them how I could motivate them better.

The leadership behavioural pattern of emphasising on relations-oriented behaviour makes it easy for teachers to access and to interact with the principal. This allows teachers to begin the development towards fulfilling relatedness needs after having fulfilled growth needs. Relatedness needs and growth needs are eventually complementary to each other. Growth need is being simultaneously processed with the progression towards the fulfilment of the relatedness need. Therefore, the relatedness need was viewed as a group- level need leading toward growth need, which is also the organisational level need related to achieving the grand leap. For this to stimulate, emphasising on relations-oriented generated the interaction accessible in two ways communication. The relations-oriented behaviour of a principal, who inspires and appreciates the teachers for their creativity and ideas, produces the desirable effect by making it feasible, as indicated by Teacher 1 of FinnKoulu1:

Most of the teachers get along with the principal. She apologizes and she is doing that too and then she gives encouragement very easily, that you did a very good job, and she knows how to say thank you. She says in the meetings that you have done a very good job, then goes and says it in the intranet and its very good work. I also have done some things and she said you did a huge job and mentioned my work to everyone and she appreciates everyone who works well and it's a nice feeling when we get that kind of feedback.

The relatedness need is profoundly encouraged when teachers seek to socialise within the organisational environment. This reflects the organisational climate and wellbeing of employees at their work place. Although the leadership role can impact the relatedness need of the employees, sometimes the employees in the group can create their own environment to assimilate the relatedness need. In the case of FinnKoulu3, despite leadership behavioural pattern that emphasised on task-oriented behaviour, the employees in the organization had their own way of fulfilling their relatedness need. In connection to this, Teacher 3 at FinnKoulu3 stated:

In this school we have had the same teachers here for years, so we know each other quite well, and in the staff room there is lot of talking and lot of laughing and joking, and sometimes rude jokes are made to others and they know that you don't mean it and we laugh and so on.

Leadership contextual intelligence of progressing towards the preferred future collates different aspects of motivational factors. Moreover, to achieve organisational growth consistent with the ERG theory, enhancing participation and involvement of various bodies was necessary. Enhancing participation and involvement of the school actors, whilst giving more emphasis to the people from the local community requires school leadership to relate these people to the school activities by making the school

atmosphere accessible to everyone. For this to happen, leadership behavioural pattern as well as leadership contextual intelligence are necessary for leading the organisation to achieving its goals. In relation to this, school leadership has to be proactive in recognising the importance of locals and motivate them to provide their contribution for the school by any means.

Many community schools in Nepal have become successful with the participation and support from the local community (Rajbhandari, 2007). In connection with this, an assistant head teacher of NepsSchool1 asserted that motivational potential that the local community could foster the further development of the school:

Actually, before, every school was a public school, but then the schools were not really progressing in terms of student achievement and developmental aspects. After the transfer, the community has taken some initiative to enhancing the development of the school in their area, at least by providing some small donations and managing the schools for the benefit of the local community and the students.

Connecting this view of participation and involvement, school leadership behavioural pattern necessitated organisational welfare by generating communication and valuing individuals to arrive at the preferred future.

The growth need

Taking into consideration the growth need of ERG theory, the reflection of the employee's profession is consistent with the organisational development. Eventually, organisational development reflects relatedness and growth of the ERG theory of motivation. These aspects are also connected with bringing social harmony and fostering employees' commitment and they correlate positively with leadership competences. Leadership competence can be verified in many ways. However, one of the outcomes of the leadership behaviour and leadership contextual intelligences signifies a positive relation with the effect of creating social harmony in the organisational culture and climate, and affective commitment. With regards to the growth need of ERG theory in particular, the employees' need for fulfilling this need is connected to the progress of the organization. In connection with leadership contextual intelligence of knowing what to do in bringing about professional growth and development of organisation, the comments by principal of FinnKoulu1 illustrate her leadership approach when stating:

I generally influence the teachers by discussions; giving provisional education development advice, putting them at different places to see how things are working, and so trying to find teachers who can tell things could be like this and that, which is also important for the growth of the organization.

In addition, with the distributed leadership practiced by the school leader of FinnKoulu1, the vice principal demonstrated to task-oriented behaviour, which allowed the principal to express high on relations-oriented behaviour. Therefore the management's contextual intelligence of leadership to arrive at the preferred future was mainly focused on knowing what to do in the changing situation. In connection with this, vice principal of FinnKoulu1 stated:

We don't know where we are headed but after knowing the guidelines, the motivation also increases, because then you know what you are going to do, and now we are still in the process, where we are introducing our staff to what the school will be like and they are still thinking about whether they want to be here or not. This is kind of the last year, if they do not want to do it our way, which is different from every other school in Tampere, they have an option to go take up a vacancy somewhere else, but if they stay, then they have to turn their clocks in the position where they accept the changes.

In connection with the growth level related to the development of the school, professional growth of the teachers is relevant to the reputation of the school development. The reputation of the school is built upon respect and prestige of the teachers. Therefore, the school's success is necessary for desiring to fulfil the growth need and it closely associates with the school leadership effectiveness to develop the school by the necessary means. Reflecting this view, the chairperson of NepsSchool2 stated:

It is not only the money that motivates, but it is one factor; the reputation of the school is another major thing. The reflection is from the 100 per cent result in the SLC and the upgrading of grades 11 and 12 is another factor why teachers and administrative staff are proud to be with this school.

Supporting the view of this chairperson, the head teacher of NepsSchool2 added her view of developing the school by effective leadership:

We have a good teaching staff. As I have told you, our school grew from the scratch. There was lots of contribution from the chairperson and the SMC, now we are able to operate 12 grades, which is also an indicator of the development. We share everything relevant to the academic progress and school development with almost all of the teaching staff, which is also the motivational factor for the teachers.

The achievement of the relatedness need may also increases the growth need, which is strongly connected with professional growth and organisational growth as a whole. This brings about social harmony among the employees, who benefit from the

good climate within the workplace, and leads to the new need for growth. In relation to good climate brought about by motivation, Teacher 3 of FinnKoulu3 illustrate her views about the employees' social harmony and work related gossip:

We have an excellent staff and we actually like working here. It's of course important that we have permanent staff and we know each other, because in the beginning you just basically talk about work and everything is work related and then when you get to know people, you start talking about your private life and so and so it's very relaxed.

Nevertheless, the need for professional development is highly connected with the growth need of the ERG theory. For teachers, professional development is connected to teaching. In addition, most teachers enjoy working with students. The interesting phenomenon about teachers' willingness to work with students at school links with the growth need. In relation to this, Teacher X of FinnKoulu2 stated:

Teachers are motivated, they do a good job, they do a lot of work, a lot of extra hours, I think people are very motivated, and often when questions are asked about what do you find most gratifying about your job, people normally say working with pupils and students and student-teachers, and I noticed that they learn and there is a change in their behaviour, and I think this is a big thing here, because we meet all these different age groups and see the things, how things are going on.

Reflecting this view of willingness to work with students and progressing towards professional growth in terms of a desire to fulfil the growth need of the ERG theory of motivation, Teacher 1 of FinnKoulu1 stated:

I feel really motivated because I like students and pupils and I like teaching, I feel alive, you can't sit and wait, and you have to be active. Teachers are doing plenty of new things all the time with the students and they go to the museums and they do different kinds of things.

Moreover, the growth need is closely connected with professional growth, and professional growth in turn is connected to the cumulative progressive development of the school. In regard to bringing about the school's success, school leadership competences indicates that an awareness of knowing that relatedness and growth needs collectively create social harmony and career-oriented program for the school actors. This approach is instigated by the leadership behaviour either by emphasising on task-oriented behaviour for growth of the organization or by strongly implementing relations-oriented behaviour for the fulfilment of the relatedness need. Supporting the view of professional growth being closely connected with organisational development, teachers' professional reputation is linked with the school. However, if the school is on a down turn, the teachers can loose faith about

developing themselves as professionals. Therefore, the school's success essentially correlates with teachers' success. A member of administrative staff in NepsSchool3 stated:

I think in two or three years' time this school will not remain as this school, but will certainly be merged with other school. This is very sad for all of us. We didn't bother to call a meeting of parents and teachers meeting, we should have done that. The SMC's members are also not the real parents, so they don't care about these issues. We actually don't have any intention to enhance our profession as it's already known that this school is not doing well.

Moreover, leadership having a clear vision can also be a cause for instigating the growth need of the school members. In addition, leadership contextual intelligence with acute knowledge of present context and a vision to arrive at the preferred future can generate a push to develop an increase in the growth need in accordance with the ERG theory of motivation. Collectively, the leadership behavioural pattern and leadership contextual intelligence offered understanding of the teachers' creativity that encouraged innovation. This allowed leaders to inspire the employees for better performance. This offers the teachers an opportunity to become motivated. In connection with the contextual setting of changes, Teacher 2 of FinnKoulu1 stated:

I think mostly our teachers are motivated because our school is an easy school, if someone wants to be here, it means she or he has to be motivated, because she has to talk with the parents more and because the children are moving and things are changing, but one thing that makes us tired sometimes is the transformational change process and renewal, changes are tiring but I think they are here to stay.

The leadership behavioural pattern that encourages employees and inspires them to bring about creative innovations reflects progression in the growth need and makes the desirable into feasible, which is one of the most important characteristics of successful leadership. In connection to contextual variations, inspiring and encouraging the employees is highly dependent upon leadership's approach. Teacher 2 of FinnKoulu1 noted:

If I have something to ask or talk about, she finds the time for us to talk about it, and I also expect that when I have important things to reform or implement, it is important to make them happen. For that to happen, we need a boss, and so the observation will be done. Because we teachers are so independent, we know what we are doing, but sometimes the boss has to be so bossy that we believe what she is doing is right. She does have a bossy character, and at times of need such a character is important.

The findings suggest high on task-oriented behavioural pattern correlating with the professional development. Leadership approach to initiating interplay of

relatedness and growth needs in accordance with the ERG theory reflects the leadership contextual intelligence of anticipating the future. This can be achieved by developing the strength of employees to steer the developmental plans and programs. This, in turn can enable the employees to achieve their need of fulfilling the growth need of the ERG theory. Teacher 3 of FinnKoulu1 noted:

We all are very highly motivated teachers, not only in terms of the profession but, apart from that, also in terms of progress and development of the school. Yes, everyone is in some sort of a group, some also doing research and studying.

Moreover, in connection with achieving success at the school, autonomy of the leadership has to be prearranged so that the necessary actions can be taken immediately. Most leaders that fail to grow do so because of leadership incompetence and inability to inspire and encourage motivation. School is success also closely connected with students' achievement, but the school being unsuccessful to grow does not correspond with students' ineffectiveness. Student ineffectiveness is also connected with the teachers' ineffectiveness and the lack of awareness by school leadership to take steps to prevent this immediate concern. In Nepalese community schools and government (public) schools, the government appoints most teachers and their jobs are secure and permanent. The findings also suggest that these teachers have a tendency to accept the teaching profession as job and are less dedicated, while escaping responsibilities of teaching students. However, they are motivated to remain in the school for the benefit of themselves, but not for the benefit of students and the school as a whole. These situations were commonly encountered in Nepal, when the development of school was at stake. As professional growth is connected with the school's success, the school leadership has to remain alert to these challenges in the school setting. The head teacher of NepsSchool1 rightly mentioned that motivation can be achieved by launching a continuous monitoring program that determines the school's future growth:

The government should implement a punishment and reward system, reward those schools that have been doing well and punish those who have destroyed the school.

In conclusion, leadership contextual intelligence and leadership behaviour strongly impact the creation of motivation in employees. This in turn is reflected in the ERG theory of motivation needs for existence, relatedness and growth. However, leadership approach towards the existence need makes only a nominal difference,

whereas the leadership approach toward progressing to fulfil relatedness and growth needs contributes significantly. The relatedness need of the ERG theory of motivation interlinked with the leadership emphasising on relations-oriented behavioural pattern and leadership contextual experience. The growth need was significantly connected with leadership that emphasised high on task-oriented behaviour and contextual intelligence. Moreover, leadership emphasising high on task-oriented behaviour instigates parallel growth of the organisation and stimulates the striving to fulfil the growth need in individuals. In addition, leadership contextual intelligence offered the school leaders a way to understand the contextual setting and further enabling them to determine the need for immediate variations.

4.5 Leadership enriching commitment

Commitment is studied in various ways. For the purpose of this study, the commitment of employees was studied with affective commitment, continuance commitment and normative commitment. Commitment can also be reflected with attitudinal commitment and behavioural commitment. According to Meyers and Allen (1997), affective commitment refers to an individual's willingness to emotional attachment to the organisation; normative commitment refers to an individual's feelings of obligation; and continuance commitment reflects an individual's commitment to staying in the organisation. On the other hand, attitudinal commitment refers to an individual's behaviour in consideration of his or her own values and goals, conducive to the organisation's goal. Behavioural commitment refers to the individual's behaviour to reflect the process of dealing with the problem of becoming locked into the organisation. Maehr et al. (1990) add that commitment is strongly assimilated with motivation. Fireston and Rosenblum (1988) state that teachers' satisfaction and their commitment is associated with school's leadership.

Teacher's satisfaction has an impact on the existence and relatedness needs of the ERG theory of motivation. This is brought about by leaders emphasising high on relations-oriented behaviour. Nevertheless, the growth need is associated with the growth of the organisation; it makes the leaders practice high on task-oriented behaviour. High on task-oriented behaviour fosters an organised management system.

However, teacher's satisfaction may not always lead to affective commitment. Therefore, organisational commitment may not always be obtained through teachers' commitment alone. In fact, teachers' commitment is one component for organisational development. For Fireston and Rosenblum (1988, pp. 6-7), teachers' commitment requires not only a sense of purpose about the work, but also mutual respect and affiliation with administrative support given by the principal's high expectation of quality from teachers and providing teachers with opportunities for decision making. These factors can be seen reflected in leaders emphasising high on relations-oriented behaviour, which relates to the progress of teachers' satisfaction with their job.

Teachers' satisfaction refers to physiological needs and safety needs, which refer to expectations of return in terms of money, and job security. Physiological needs and safety needs are highly associated with ERG theory's existence need. The existence need is difficult to be offered by the leader as it is more concerned with the demand from the employees strongly associated with their basic need. The relatedness need in ERG motivation theory refers to a social need for a sense of belongingness, and esteem, which is highly associated with the leaders' behavioural pattern of emphasising on relations-oriented behaviour. Moreover, the growth need of ERG motivation theory is associated with a self-acquisition need, which strongly corresponds with professional development along with the growth of the organisation. The growth of an organisation is equally associated with the growth of individuals.

How can the growth of an organisation be achieved? The findings of this study suggest that leaders' strong relations-oriented behaviour has a significant impact on employees' satisfaction, which refers to the relatedness need of ERG motivation theory. However, leaders' emphasising on relations-oriented behaviour may also lead to disorganised administration, allowing individuals to build comfort zones for themselves, but does not enhance the organisation's wellbeing.

Leaders' relations-oriented behaviour adapts either a democratic leadership style or an abdicratic ('laissez-faire') style. When authority is delegated to the employees, dependency upon the employees can increase significantly. On the other hand, by adapting an initiatives leadership style, task-oriented behaviour alone reduces the gap between leader and employees with less positions of trust. Therefore, a combination of both relations-oriented and task-oriented behaviour is essential and useful promoting commitment. Moreover, the combination of relation- and task-

oriented behaviour raises the question of to what degree should leaders practice this combination? According to the findings concerning leadership behavioural patterns, high on task-oriented behaviour had an impact that opened the way to the school's success. Leaders showing high on task-oriented behaviour favoured the growth need of ERG motivation theory. Therefore, attitudinal commitment was also found to be significantly relevant with the leaders' emphasising high on task-oriented behaviour. On the other hand, leaders' behavioural patterns showing high on relations-oriented behaviour corresponded with the social harmony of organisation, and, as a result, drew reflection toward behavioural commitment. Consequently, a combination of both leaders' task-oriented (TO) behaviour and relations-oriented (RO) behaviour was found essential for effective leadership.

In addition, leaders' contextual experiences (CE) exhibited relatedness need, and growth need was supported by the leaders' contextual intelligence (CI). Furthermore, contextual experience incorporates behavioural commitment, whereas contextual intelligence incorporates the attitudinal commitment.

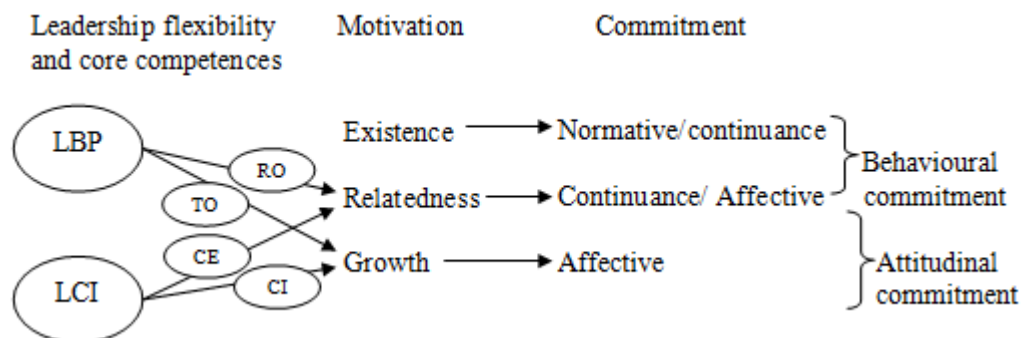


Figure 7 Leadership behaviour and contextual intelligence supporting motivation and commitment.

[Note: LBP=Leadership behavioural pattern, LCI=Leadership contextual intelligence, TO=Task-oriented behaviour, RO=Relations-oriented behaviour, CE=Contextual experiences and CI=Contextual intelligence]

Leaders' contextual intelligence and behaviour contributes motivation and fosters commitment. However, individual degree of motivation and commitment varies with the context and the individual's needs. Moreover, leaders' primary concern for transactional development was connected to the overall development of the organisation by bringing about affective and attitudinal commitment. In connection to this, leaders' emphasising on task-oriented behaviour markedly increased the need for affective commitment. This was demonstrated by the principal

of FinnKoulu2 who displayed high on task-oriented behaviour and initiating laissez-faire leadership styles. She stated:

There are certain people who are 150% committed, you can ask them anything, they will do it in if it's in their power, they work hard, they work in the evenings, and they prepare things and they want to develop and they don't ask how much money will they receive for the work. I think it is probably at least about 50% of the people who are this committed. And there are a few people who are also committed, but not 150%. Sometimes people work hard, they take care of the teacher trainees, and the students. It's important to take part in developing the school.

In contrast, the teachers saw commitment differently and did not incorporate the principal's demands. In connection with this, Teacher 4 of FinnKoulu2 added her views by stating:

The principal has openly said that it's not enough to do the basic work, we have to be 150%, she wants that, and we have to take 150% of the pupils, and that's something I don't really buy, I think it's bad.

Contextual intelligence also allows the leaders' to determine the ways toward for arriving at the preferred future. For this to happen, commitment from the employees is essential. Commitment is achieved by emphasising task and organising administration systematically. Reflecting to this view, the Principal of FinnKoulu3 started exhibiting high on task-oriented behaviour, which lead to triggering the reorganisation of the administrative system in accordance with regulations issued by the local authorities. This offered school employees an opportunity to organise themselves with reporting and planning systems, Teacher 4 of FinnKoulu3 stated:

First we have to make sure it's absolutely correct and then we can do it and for me, its very hard, I live really spontaneously, I can change program five times during the day, if the children are very tired. I have worked a lot to organise myself. I am following the plan but I am still keeping my own way, so I am trying to combine them, and I am writing more notes for myself to follow the reporting system.

Emphasising high on task-oriented behaviour allows the school's leaders to achieve the need for growth in employees as well as growth of the school. With regard to this, most leaders showing high task-oriented behaviour do not delegate authority completely to the employees, but rather attempt to reinforce the employees with attitudinal commitment that further generates organisational commitment. The findings also suggest that high on task-oriented behaviour brought about an effective and organised management system, which was not prominent previously with the emphasis on relations-oriented behavioural pattern. Most leaders perceives succession

by practicing high on relations-oriented behaviour, and often delegating responsibilities makes it difficult to regain it back to reorganise the control again. In regard to this, leaders' flexibility is necessary to reshape the leaders' behavioural pattern according to the contextual setting with the combination of either emphasising on task- or relations-oriented approach. For leaders to combine the relations-oriented behaviour and task-oriented behaviour, leaders' contextual intelligence offers subsequent knowledge with contextual experiences and contextual intelligences. Consequently, leaders showing high on relations-oriented behavioural pattern did not support the involvement of affective commitment. This view was reflected in the comment of Teacher 4 of FinnKoulu1:

I think teachers demand that we need to know everything, we need to understand why this kind of decision was made, and then we need to cooperate. Well, when they are asked to participate in meetings, the principal asks politely the teachers that do you have the time to participate, well then the teachers say this is too much work, and time consuming, we don't want to come, so what can a principal do then, as I said it's very controversial, so there are many demands from the staff, but on the other hand, many people are not willing to do more work.

Leaders' concern over the school's success more often demonstrated them being high on task-oriented behaviour - believing that school's success eventually leads to successful leadership. With this view of leadership approach of emphasising high on task-oriented behaviour, the principal of FinnKoulu3 reflects her views based on following rules given by the municipality for the development of the school. She stated:

Teachers have been allowed to do their work in their old style. I would trust all the people if they follow the rules. And I hope someday they understand if they do their work as decided by the rules, then I can trust them, but if they don't follow them, I cannot do anything because I have my orders to follow and I have explained to them.

Commitment is also affected by contextual variation. Organisational contextual variation has a close link with the impact of changes from external forces, such as reforms and social calamities. Understanding the immediate variations resolve almost half of the problem. This is more likely to lead to the identifying of the problem. Referring to the contextual variations enforced by the external forces such as, reforms and political agitation that affected commitment, the principal of NepsSchool3 rightly illustrated the disturbing situation that has caused the loss of the teachers' affective commitment, but retained their continuance commitment, stating:

I have been here for many years, I was a teacher before, and later I became a head teacher. We introduced subjects like civics and started 10 grades but later the government simultaneously decreased the class to 9 and then 8 and straight to 3, then we became very annoyed and frustrated. However, later the government allowed us to operate class until 6.

This view is further supported by teacher 1 of NepsSchool3 when he elaborated on the continuance commitment of teachers in the school during this phase of school's degradation, which lead to students leaving the school:

It's not the financial crisis that is degrading the school, all of us teachers are getting the salary from the government, but the commitment of the teachers is not seen and their dedication towards the school progress is deficient. We had a financial crisis because our students dropped out from the school, and the reason for the dropouts is the fact that teachers are not committed to teaching and learning.

In support of the statement regarding individual commitment, the principal of FinnKoulu2 elaborated by saying that commitment was completely dependent on the individual motives and therefore leaders' approach may not make a difference in generating motivation in bringing commitment. She illustrates by saying:

Everyone likes to have a permanent job, and it gives you security, but I think commitment is not, it doesn't depend on the job structure, whether it is permanent or temporary. Well, it depends on the person, and the how well their life otherwise is."

She further illustrated many other aspects that impact the level of commitment of teachers. One of the main things that impact the commitment of the teachers was also related to their own personal lives at home. Teacher's personal life situation may cause a loss of affective interest towards the school's developmental process. She stated:

People who are alone and have lots of time, who love to be at school and want to do more for the school, because of the feeling they have, that they should be up to date. So it depends on these situations, but I think people are committed to their teaching job, they want to do their work well, they want to give good output.

Teacher's commitment to teaching has always remained affective; however, teacher's commitment towards the developmental aspect of the school has a significant impact to continuance commitment and normative commitment. Most teachers consider teaching to be appealing and enthusiastic. This generates affective commitment that is not necessarily offered by the leaders. Nevertheless, leaders can organise a controlling mechanism for teachers to generate a higher degree of commitment towards school's progressive development, which has been found with

the results of high on task-oriented behaviour at FinnKoulu3 and FinnKoulu2.

Besides significance to affective commitment, having an enthusiasm to teaching, the head teacher of NepsSchool1 indicates other factors that are interlinked with continuance and normative commitment of teachers towards the school's developmental process, as she rightly stated:

Every guardian wants their child to develop in education, and since we have good, committed teachers, it gives a good picture to the community people and the parents as well. As teachers, we don't have security after the job, the pension plan is not as good as that of a government servant working in the bank. Employees working in the bank are also government employees as we are if we are government appointed teachers. These kinds of government policies and plans are also discouraging factors for teachers in schools. Teacher's profession is considered to be one of the least desirable professions in the society.

Additionally, with the reform of the education system in Nepal, teachers' absenteeism has been negligible and non-existent (Rajbhandari, 2007). This is one of the main indicators for measuring teacher's commitment. However, the method of teaching in class has not been monitored, which does not account for measuring the teachers motivation and commitment. This was reflected by the chairperson of NepsSchool2, when he stated:

I have seen the commitment of the teachers and the academics in that school, the school will make progress in future. The SMC's role is smaller in daily activities of the school. I think in future the SMC will have no role in academic activities, but the major role of policy making will be taken over by the head teacher and the academics together.

The fact that teachers' attendance was so good after the transfer of management to the community reflects their commitment being reinforced by the management policy. In support of this view, the head teacher of NepsSchool2 stated:

The facilities for the teachers are always approved without obstruction from the school's financial resources. All the teachers come to school in time and there is no delay in taking the class from the teachers.

In Finland, teachers' commitment to school is essential for students progress and organisational development. Moreover, teacher's commitment is found to be affective in relation to teaching and job satisfaction. Failure to demonstrate commitment to the job was seen as extreme dysfunctional behaviour. This is controlled by the principal's emphasising on task-oriented behavioural pattern that leads teachers' affective commitment, which can further signify the parallel development of the employees and the organisation. Similarly, leaders' contextual

intelligence of knowing of what to do that best suits the preferred future seeks to maximise attitudinal commitment from the employees. Leaders' contextual intelligence allows the introduction of new ideas to arrive at the preferred future determined by the organisation's vision. Attitudinal commitment strongly relates to generating new ideas and innovations. In connection to this view, contextual intelligence for introducing affective commitment instigated the principal of FinnKoulu1 to bring in changes into the organisation. She believed that ideas were accumulated with experiences, as she stated:

In Finland, I feel that the teachers they are committed and remain in the school where they are. They don't want to move elsewhere, but in other countries, teachers they work in this school for two years then they have to move, it's not good, I think. You have to work in the same school for several years, but I encourage our younger teachers to change the school because then you get new ideas, you can see different things, I have changed schools, I have worked in several schools and I have always learned new things when I have changed school.

Moreover, in Finland teachers are passionate about teaching and like being a teacher. Teaching is a prestigious job. This has a connection to commitment of remaining in the school for a longer time. In addition, teaching requires high qualifications, along with pedagogical training and experience. Most teachers are willing to be passionate about teaching and being at their school. On individual level of organisational behaviour, most teachers claim to be happy and show affective commitment towards their job. However, this may not significantly contribute to organisational commitment, but job satisfaction could be a major factor in achieving organisational commitment. In highlighting the commitment to teaching, views of different teachers at different schools in Finland reflect a similar opinion. For example, the vice principal of FinnKoulu1 stated:

I feel very proud to be here, I feel that I have a lot to give to the school, and I think that after a bad day I can help others by talking to the rough students which is something I do quite a lot and I handle it fine. I am committed to the school in its change, all of it is good, but I am very committed to make the change as good as possible for the school and I think that is important.

Most teachers in the school in Finland were satisfied with their teaching job, which may be why they would not want to change the school. In addition, the teaching professionals in Finland enjoy public respect and is considered a high status occupation as reflected in the wages/salaries they are paid. Schoolteachers in Finnish schools have an affective commitment towards teaching and are passionate to remain

in the position for a longer duration. In connection with this, Teacher 1 of FinnKoulu2 mentioned:

I have a feeling that I am in the right place, this is my place, I belong here and it belongs to me and the door is open. This is my world and very often I feel that it's very nice. I have been a teacher for more than 20 years and always when new pupils come, I am a bit excited.

Teacher 3 of FinnKoulu2 also mentioned her commitment towards' the job by saying:

This is a job, it's versatile because there are the youngest pupils and the upper secondary pupils. These young pupils and teacher training, that's something I really value, that there is teacher training here. Because I think I am learning a lot every time I get a new student teacher, they have fresh new ideas and that's how I learn.

In addition, the commitment of teachers was further supported with a connection to job satisfaction. Most teachers in Finland were happy to be in a school that has contacts to its social environment. Moreover, in this study it was found that teachers have a high level of commitment towards their profession in Finland. This reflects attitudinal commitment that brings teachers satisfaction with their work. Teachers' satisfaction was associated with students' achievement and, therefore, teaching jobs in Finland require affective commitment. This is reflected in Teacher 1 of FinnKoulu3 comments:

My number one priority is to take care of the kids, make sure nothing happens to them, make sure they are treated equally, make sure they get a good education, make sure they become basically good people. That's my job, that's a lot to do for 20 kids, I have two kids of my own at home and it's not an easy job with two, I get paid to do that so that's what I do, that, well, everyone's happy.

In bringing about affective commitment in teachers, salary is considered to be a pivotal factor. Most teachers' motivation and commitment are associated with the expectation to rise in salary. As mentioned earlier, teachers' commitment is also associated with the occurrence of variation in the context. Frequent changes affect the teacher's motivation and lead to low commitment. This has often been found in Nepalese educational system. To support this view, teacher 1 of NepsSchool1 mentions:

First of all we all who work here have to be satisfied, the motivation factor for the teacher is the increment in salary, and this is one of the major factors for everybody. In future beside the salary of the teachers and admin staff, the future progress of this school depends upon the new appointed chairperson

from the parents and I think the government policy for this is not good in urban areas school.

Therefore, the frequent changes and misleading educational policies have made many teachers loose their motivation and commitment towards the school. This further generated a low job satisfaction among the teachers. Although teachers come to school every day, their commitment level is not affective towards teaching. However, the progress of the school does not accumulates with the students' achievement alone, and few schools have managed to come up with 100 per cent student pass rate. One of the major concerns regarding teachers' commitment is associated with government policy, which made teachers loose faith in the government's intention to develop the school. With regards to this, teacher 2 of NepsSchool1 states:

I am disappointed with the government policy about the formation of the new SMC. The government brought about a policy of appointing a chairperson from the parents group and has define their educational eligibility of this chairperson to be at-least 10 grade passed and in the school which is running 12 grades the eligibility of the chairperson education should be 12 passed. This way he would be the most junior member in the school leading the teachers who have a master's degree.

Consequently, teachers' commitment is viewed from two aspects, (1) teachers' job satisfaction, and (2) teachers' organisational commitment. Maintaining high commitment level requires that the school's leaders associate commitment with motivational factors, which may be incorporated with intrinsic or extrinsic motivation. This further leads to affective commitment. Moreover, school's leadership has a significantly high contribution in offering the teachers job satisfaction and organisational commitment. Both these commitments are necessary for the school to grow in future. Nevertheless, teachers' organisational commitment is rarely achieved without job satisfaction. Therefore, school leaders should concentrate on enriching teachers' job satisfaction to further organisational commitment.

4.6 Enriching the school climate

Organisational climate refers to an environment where people socialise; this promotes the wellbeing of both the school and its employees. Social harmony can be generated in two ways: Firstly, employees generate social harmony amongst themselves, either between individuals or organisational groups. Secondly, leadership can generate social harmony. The former way is considered to result in a weaker form of social harmony in a school environment than the latter. Social harmony is created when people collaborate and interact with each other. A leadership approach that facilitates easy interaction and collaboration among employees within the organisation is considered to create a good school climate and improve the welfare of organisation as a whole.

According to Hoffman et al. (2009), a good school climate equals a, healthy and supportive environment. In addition, Hoffman et. al. (2009) stated that motivation, collaboration, leadership, the school building, the school-community relations, staff dedicated to student learning, caring and sensitivity and the student-teacher relationship can all reflect a good school climate. Other reflections on school climate are concerned with personalities, tone and cultural ethos (Owens, 2004). Moreover, the CCSRI study (2009) defined school climate from two perspectives: the psychological aspect of the school and quality and character of school life. Thompson and Crank (2010) describe school climate as related to school ecology (healthy environment), milieu (social environmental conditions), organisation and culture. Furthermore, Keiser and Schulte (2009) emphasise the students, teachers, families, administrators and community. They also stress that good leadership alone cannot create a good; rather, it is crucial that community members behave in a manner that supports a good school. For the purpose of my study, professional community interactions refer to organisation climate.

Each school implemented its changes in a different context, but what the schools had in common was that their ethical considerations in times of change were connected with school leadership practices and the country's culture. The Nepalese culture is different from the Finnish culture. Culture seems to determine the flexibility

of the leadership styles used. Teacher 3 of FinnKoulu3 highlighted the connection between culture and leadership styles by saying,

I know that the culture in many countries is different but I think that in Finland, the distance between the boss and the employee only matters when we are talking strictly about work-related matters. Otherwise, everyone in the workplace is equal and they are all professionals and we all know how to take care of our duties and I don't see any difference there. And we also talk about our private stuff like families and real life with our bosses, and the relationship is equal.

Culture and social aspects are the main components in creating a organisational climate. External environment is likely to affect the school setting and may create contextual variations thus impacting the school climate and the school's commitment to languish. Moreover, in this study, it was found in Nepalese school, educational reforms or changes imposed by the government frequently also affect school climates. Reforms and changes alter the contextual setting greatly, and this variation forces leader to adapt their leadership style to fit the new situation, reinforce teachers' motivation and commitment, and maintain a good school climate. The leadership approaches applied at FinnKoulu1 show how a principal can shape teachers' attitude towards changes imposed by the authorities. According to Teacher 4 at FinnKoulu1

She seems to be in a good mood, definitely working hard, and trying her best to cope with the changes brought about in the school lately and help the teachers cope with them, too. There are teachers who wouldn't like to see any changes and but its fact now. It's not a plan anymore. For teachers, it's hard but then there are some who are like 'let's go for it' and we will work and cooperate. Then there are teachers for whom the change is really, really hard. We know for fact there is no way we can prevent change, but it makes some people uncertain.

Teacher 4 of FinnKoulu1 also clarified the relationship between leadership approach and contextual intelligence by stating:

I feel that she is appreciated on the whole. Very rarely you hear complaints about our principal. They are more about the issues, that work is getting harder with all the changes coming. Of course, there are sometimes situations where the principal needs to advise a teacher. Parents' contacting the school about a teacher is not good sign, and at that time she needs to be there and be that person. But there is so much to do, and so many demands from the City of Tampere. I wonder why she is not showing the symptoms of tiredness, which is very good sign for a principal.

The leadership skills demonstrated at FinnKoulu1 significantly contributed to the teachers' attitude towards the changing situation. This also helped create a

harmonious and easy social atmosphere. The leadership effectiveness at FinnKoulu1 was reflected in school success. A good school climate requires motivation and commitment. FinnKoulu1 applied a democratic leadership style and maintains good relations to teachers by distributing authority to head teachers. Too good relations may, however, sometimes result in a failure to achieve the core task. Teacher 1 of NepsSchool3 described this as follows:

We have very good relationships amongst the teachers and staff. Our head teacher is also polite, and he is more democratic and encourages us to do things on our own, but the teachers overlooked his leniency and didn't really bother. I think the head teacher's weakness is that he is not strong; maybe he is not at all dedicated. He comes when he wants. He should be here during working hours, but he isn't. We can already see the results in the deterioration of our students. Some day in the future, we might be merged with some other school and lose our identity.

Teacher 1 of NepsSchool3 added, however, that continuous supervision and evaluation of daily activities may be just what was needed to improve the school climate. He mentioned that collaboration between teachers, parents and community can enrich the school environment and thus develop the school. He described this by saying:

[I]f we work hard and try to encourage to bring teachers and parents and the local community together, we might still be able to do well and develop. We need everyone to do this, and most of all we need the drive of the chairperson and the head teacher for this kind of encouragement, but as a matter of fact, it has become too late.

A good school climate can be achieved through participation and professional interactions. It is essential to build professional community interactions to maintain the parent-teacher-relations, teacher-community relations and parent-community relations. To guarantee efficient communication, the school leaders must remain agile and take the necessary actions to bring these parties together. Collaboration can help to create a good school climate. The external environment can, however, have a negative effect on the school climate, greatly reducing the level of commitment. External environment may also sometimes divide these parties into two or more opposing groups. Especially in Nepal where politics plays an important role in education, this kind of opposition is common between people involved in politics and can create political hostilities. At NepsSchool11, the school context was shattered by a political party, introducing immediate variations in the school climate and

diminishing its value. In connection to this, the principal of NepsSchool1 rightly stated:

[W]e managed to organise a meeting where the parents who can afford it can donate some money to the school. This money was collected and used to improve the school building and to install window panes to classrooms. Most of the parents who were eager to develop the school donated something. But some journalist published a news article mentioning that this school collected money from the parents and local community, which is against the rules. But the journalist did not mention anything about where the money was being used. Then the political party, or the student union specifically, came to the school to lock the gate and start a strike. The school remained closed for many months.

A key task of leadership is to identify the outcome and turn the goal into reality. The feasible outcome can then generate a better school climate by increasing motivation in individuals and groups. This, in turn, can bring stability to a contextual setting by creating social harmony. Instability in contextual settings is more often brought about by external forces, however: instability is usually caused by reforms and frequent amendments in educational policy, or through political influence. In both scenarios, school leadership only has a nominal or even non-existent role. At worst, students and teachers suffer from the deteriorating school climate. The chairperson of NepsSchool2 stated that when discussing reforms and amendments in relation to school climate the following issues were important

[W]ell this policy seems absurd to me. For example, there is a nearby school with only a year's difference in the establishment date where the chairperson hasn't even passed SLC or Grade 10. They have already had conflicts with the SMC and the school administration, they have literally already argued. This is because most of the parents are migrants coming in from the rural areas and who are very poor and uneducated.

Discussing the immediate change in the school climate that results from educational reforms and frequent policy amendments, the head teacher of NepsSchool1 backs up the chairperson and adds that this situation worsens the school climate and teachers' motivation and commitment. She says that

[T]he government policy states that the chairperson in grade 10 schools must have graduated from grade 10 and the chairperson in grade 12 schools must have graduated from grade 12. In this case, I am little sceptical about how a person with qualifications from grade 10 or 12 will be able to handle the management issues in these schools.

If external forces such as pressure from student union and teachers agitations are eliminated, school leadership can influence the organisational climate by increasing motivation. Participation can resolve the negative effects of changes in the

setting and thus generate a consensus among different parties. When discussing the role of leadership in encouraging participation, the principal of FinnKoulu1 stated:

[T]here are lots of things I can do for our teachers one can do this really good but then other can do another thing. We think everybody is valuable here and I can show my appreciation to them, and the teachers value all the children in the classroom. There might be problem, for instance, that the teacher's idea, her own opinion about how the child is coping and doing, and then the parents who have their own opinion, and I am the middle person, I have to listen to how the teachers feel and how they describe the child's work and behaviour, but of course I also have to listen to the parents and the child, too, so there have been some difficult issues in these situations..

In addition to mentioning the participative behaviour of the leaders, Teacher 2 of FinnKoulu1 highlighted the importance of fostering motivation among staff and students by being optimistic about the future. The leaders' participative behaviour in other activities also generates social agreement and encourages a better organisational climate as elaborated by Teacher 2:

[W]e had some kinds of meeting and we did things together – we have special days for that – and now we go there and eat together, get together, and I think head master had to do a lot of work to put us together. She is having coffee here and she is moving from one place to another and we are talking but I think some kind of pressure is there. She talks with us and we talk with her all the time, it isn't a problem at all. She also helps us with most practical matters. For example, there is sometimes a noise which is disturbing, and we want a silent room for us to do something productive, and she made it available to us. We have this room now and I was glad to have this room where we are having the interview today.

The participative and supportive nature of the leaders can contribute significantly to a good organisational climate because it makes the organisation's members get involved in school activities. This leadership behaviour can create social harmony in the organisation by building a friendly environment and by encouraging teacher-teachers relations and leader-teachers relations. This explanation by Teacher 4 illustrated the leadership approach at FinnKoulu1 stated that:

[I]f I compare our school with the other school, the atmosphere is rather good. It's easy to come to the staff rooms as we don't have particular seats; because in some schools really have those. Here nobody will get angry if you take a wrong mug, and a lot of the teachers are friendly. When I've talked to the newcomers, I've heard them say that it's a nice school to come to. Our principal comes to the staff room very often just to have a cup of coffee and to talk about other things than just teaching.

School climate is not defined by the school's cultural foundations. Good leadership can create a good climate by generating a socially agreeable atmosphere.

Hoffman et al. (2009) state that one of the key components of a good school climate is a well-structured school building or the organisation's physical structure. Teacher 3 of FinnKoulu2 seems to support this view when she stated that:

[W]e are quite separated from each other because the school is quite big, our offices are separated, and, each subject's teachers are located in a different place. For example, English teachers are somewhere and math teachers somewhere else, and we don't see each other during the school days. We actually only meet during the break from quarter past nine to half past nine when we get together in the upstairs staff room, because even our lunch breaks are at different times.

A participatory leadership approach brings about friendlier behaviour and social harmony. This was demonstrated by the principal's leadership approach at FinnKoulu1. Moreover, at other schools in Tampere, an amicable atmosphere was created in small groups. For example, at FinnKoulu2, a good climate was maintained within groups of teachers who teach the same subject. However, equality being a key value in Finnish culture, promoting equality at school was also important. This enabled leaders to demonstrate supportive behaviour and thus enhance positive cooperation. For example, Teacher 1 at FinnKoulu2 provided a broader description of social harmony:

I think it's a question of your own activity: as long as the principals don't hear anything, they think everything is ok. Some teachers, for example, English teachers, they have the circle of other English teachers around them, and mathematics teachers have their circle of teachers. I think that is the first forum where teachers talk about their difficulties. But I am quite alone – I don't have any teachers around me so my connection is with the principals. That's one reason why I am active and they hear me. I think I have gotten more help than some other teachers.

Teacher 2 at FinnKoulu2 agrees with Teacher 1 at the same school that teachers forming groups where they work in unison can benefit both themselves and the school. Teacher 2 of FinnKoulu2 also spoke about groups of teachers and team work as follows:

We have different kinds of teams. For example, we have four history teachers who work together, but naturally everyone is in at least one team, working for some kind of development. So I am working in this special teaching project in which I work with teams from two schools from two. Together with my colleague, I work in counselling, so we have lot of work in addition to my normal classes.

In addition, social harmony ties together with an amicable atmosphere, thus creating a better climate. However, one needs a careful eye to truly understand what amicable relationships really mean. When referring to leader-teacher and teacher-

teachers relations, a good climate can be viewed broadly as an understanding of the behaviour-shaping intentions of employees' positive behaviour that creates social harmony. Negative behaviour, on the contrary, is harmful to both the leader-teacher and teacher-teachers relations; problems in these relations can create disturbances in the organisational climate as a whole. The principal of FinnKoulu3 considers people's actions more important than their hopes for creating an amicable atmosphere. She gives an example:

When I asked what teachers want, almost every paper said our school has a good atmosphere and that we like to be together, but after three months I noticed there was a problem. The more time goes on, the more difficulties I can see, and the person who was writing in the paper good things about the people in the school, well that same person now comes to me and starts complaining about others or backstabbing them. Understanding people is difficult.

School climate has multiple dimensions, and many factors contribute to a good climate. These include the teacher-teacher relation, leaders-teacher relation, and a leadership approach that emphasises social behaviour and thus generates motivation, increases teachers' commitment and encourages a positive school climate. Task-oriented behaviour contributes slightly less to a good climate and agreeable atmosphere. Task-oriented behaviour can therefore have a negative effect on leadership-teacher relations, but it greatly increases professional growth. Flexible leader with contextual intelligence can determine the appropriateness of their leadership practices and approaches and tailor them to the situation at hand.

Even if the leader-teacher relation is not very good, the teacher-teacher relation can be very positive and create social agreement among teachers. This is illustrated in the statement of Teacher 1 of FinnKoulu3. He describes the atmosphere among teachers as follows:

We have a good reputation among teachers. We have a good team of teachers, we get on well together and everyone works together and helps each other out. Sometimes we spend time together and organise fun activities and it's like we're a big family. It's very nice to know you can depend on everyone: if you need help, you can ask and everyone will help, and that's good team spirit.

When Teacher 4 describes social harmony between teachers and its effect on the school climate, he claims the previous leadership created social agreement at the school and that current social harmony is their legacy. According to him,

[T]he unity and good relations are our previous head master's legacy, but the new leader is strict and authoritative and more organised. But maybe after some years you may have to seek for the spot in the sun.

The current principal of FinnKoulu3 aims at creating and maintaining a good school climate by providing extracurricular activities for the employees. The principal set up a team to organise the recreational activities, and talks about these activities as follows:

There are teams here who organise all kinds of common happenings: we have meetings, movie nights, and we do sports and all kinds of recreational things together. Openness is one of the key words here in our school. I try to tell my staff openly about all my decisions and about things which are being carried out I tell them everything so that we all can share together. But due to the time constraints, I write emails to everyone so that they all can understand what is going on.

Teacher to teacher relations can contribute significantly to social harmony at the school. A leadership approach that aims to bring employees together can lead to school success and eventually also to a better organisational climate. The starting point for a leadership approach that creates social harmony is to combine a democratic leadership style with participatory and supportive leadership behaviour. This style encourages employee participation, which in turn leads to two-way communication. Teacher 2 of FinnKoulu2 emphasised the importance of an amicable and democratic atmosphere as follows:

The atmosphere at our school is very democratic – democratic in the sense that you can speak out if there is a problem. I mean you can speak your mind as long as you are polite, the idea of course is that we all respect each other and everyone communicates openly. I think it's sort of positive.

In Finland, a good school climate was more concerned with the –teacher-student relation than the teacher-teacher or leader-teacher relation. The reason for this is that Finnish schools are student-oriented: they are concerned with monitoring student progress in relation to a particular student's skills, knowledge, abilities, competencies and interests. In return, teachers' professional growth is reflected in the high respect they enjoyed in society including among students and colleagues. Teacher 4 of FinnKoulu2 spoke about the teacher-student relations and stated that small groups that focus on students' progress can create social agreement. She said that:

[W]e work in a small community here: the English section has five teachers who have their own community there, and we are only two, although there were three of us. We are too busy and we have too many things to do with the students and student teachers and everything, and I think we don't have a lot of time to spend with the English teachers, for example – I usually see them only at lunch and even then, we are all pressed for time. And I don't see all of them so we are not very close.

In Nepal, the concern for the students is nominal, and a good climate depends on the leader-teacher and teacher-teacher relationships. This results partly from the government's ever-changing educational policy and the frequent amendments of acts and directives. The principal of NepsSchool2 illustrates this well:

We have 750 students; we have to provide them with quality education. We have to complete the infrastructure that we are building. The government issues changing policies. It has to stop doing that and come up with a good, autonomous policy.

In addition, supporting the view of the principal of NepsSchool2, with attention paid to the instability of policy and government intention, additional factors that weaken the school climate is also brought about by the external forces, such as, political influences which the government remains silent to eradicate or prevent such accidents in schools in Nepal. Teacher 3 of NepsSchool1 described this as follows:

These days, the most important role of the head teacher is to solve the unwanted issues created by external factors, especially by unions – the student union or some other union. Solving these issues takes a lot of time, so the head teacher cannot concentrate on academic affairs inside the school. This is the government's fault. First and foremost, the government should not allow any political party to interfere with schools or the academic sector. The academic sector should be free of political influences.

Despite unexpected external interferences, a good school climate can be maintained with good communication between leaders and teachers and among teachers. Teacher 1 of NepsSchool1 explained this as follows:

We have a very good communication mechanism at our school between teachers. I am responsible for the teachers' discipline, so I have the authority to question teachers and I also have a direct connection to the head teacher. We don't have direct connection to the SMC members although our head teacher is also a member of the SMC. This means we can't communicate with the other SMC members directly. Instead, we have crosswise communication with the teachers and the head teacher.

A good school climate can be created through both the physical environment and good communication within schools. Leadership is usually concerned with developing the leader-teacher and teacher-teacher relations, but teacher-student relations are equally important in maintaining a good climate at the school. Good teacher-student relations can be encouraged by emphasising students' individual progress. This is common in Finnish schools, but not visible in Nepal.

4.7 Comparative analyses on school leadership en-route to ‘grand leap’

School success depends highly upon leadership competence. Taking into consideration motivation, climate and commitment, school leadership instigates progressive development by widening the holistic view of the environmental settings and trying to understand the complexity of organisational behaviour (MacNeil et al., 2009, p. 77). Improving the culture of school – which reflects school climate – is therefore a crucial aspect of school leadership when trying to cultivate leader-teacher, teacher-teacher and teacher-student relations, and cooperation between parents and teacher.

In this study, school leadership en-route to a grand leap was examined through multi-dimensional factors that belong to the school settings. This process is also referred to as cumulative progressive development. This is further explored by studying the school’s vertical leap (enrichment) and horizontal leap (enlargement). Although other variables can be involved with cumulative progressive development, I used motivation, climate and commitment for the purposes of my research.

As my research concentrates on shedding light on leadership en-route to grand leap, I examined leadership approaches through two theories: the behavioural theory of leadership and the theory of leadership contextual intelligence. In the case of Finnish schools, it was found that schools operating in the same culture showed different pattern of school leadership. Even though the contexts of the schools were different in the cross-cultural examination, similarities were identified in the relationships between leadership style, leadership approach, and school success. This reflected variation in leadership patterns that were relevant to the school’s immediate contextual settings.

Contextual settings play an important role in how flexibly leaders can adapt their approaches to match the situation at hand. The leader’s ability to direct behaviour toward the school’s positive growth can significantly contributed to school success. In contrast, the failure to address immediate contextual changes can have a negative effect on school success. In connection with the flexible leadership approach, Robinson et al. (2008, p. 668) assert that leadership patterns differ according to which development change the school is at. Robison et al. (2008) further emphasise that

school leaders may need to organise behavioural aspects relevant to contextual setting before they can move on to professional development.

Leadership approaches are context-based. This means that a school's contextual settings allow its leaders to shape and reshape their behavioural patterns; this can in turn contribute to leadership intelligence. As stated earlier, a school context is determined by the occurrence of changes which create variations in the context and thus shape the future development of that school. Variations in context are more stressful when they are imposed from outside and involve uncertainty. The occurrence of organised planned change allows less contextual variation than unplanned change. The level of organisation is also determined by the educational management system of the country. Nevertheless, the results from the case studies included in this research show that all changes that occur create more or less variation in the context and caused stress to most people in the schools because the changes were not desired by them. Leadership skills therefore can play an important role in maintaining the school climate while implementing changes which are imposed.

Contextual variation is multi-dimensional. One reason for this is that good leaders need to be aware of the present immediate variations that occur in their organisational context. Followers' are an important component of leadership, and the followers' readiness to adopt changes is vital in being a successful leader (Hersey and Blanchard, 1977). The determination with which the leader adopts changes reveals the leader's readiness to accept and embrace the changes.

Figure 8 illustrates cumulative progressive development –also referred to as the great leap – as a theory-based model derived from a previous conceptual model as discussed in chapter 3. This model is being used as a framework for interpreting the grand leap developments in the case study schools in this research. This has been done by reflects on the empirical analysis of data collected on leadership in the participating schools. With multiple scenarios available, arriving at the preferred future-oriented leadership approach can be challenging for principals and chairpersons. However, fundamental phenomena such as understanding the context, will allow leaders to use several skills to implement different leadership styles, practices and approaches as remedial measures in overcoming the hurdles en-route to a grand leap.

Contextual forces are intense that further enable leaders to use flexibility in style and approaches. Therefore, when leaders understand the immediate variations in the context, they can adapt their leadership approaches to suit the immediate context.

Moreover, leadership approaches and practices are connected with the contexts of each setting, leadership behavioural patterns (LBPs) and leadership contextual intelligence (LCI) in transitioning towards a grand leap; this theory-based model is represented in Figure 8 below.

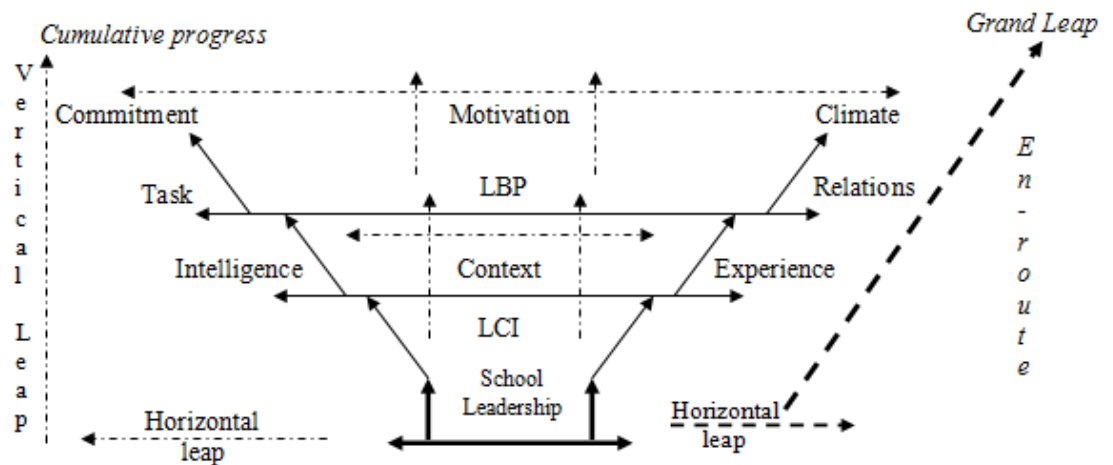


Figure 8 Theory-based model for school leadership en-route to grand leap

Figure 8 shows how leadership contextual intelligence and leadership behavioural patterns stimulate motivation, increase staff commitment and a good school working climate can lead to the grand leap. The grand leap is further instigated by leadership contextual intelligence and leadership behavioural patterns in enlarging the horizontal leap and enriching the vertical leap. The combination of both vertical and horizontal progress results in cumulative progressive development, i.e. a grand leap. In addition, every dotted line represents the leadership flexibility for enrichment and enlargement that contributes to grand leap both with vertical leap and the horizontal leap.

Although the theoretical leadership model presents a grand leap as a process where the vertical and horizontal leaps take place simultaneously, this is often not the case. Even though school success is closely linked with pragmatic leadership, it is difficult to make the vertical and horizontal leaps happen at the same time. In supporting the model of a grand leap, case studies of schools in Finland and Nepal

illustrate that school context and leadership approaches play a critical role in the grand leap. Each school was explored as a case study in its own context.

The theoretical construction – based on an analysis of leadership theories presented in chapter 3– served as a foundation for the grand leap and was in line with the idea that motivation, commitment and a good school climate enrich the vertical leap and enlarge the horizontal leap. Moving from one sphere (horizontal) to another (vertical) was also considered a leap of development. However, leaders need to understand the multi-dimensional process as a whole to be able to spark spontaneous action. Contextual intelligence of leadership allows leadership practices can shape the behavioural patterns towards task-oriented or relationship-oriented.

On the basis of results of the case studies in two countries, leadership behavioural patterns and leadership contextual intelligence were examined in the grand leap. Beginning with the case of FinnKoulu 1, the leadership approach during the time of change – now completed – the leaders segmented the groups into two: the restraining group (out-group) and the driving group (interested-group). Results from transitioning to a grand leap from both groups are illustrated in Figure 9 below, which supports the theoretical model of leadership en-route to grand leap.

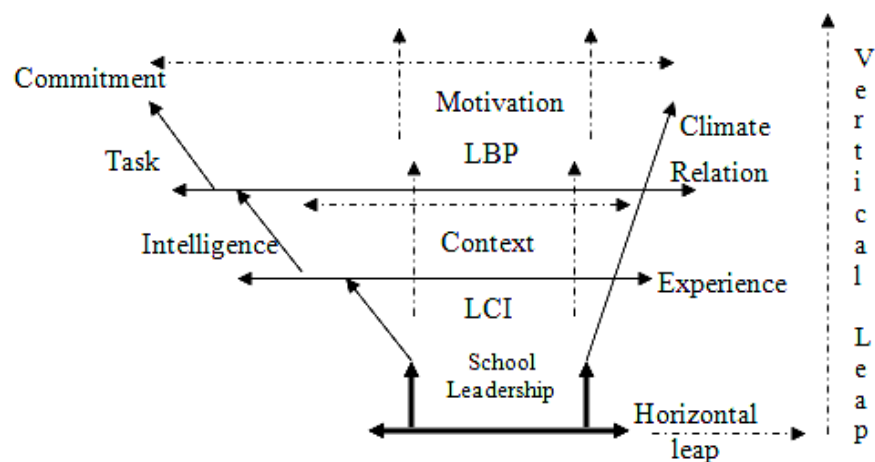


Figure 9 FinnKoulu1: Interested-group’s vertical and horizontal leap

Figure 9 represents the multi-dimensional progress of FinnKoulu 1 carried out by the school’s leaders. Both the vertical and horizontal leaps were initiated by the school leader within the interested-group. In-group members were those teachers and members of administrative staff who willingly participated in the transformation process. The leader created social harmony by collaborating with the interested-group members in order to arrive at the preferred vision. Social harmony is created when

people collaborate and interact with each other outcome through shared behavioural attachment.

To carry out the school's reorganisation, the school leader demonstrated participative and supportive behaviour. Developmental transformation of the school was the prime goal as per instructed by the City of Tampere, the local authority responsible for education. The transformational process aimed at making the school an English language immersion school. All the teachers instructing in English took a positive attitude toward the change and were considered as an interested-group. The out-group teachers were the Finnish-speaking teachers who instructed in Finnish and were moving to other schools due to the reform, and a few other teachers who felt threatened by the changes.

Moreover, groups were classified according to the contextual variations of reforms in restructuring the school organisation. The leadership approach with the interested-group was collectivistic with a tendency to openly share information and willingly participate in the development of school. The environment in the interested-group was very efficient and collaborative, which further stimulated motivation and led to commitment and creation of a good climate.

During the time of transformation, the Finnish language teachers, i.e. the out-group, were neither interested in the transformation as such nor in taking part in the process. Although having been at the school for many years, the out-group members were determined to move to schools where Finnish was used as the language of instruction.

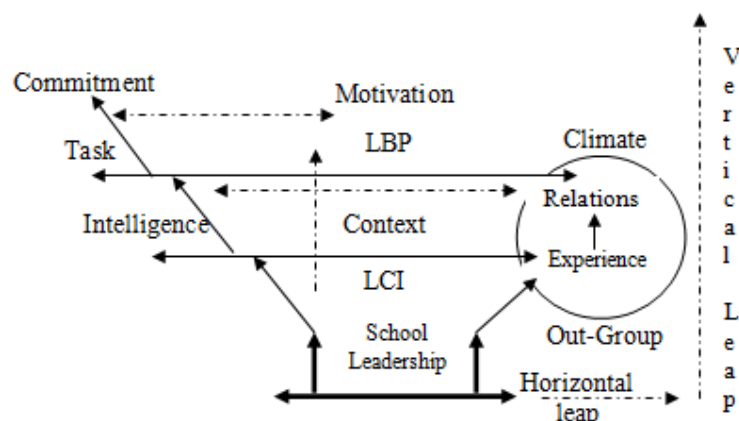


Figure 10 FinnKoulu1: Out-group's vertical and horizontal leap

Figure 10 demonstrates the organisational climate of the members of the out-group who were reluctant to embrace the transactional developmental process. Finding a leadership approach that would maintain a steady progress in the educational setting during the transformation period that involved all the members in the school was a daunting task for principal at school. Interestingly, the comments from the teachers interviewed showed a positive development in commitment but an adverse effect on the school climate. Therefore, the connection between the vertical leap and commitment was consistent in terms of teaching staff adopting new learning practices and increasing their involvement in the developmental activities during the transformation phase. The school climate was affected; however, teacher-teacher relationships and teacher-student relationships consistently supported the horizontal leap which reflected a positive growth in student achievement.

In the case of FinnKoulu2, the leadership approach to increase motivation was initiated with the aim of bringing about affective and attitudinal commitment in the school. This was also instigated to reflect participation in management processes during the period when changes were being implemented. The results show that teachers' commitment was positive, but the school climate was unfavourable in terms of teacher-teacher relationships and leader-teacher relationships. Figure 11 represents organisational commitment and school climate stimulated by motivation enforced by the leadership approach.

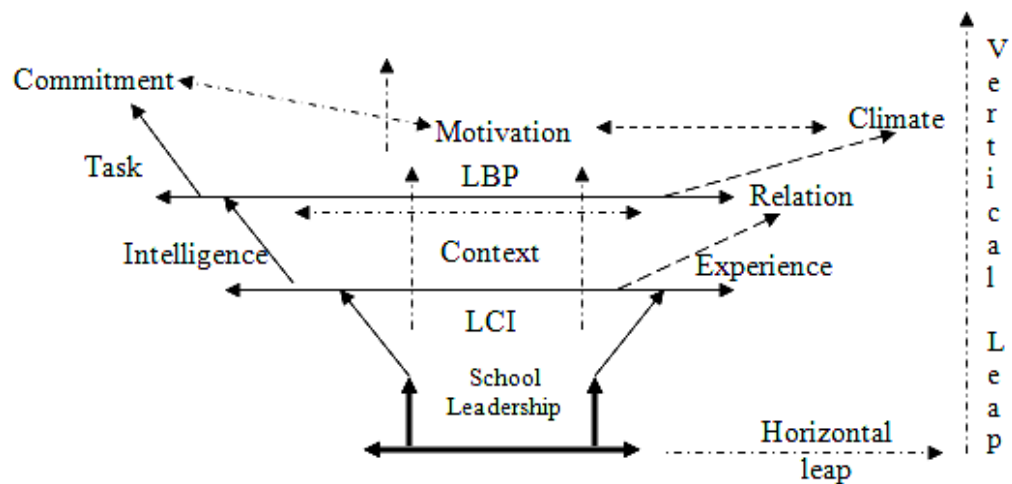


Figure 11 FinnKoulu2: Horizontal and vertical leap

The leadership approach at this school significantly contributed to the vertical leap in commitment which was stimulated by motivation, but the vertical leap toward

a better school climate was stagnant. This was due to the school's administration system that grouped teachers according to their subject areas. As a result, teacher-teacher relationships and leader-teacher relationships were found to be minimal. Within the subject areas, teaming together with subjects teachers significantly contributed to school progress in terms of students' achievement. The overall relationships among teachers were, however, nominal and limited to specific functions only.

Accordingly, with the case of FinnKoulu3, the commitment instigated by a leadership approach with an emphasis on motivation was found to have an attitudinal change in teaching and learning activities in relation to student achievement. This reflected a vertical leap in commitment, brought on by task-oriented leadership behaviour. However, emphasising low on relationship-oriented leadership behaviour produced an slow growth in vertical leap in the school climate. Nevertheless, the former principal's legacy significantly contributed to teacher bonding in the school setting. The horizontal and vertical leaps of FinnKoulu3 are represented below in Figure 12.

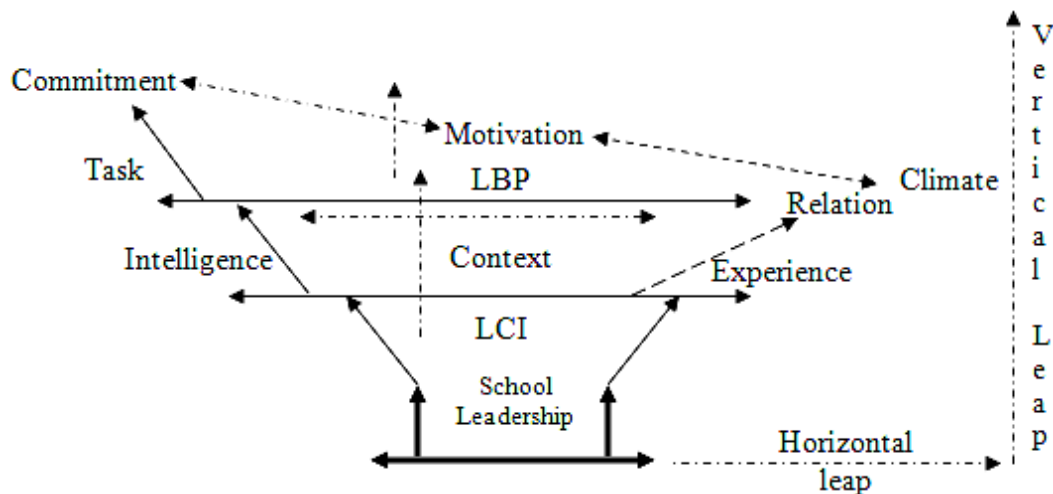


Figure 12 FinnKoulu3: Horizontal and vertical leap

The contextual intelligence and behavioural pattern of the leadership approach at FinnKoulu3 generated motivation and commitment and induced progressive development. The grand leap, a combination of both vertical and horizontal leaps, represents the cumulative progressive development that is limited by the motivation to generate commitment in teachers and this improved student' achievements.

Motivation generated by the school leaders to improve the school climate resulted in a

horizontal leap; the vertical leap contributed negatively to the leader-teacher relationship. The concrete foundation constructed by the former principal maintained strong teacher-teacher relationships and student-teacher relationships and created a positive climate in the teachers group.

Interestingly, in Finnish schools, leadership approaches in terms of both leadership behavioural patterns and leadership contextual intelligence contributed to teachers' commitment only minimally. However, the leadership approaches contributed very positively to the school climate. Affective commitment resulted in teaching and learning activities. In other words, the principal adopted a laissez-faire leadership style with no interference with teaching activities. This allowed teachers to demonstrate their leadership with the ability, skills and knowledge demonstrating professional competence in the classroom. In this leadership style, the role of the leaders was minimal. The teachers' leadership role allowed for spontaneous stimulation in motivation and generated commitment for teaching learning activities from within. However, organisational commitment was constructed by the policies defined by the government as most Finnish schools are state-owned and only a few are governed by the University. In addition, school success in Finland reflected student achievement. In the administrative structure, values, equality and respect for other people were a key concern as they are strongly founded in the Finnish culture.

In Nepalese schools, as a collectivistic society, emphasise was high on relations-oriented leadership behaviour that produced a significant vertical leap in the school climate in terms of relationships alone. School climate and infrastructure, the layout of a school building, for example, improved after government-level management enabled community-level and new school buildings to be built. Pairing relationships with the organisational climate, leader-teacher relationships and teacher-teacher relationships suggested a vertical and a horizontal leap, however the teacher-student relationships remained limited to classroom activities alone. In addition, the level of teachers' commitment varied in the school. The government-appointed teachers had continuity and a behavioural commitment, but the SMC-appointed teachers had affective commitment.

With the case of NepsSchool1, the grand leap toward a better school climate required a leadership approach that supported a positive multi-dimensional growth and both vertical and horizontal leaps. The new community-level management

instigated changes in the school by developing the physical infrastructure and adding grades so students could study at the same school up to the college level.

Soon after management was transferred, the SMC were determined to focus on infrastructural development and appoint new subject teachers from the community, thus aiming to eliminate the mismatch of teachers provided by the government prior to the transfer. This introduced new teachers to the school organisation, making SMC-appointed teachers outnumber government-appointed teachers. The advantage of this was seen in the diminishing number of teacher absences. It also allowed the government-appointed teachers to follow the pattern of the SMC-appointed teachers. This generated both a vertical and a horizontal leap in the school climate, and relationship-oriented leadership behaviour increased. To study a leadership approach that incorporates contextual intelligence, schools adopted the operational standard used at private schools: for example, dress codes were applied to students, English was introduced as the language of instruction and school buildings were equipped with adequate physical facilities, such as desks and benches, a library and computer laboratories. These changes in the school generated motivation among teachers and parents. This enabled leadership contextual intelligence to focus on teacher discipline and attendance.

With regard to the commitment, leaders primarily studies teacher attendance and student achievements in the School Leaving Examination (SLC), the national Board of examination students take after their 10th grade. Apart from the SLC results, teachers and the head master generally ignored students' achievements in the lower grades. Figure 13 illustrates the school's multi-dimensional leap with leadership influences on motivation, thus generating commitment and a better school climate.

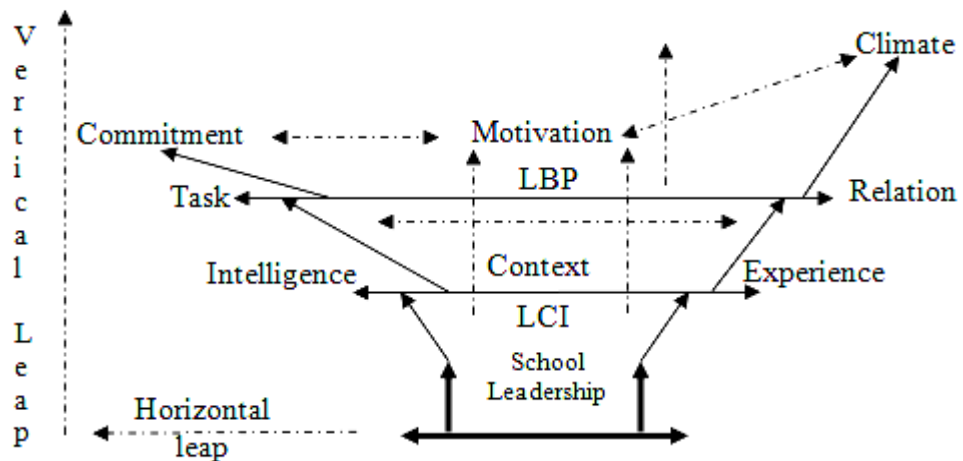


Figure 13 NepsSchool1: Horizontal and vertical leap

School leadership facilitating motivation is encountered a more positive organisational climate. Leaders' motivation to generate organisational commitment was constant with teachers' commitment, when teaching results were studied through SLC results alone. Moreover, organisational commitment was the sole responsibility of the SMC and the school chairperson.

NepsSchool2's relationship-oriented leadership approach instigated the distribution of leadership, transferring total authority to the head master. This enabled an significant change in motivation within the organisational context that reflected high commitment and a good climate. In addition, the head teacher's benevolent leadership style created a pleasant environment on the school campus. Furthermore, delegating authority to other teachers increased the accountability of the responsible teachers.

A head teacher was appointed although the community school directive does not allow such a process. Moreover, the legacy of falsification left by the former head teacher was a bitter experience felt by all teachers. The present head teacher therefore wanted to maintain a harmonious social environment by positioning her office in the common room. This further allowed transparency of accounts and financial transactions. The multi-dimensional leap to the cumulative progressive development at NepsSchool2 is illustrated in Figure 14.

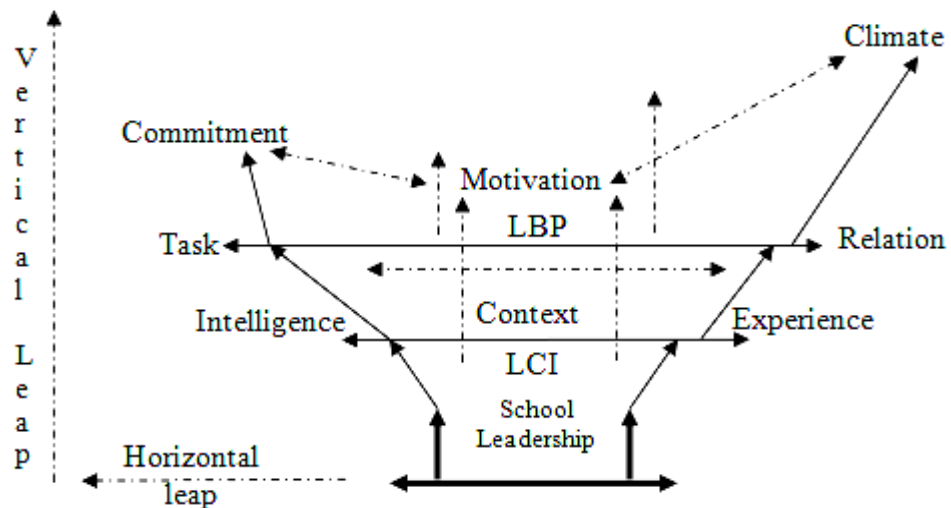


Figure 14 NepsSchool2: Horizontal and vertical leap

Figure 14 represents the multi-dimensional leap in commitment and climate brought on by a pragmatic leadership approach. Delegating tasks to teachers shows a vertical and horizontal leap in commitment. Some teachers were assigned additional tasks such as supervising teachers' attendance and absence. This provided functional discipline that positively reinforced teachers to maximize their commitment to the school.

The transparency of financial transactions and the openness of the environment initiated by the current head teacher created trust that further built healthy relationships among staff. Taking these factors into consideration, a leadership approach that stimulated motivation and generated a good school climate and stronger commitment was reflected in the vertical and horizontal leaps.

Despite NepsSchool3 being a community school, the leadership approach toward school development offered only nominal contribution. Although the leadership approach was relationship-oriented, the overall school climate was consistent with leader-teacher relationships. The climate was affected by the poor state of the school building and the lack of unity among teachers. Moreover, as authority is delegated to the head teacher, the initiation of commitment-building tasks provided fewer outcomes. This resulted in students dropping out and a decrease in enrolments. Although the relationship-oriented leadership behavioural pattern involves local community members, their contribution was also nominal. Their participation rate has, however, increased to some extent. The multi-dimensional leap of NepsSchool3 is illustrated in Figure 15.

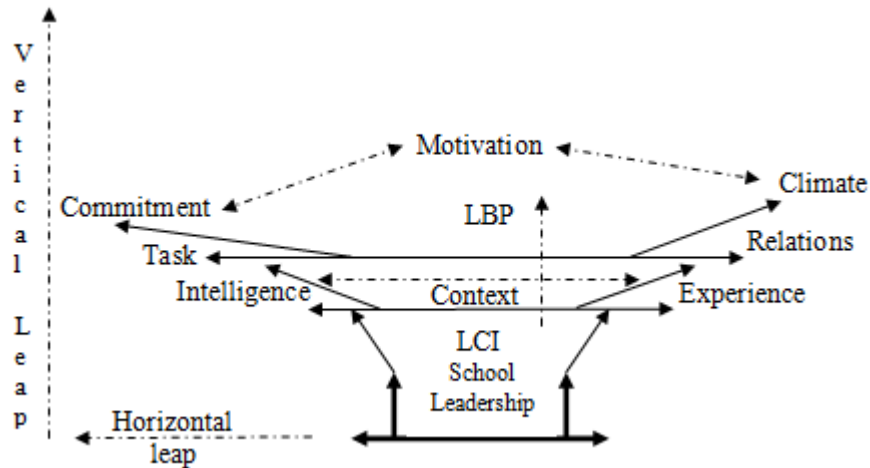


Figure 15 NepsSchool3: Horizontal and vertical leap

Figure 15 demonstrates the negative growth of the multi-dimensional leap reflected by a downward slope in the vertical and horizontal leaps; the leadership approach to stimulating motivation to generate commitment and create a good climate was inadequate. Although school progress decreased, unity among teachers was positive at the personal – but not on the professional level. The head master did not foster progressive development. The reason for this may be his age (i.e. being 82 years old) and his reluctance to be actively mobile. Despite this, there was hope: school leaders of NepsSchool3 made small donations to increase enrolment by granting a scholarship to children whose older sibling or siblings go to the same school. This attracted many parents to enrol their children but had little effect on school progress.

The major problem at the school was the chairperson's inability to secure financial resources and implement innovative changes in the school. Despite the school having a long history, local people and international organisations have shown no interest in the school's progress. As a result, teachers' commitment decreased significantly and the leaders' ability to stimulate motivation was often limited to personal relationships, creating a closer leader-teacher relationship in terms of the school climate.

The Nepalese educational system has taken one turn too many. That is frequent amendments in rules and regulations draw leaders' attention away from supporting staff or motivating them. Contextual variation was also influenced by many other factors. These included interference from political parties and

psychologically threatening the teachers and the administration to charge fees from the students. Political parties also forced school administration to transfer back the management from the school to the government, the perception was that the government was trying to escape its responsibility toward schools. Leaders and SMC members mostly remained silent due to the danger of being harassed from external forces such as students union and politically party. In addition, the foundation of school administration in Nepal is disorganised and unstructured, resulting in political interference rather than interference by the SMC.

The Finnish educational system, on the other hand, was well organised and government interference was limited. Contextual variations are therefore limited, almost non-existent. The government does implement changes at times, however, but not too frequently, allowing leadership more continuity. This is reflected in the teachers' high motivation and commitment and the development of a good school climate among the subject teachers and teacher teams.

5 SUMMARY, DISCUSSIONS, AND CONTRIBUTIONS

This chapter summarises the results and analysis of this study. Some key findings illustrate leadership behavioural patterns and leadership contextual intelligence as incorporating motivation at different levels of need, fostering commitment and improving the school working climate. The discussion highlights the appropriateness and flexibility of leadership styles. The discussion also discusses the need to construct new leadership approaches that consider contextual settings.

5.1 Summary of key findings

The appropriateness of leadership approaches corresponds positively with school success. Sometimes, a new context can override the appropriateness of leadership. Contextual variations can create further variation. These variations may be small, but they can play a crucial role in leadership success. One of the main factors that influence leadership success is an understanding of the context and the variation it has caused: they create a chain reaction that can affect other variables. Moreover, understanding immediate variations in the context is essential and can improve employees' motivation, organisational commitment and to the school climate.

The findings suggest that motivation is not always the source of commitment. However, effective leadership has a positive effect on fostering commitment. The results show that organisational context is the key factor for leadership approaches.

The findings also suggest that contextual variation has an effect on the different levels of ERG motivation. In this study, motivation contributed significantly toward a school climate in times of change. Moreover, leadership contextual intelligence and behavioural patterns were effective in fostering commitment and

harmonising the school climate.

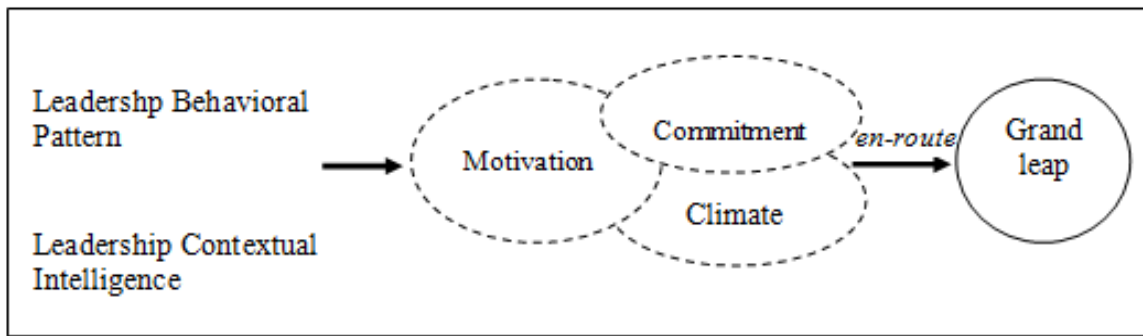


Figure 16 Readdressing the conceptual framework

Both in Finnish and Nepalese schools, an optimal leadership balance between task-oriented and relationship-oriented behaviour essentially resulted in the best-suited leadership behavioural pattern and leadership contextual intelligence. This was suggested by the findings that showed that leadership emphasising task-oriented behaviour at FinnKoulu2 and FinnKoulu3 affected organisational development positively. This behavioural pattern brought about affective commitment and an organised administrative system. Relationship-oriented leadership behaviour was found at FinnKoulu1, NepsSchool1, NepsSchool2 and NepsSchool3. This leadership behaviour pattern improved the school environment by promoting a good working climate.

When examining the contextual experiences and contextual intelligence in relation to each school, the findings show that contextual intelligence was an important factor for Finnish school leaders. This is due to the high maturity level of teachers and the systematic management of the educational system. In contrast, Nepalese school leaders required contextual experiences of school education organisation. This was essentially due to the uncertainties and instability of the organisation of the educational system in Nepal. In this case, experience of educational organisation was a major means in demonstrating leadership competencies. Many other factors contributed to contextual experiences and the most influential factors were (1) teacher maturity level, (2) leaders' knowledge in the educational system, (3) the immediate occurrence of uncertainty, (4) teacher mismatches, (5) changes in the educational rules and regulations, (6) restricted autonomy and (7) frequent changes in educational policies.

Table 5 Practice of leadership approaches on the basis of intelligence and experiences

High on Leadership contextual Intelligence	High on Leadership contextual Experiences
FinnKoulu1	NepsSchool1
FinnKoulu2	NepsSchool2
FinnKoulu3	NepsSchool3

As illustrated in Table 5, leadership approaches are practiced differently. The context of each school organisation is different, even if the schools are operating in the same culture. In general, all Nepalese schools are facing a similar situation because of the changes and reforms put forward by the government. The context in Finnish school organisations was different in each Finnish school although there were also changes recommended by the government in that country too.

In conclusion, school leadership approaches in both cultures demonstrated en-route to the grand leap a leadership ability to accumulate and assimilate a type of flexibility appropriate to the context. However, Finnish school leaders emphasised attitudinal commitment a great deal, expanding the horizon for the opportunity to make the schools grow along with students, but were less concerned with the factors influencing the school climate, such as social harmony. In contrast, Nepalese school leaders emphasised behavioural commitment, with more attention paid to teacher attendance, the operations of regular classes, and relational cooperation between teachers and community locals.

The leadership behavioural patterns of task-oriented behaviours and relationship-oriented behaviours are essential for a grand leap. This is determined by leadership contextual intelligence that allows leaders elasticity, with an impact on leadership equilibrium. As contexts take many forms – e.g. social formation, cultural formation– leadership equilibrium is essentially a combination of the best approaches at the given time and in the given context.

Leadership behavioural patterns emphasise task-oriented behaviour which facilitates motivational growth need. The findings suggest that the task-oriented behaviour of school leaders increases effectiveness at the workplace, bringing about an organised management system. In addition, task-oriented behaviour also greatly increased attitudinal commitment. Similarly, leadership emphasising relationship-

oriented behaviour contributed to the relatedness need of motivation. The findings suggest that social harmony was achieved through a democratic leadership style. Leaders' relationship-oriented behaviour also demonstrated continuance and normative commitment. This facilitated behavioural commitment.

Leadership approaches contributed to create high levels of motivation but the finding also suggest that leadership role was insignificant with the existence need of motivation. School leaders had less to offer during the implementation of changes, and unexpected circumstances encouraged leaders to tackle the developmental process. Results suggest examples such as when teachers were transferred, schools merged, a new principal appointed, disturbances caused by students union politics, and the frequent changes in policies in the educational sector caused contextual variations.

The results suggest that leaders who emphasised relationship-oriented behavioural patterns and contextual experiences encouraged interactions within the professional community. This fostered a good working climate in the schools. The findings also show that the contextual experiences of leadership facilitated relatedness needs. Contextual experiences also generated behavioural commitment. The contextual intelligence of leadership supported attitudinal commitment and facilitated growth needs.

Leadership contextual intelligence was found to support leadership behavioural patterns for leadership flexibility and elasticity to maintain this flexibility. Leadership contextual intelligence was also found to increase leaders' flexibility in generating leadership equilibrium. In this study, context was found to be a prominent component in bringing about contextual variation to immediate settings. This was suggested by the results drawn from initiating reforms, policy changes and the interference of local politics.

The study also found that the impact of external factors created social calamities, increasing the likelihood of dysfunctional behaviour which could affect the organisational climate to some extent. The results also suggest that context plays an important role in constructing leadership competencies.

5.2 Discussions

Leadership is a complex phenomenon. In education, leadership is multi-dimensional. Effective leadership is the end result of school success, guided by students' progress. Effective leadership approaches are thus incorporate dimensions of leadership styles, and contextual variations which allow leadership flexibility. Gamage (2006) points out the importance of effective leaders who demonstrate flexibility in leadership styles, combining the community's expectations, organisational climate and culture, and timeliness with tasks and the resources at hand. These aspects also highlight the importance of school leaders understanding contextual variations that further offer possibilities of moulding leadership behavioural patterns, enabling the adaptation for appropriate leadership styles.

Leadership flexibility is important for leaders because of the multi-dimensional issues that arise in school context. Reddin (1972) coined "style flexibility" to explain leadership flexibility, which he states as a key quality in leaders. Style flexibility allows leaders to demonstrate a wide range of behaviours. However, Reddin claims that the effectiveness of flexibility is determined by the situation and this can also be referred to as 'contextual variations'. Importantly, he further states that high flexibility may lead to 'style drift', which results in ineffective leadership. In response to leadership flexibility, Reddin points out four possible leadership behavioural patterns: (1) high relationship orientation and high task orientation, i.e. the integrated type, (2) high relationship orientation and low task orientation, i.e. the related type, (3) low relationship orientation and high task orientation, i.e. the dedicated type, and (4) low relationship orientation and low task orientation, i.e. the separated type. In this study, leadership flexibility was found to be combination of high relationship orientation and low task orientation and low relationship orientation and high task orientation in school leaders. Moreover, leadership flexibility also depends on the flexibility of the organisation. Higher organisational flexibility demands a highly flexible leadership pattern. Importantly, highly flexible organisations are determined by the implementation of changes, offering a wide variety of fluctuation in contextual settings.

Understanding the contextual settings at schools at the time of initiating changes requires a high flex leadership approach. Leaders' readiness to flexibly adapt their approach to the changing context can foster school success, and apparently reflects the effectiveness of leadership. Style flex is stimulated by an understanding of immediate variation in context, further steering leaders to think about and adapt their behaviour to take the necessary course of action to bring about expected results.

In the context of schools, variation occurs when reforms and changes are implemented, either introduced by the government or brought about by uncertain and unexpected factors. Context is therefore also shaped by external forces, and not just by social and cultural aspects. External forces are randomly encountered and yet they can cause major variations in the context. School leaders' flexibility can stimulate motivation, thus fostering a better climate and stronger commitment and eventually leading to a grand leap.

The study of six schools in two different cultures found that context is constructed by external forces, for example, carrying out educational reforms, transforming normal schools into international schools, appointing a new principal, merging schools, implementing new governmental policies and laws, and having unexpected and undesirable political interference at the school. Most of the external forces introduced by the government aimed at development, but many of the external forces were unwanted. These forces introduced changes which further created variation in the context. Leaders' ability to adapt to this variation generates social harmony and school success.

In line with the adaptation of leadership approaches in schools, two theories served as a guideline toward highlighting views on motivation, generating commitment and a good climate in schools. Multi-dimensional approaches defined leadership behavioural patterns, which supports Reddin's theory of leadership flexibility, reflecting task-oriented and relations-oriented behaviour. Also supporting Reddin's theory, Hersey and Blanchard (1977) produced a similar finding based on the leadership behavioural theories of Stogdills et al. (1945) at Ohio State University and Likert et al (1947) at the University of Michigan, in which they proposed a combination of task-oriented behaviour and relations-oriented behaviour. Although leadership behavioural theories traditionally fall under task-oriented and behavioural oriented, my exploration on school leadership also combines three fundamental leadership styles (autocratic, democratic and laissez faire) that allow leaders to shape

their behaviour. Leadership styles were considered appropriate when leaders adopted a leadership behaviour that best suited the current context. In this study, the appropriateness of leadership was emphasised more than the effectiveness of leadership. In addition, the appropriateness of leadership approaches was linked with the context, which played an immensely important role in shaping and reshaping leadership behavioural patterns toward appropriate leadership styles.

As Reddin (1972) claims, high leadership flexibility creates style drift. However, leadership style drift is subconscious, and this may create a high-drift or a low-drift leadership style. Remedying these drifts leads to an appropriate leadership style. Employee readiness is immensely valued along with leader readiness. As a head follower, leaders require to have style flexibility and adapt appropriate behavioural patterns significant to context allowing generating readiness in followers. In situations of this kind, the flexibility of leadership approaches creates a style drift, where remedial measures to balance leadership styles are necessary for implementing appropriate leadership behavioural patterns and styles.

Nevertheless, during times of change when contextual variations were numerous, the possibility of style drift was undeniable. Leadership high-drift may be inconvenient and may not allow leaders to be in the right place at right time. On the other hand, leadership low-drift may not allow leaders to understand the acuteness of present immediate variations from a multi-perspective view. Leadership behavioural patterns that concern the leader's personality and cognitive complexity increase the leader's willingness and ability to change, making the leadership style and behavioural patterns more elastic. This view is supported by the findings of Reddin's "style flex" concept (leadership flexibility) and Hersey and Blanchard's proposition of a combination of task-oriented and relationship-oriented behaviour. The elasticity of leadership behavioural patterns is demonstrated in Figure 17. The dotted loops are the leadership elasticity enabling expansion and contraction of leadership flexibility to suit the contextual settings to optimise the style-flex and reducing the style drift. The expansion and contraction of elasticity is determined by the leadership competences by adopting combination of optimum level of task-oriented and relations-oriented behavioural patterns to best suit the immediate context.

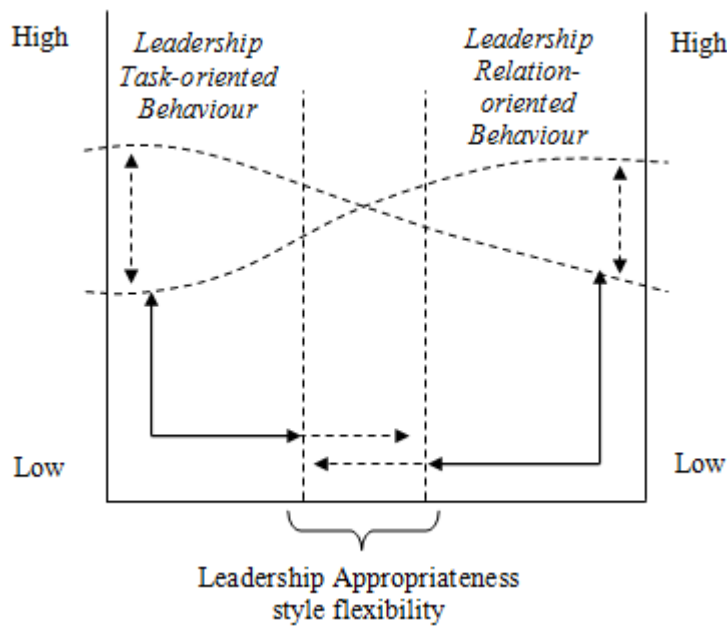


Figure 17 Elasticity of leadership behavioural patterns

Weyers (2002) explains elasticity as a gradual change in momentum in response to individuals and the situation, in which the individual's potential for the organisation is more important than generic competencies. Figure 17 demonstrates the elasticity of leadership behavioural patterns; the dotted loop represents the increase or decrease in elasticity with an emphasis on either task-oriented or relationship-oriented behaviour. Increases or decreases in the elasticity of leadership behavioural patterns are determined by the employee readiness and contextual variations. Therefore, leader flexibility to adapt behavioural patterns is affected by two aspects: (1) the degree of employees' readiness to adapt changes and (2) the contextual variations caused by changes and external forces. Elasticity of leadership enables the leaders to maintain the appropriate leadership style flexibility.

During the stages of change, school organisations need a highly flexible leadership style due to the highly flexible organisational context. In this context, low flexible leadership may lead to inappropriate leadership approaches and a decrease in school success. Highly flexible leadership styles can lead to style drift (Reddin, 1972), but leaders who understand variations in context, can take the necessary course of action and by tolerating uncertainty can control the drift and adopt an appropriate leadership approach. This new leadership approach is entitled the 'referee leadership style' and this is explained next.

5.2.1 Referee Leadership style

The referee leadership style is a time-bound approach to leadership. Referee leadership is processed through a leader's cognitive complexity, personality and value at work. It is observed as a temporary approach and encourages growth in the organisation.

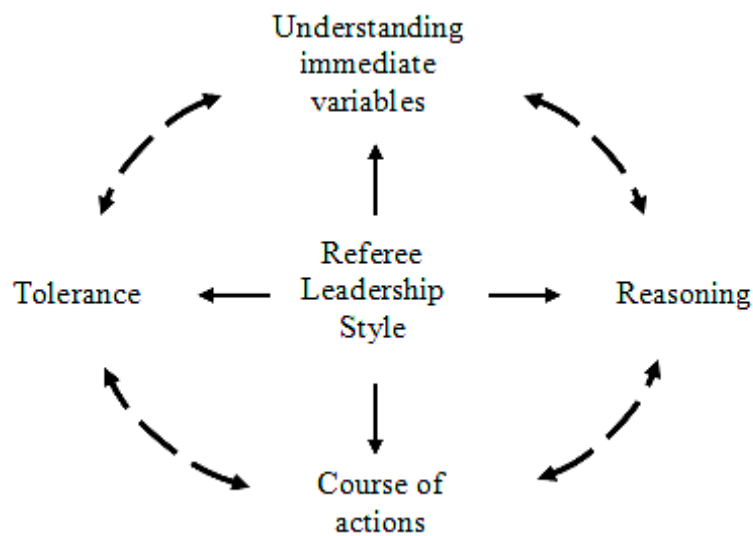


Figure 18 Referee leadership style's pragmatic approach in an organisational context

Figure 18 represents the referee leadership style and illustrates how this leadership approach works in organisational settings. The emergence of referee leadership styles can enable leaders to understand the immediate variations, and identify potential solutions and initiating appropriate action with tolerance to outcome.

Paired with contextual and practical leadership intelligence in the organisation, referee leadership style can assist leaders to judge immediate contextual variations. In connection with this, contextual leadership intelligence in Finnish and Nepalese schools dealt with understanding the contextual phenomena during times of change. As a result, school leaders were very concerned with the present context. Consequently, present contexts were viewed differently when the context was represented through different phenomena at different schools. At Finnish schools,

leaders focused more on intelligence, whereas leaders in Nepalese schools focused on experiences.

However, context being an inevitable factor in schools, its influence is even greater when the impacts of external factors are felt. Moreover, external factors introduce contextual variations to the organisation. This requires leaders to have an understanding of the immediate contextual variables and leadership cognitive reasoning complexity in order to be able to take the necessary course of action and tolerance to changes; this is referred to as the referee leadership style.

To sum up, the results suggest that Finland's systematic organisational structures and policies enabled leaders to concentrate on immediate contextual variations. In Nepal, there was a lot of uncertainty and situations were sometimes beyond the control of leaders. For example, political interferences, natural calamities and unsupportive government policies provided a lot of variation which made it difficult for leaders to be constantly aware of the contextual variations. This, in turn, makes it challenging to plan the preferred future. In Nepal, the future was shadowed by the frequent occurrences of unforeseen issues. Moreover, rather than contextual intelligence, contextual experiences offered potential solutions. In Nepalese schools, appointing former political leaders or well-known figures as the SMC chairperson has become a trend. This meant that a high occurrence of contextual experiences was more common than contextual intelligence that was specifically connected with school settings.

Leadership contextual intelligence includes an intuitive grasp of integrating relevant past events with current contextual events; similarly contextual experience of leadership has created many solutions to problems in school success. This is exemplified by generating financial resources, collaborating with locals, expanding school structures, appointing new employees and even shielding the school from political interferences.

In both countries, changes were either enforced by the government or adopted by the school itself. The implementation of these changes created contextual variation. Although Finnish schools remained systematically organised, and changes in human resources in particular caused variation, and the coming into effect of a new law on special education further encouraged leaders to change their behavioural patterns. These Finnish leaders emphasised contextual intelligence rather than contextual experiences when adapting their leadership approaches to the new

situation. In this connection, Fullan (2002) state, “school improvement depends on principals who can foster the conditions necessary for sustained education reform in complex, rapidly changing society” (p. 20). This entails in enabling the leader to implement intelligences and experiences according to the contextual variations for readiness to being flexible.

Contextual variation can enable leaders to change their behavioural patterns. Taking into consideration behavioural theories and leadership contextual intelligence, leadership approaches varied according to the immediate contextual variation. Leadership task-oriented and relations-oriented behaviours are essential, likewise the contextual intelligence and contextual experience are also necessary for school to success. Leadership elasticity explains the appropriateness leadership approaches that best suits the demanding situational context.

Figure 19 illustrates leadership elasticity as an increase and decrease in adapting the leadership approach in relation to leadership behavioural patterns and leadership contextual intelligence to best suit the immediate context.

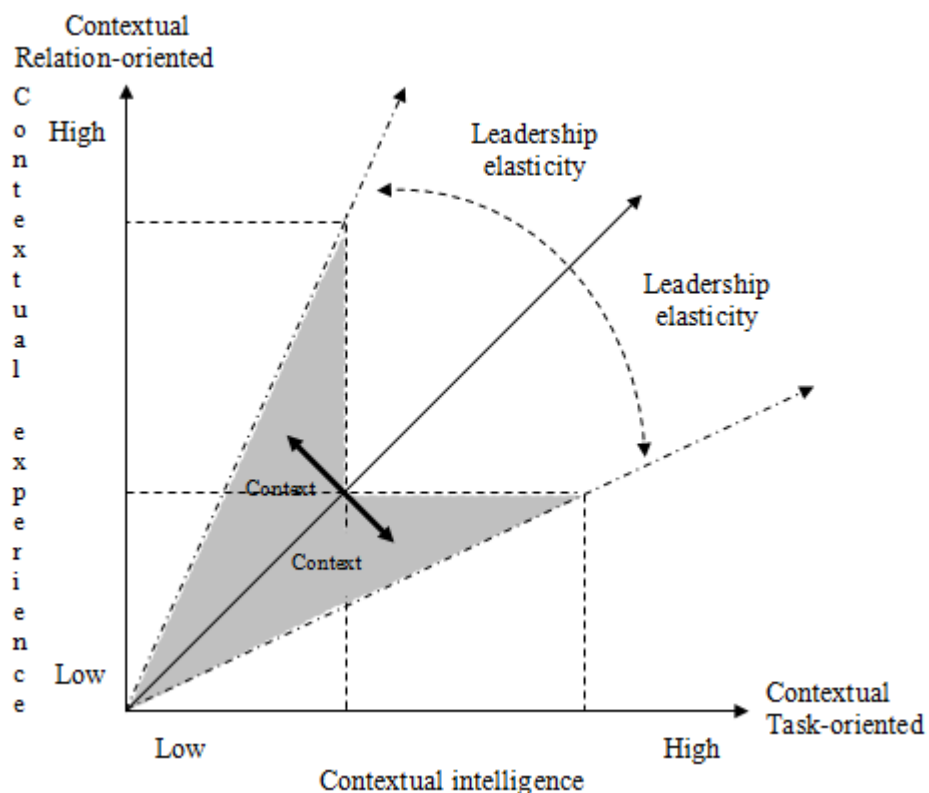


Figure 19 Leadership elasticity and contextual variation

In demonstrating leadership elasticity constructed from leadership behavioural patterns and contextual settings, leaders' competences intervened with the variation that occurred in organisational settings. Leaders' dexterity allows both vertical and horizontal mobility, which is consistent with an increase and decrease in leadership patterns and demonstrates experiences and intelligence in adopting an appropriate leadership approach. Rajbhandari (2006) leadership flexibility approach is deeply rooted with the contextual setting that demands for the adaptation of appropriate leadership style.

Weyers (2002, p. 124) claims that concentration and wisdom can increase elasticity in leaders. Weyers explains that concentration allows leaders to become aware of themselves, thus making it easier to relate to others, whereas wisdom allows leaders to adapt their leadership styles to suit the needs of the employees.

The contextual variation generates expansion and contraction of elasticity incorporating relations-oriented behaviour with contextual experiences and contraction of elasticity incorporating task-oriented behaviour with contextual intelligence. The simultaneous expansion and contraction of elasticity is possible, however, as expansion and contractions are context-based. Each contextual variation causes multiple issues. This, then, allows leaders elasticity to either expand or contract their leadership approach to best suit the immediate context.

As demonstrated in Figure 19, leadership elasticity is represented with two axes: the increase and decrease axes. An increase in relations-oriented behaviour with contextual experiences may decrease in task-oriented behaviour with contextual intelligence. Optimising leadership effectiveness relates to understanding immediate variation in the context, which seems to be a pivotal factor. Leadership elasticity is further determined by the leader's potential, competencies, skills, ability and knowledge.

An awareness of the degree of variation in the context results in a positive outcome and eventually leads to school success. A relations-oriented approach may allow for less elasticity in inducing task-oriented behaviour. The findings also suggest that leadership flexibility includes plenty of elasticity in switching from task-oriented to relationship-oriented behaviour, but less elasticity when switching from relationship-oriented to task-oriented behaviour.

Stephens (2007) claims that "appropriate leadership therefore involves the stretching of the elasticity of leadership almost as far as it will go". This may,

however, lead to high-flex, which in turn may lead to style-drift. Leadership equilibrium can be achieved when the leadership approach is adapted as and when needed. Therefore, practical leadership intelligence allows for optimum expansion and contraction, making leaders able to optimise the extension of stretching the leadership elasticity. This allows leaders to balance task-oriented and relationship-oriented behaviour in applying contextual intelligence and contextual experiences to the context at hand. Supporting the view of leadership competences on progressive school development, Karikoski (2009) mentions that collaboration between the district and inner school communities is essential. She points out that school success requires collective effort, which is made up of autonomy, interaction among school members, and emotional and social intelligence.

Leadership elasticity contributes to teacher motivation equally. Elasticity in switching from task-oriented behaviour to relations-oriented behaviour stimulates a related need to enhance the growth of ERG, while elasticity in switching from relations-oriented behaviour to task-oriented behaviour may indeed appeal for the relatedness need. This further reflects the cause and effect relation between teachers' commitment and a good school climate.

Leadership elasticity allows leaders to concisely determine the members for which school leaders may expand or contract the elasticity according to the need. The findings also suggest that the referee leadership style model allows leaders to consciously apply intelligence and become aware of immediate variations in the contextual settings. This determines how much leaders can expand or contract their elasticity. Simultaneously expanding and contracting the elasticity proficiently is feasible. In practice, however, context remains an uncontrolled phenomenon. This offers a great deal of variation that is distributed unequally in school settings. This further allows leaders to adopt the appropriate leadership approach either by contraction or expansion of elasticity.

The high elasticity of relationship-oriented behaviour promotes a good school working climate by instigating the relatedness level of ERG motivation. Expansion of leadership elasticity for relationship-oriented behaviour, however, does not increase organisational commitment. Nevertheless, teachers' commitment is prominent with the expansion of elasticity on task-oriented behaviour. High leadership elasticity on task-oriented behaviour supports organisational commitment, which in turn reflects

organised management, reinforced motivation toward organisational growth and attitudinal commitment over behavioural commitment.

Multiple commitments in organisational settings allows leaders to balance suitable leadership behavioural patterns and leadership styles, thus allowing leaders to be flexible when the situation so demands. Teachers' commitment alone does not signify organisational growth. Instead, teachers' involvement and participation in other developmental activities in collaboration with other teachers also increases the chance of a vertical and horizontal leap at the school. Moreover, balancing suitable leadership approaches is essential for school leaders. This enhances leadership efficiency both vertically and horizontally, both within the context and in understanding the readiness of the employees.

Organisational context plays a dominant role in leadership approaches; leaders' and employee's readiness contribute to achieving the grand leap equally. Apart from the context which is uncontrollable to some degree, employee's readiness is an essential factor in shaping the leadership approach. Leadership readiness alone may not lead to the grand leap. Therefore, increasing employee's readiness by expanding and contracting leadership elasticity helps achieve leadership equilibrium.

5.2.2 Contributions

The purpose of my study was to explore what kind of school leadership best paves the way for the grand leap. I studied leadership in six schools from two different countries and found that leadership approaches can vary according to the contextual construction of each organisation. My research contributes valuable suggestions to school leaders and administrative staff members by highlighting the importance of the compatibility of the chosen leadership approach and the context. I call this emerging approach the referee leadership style and deem it relevant for understanding contextual phenomena in school leadership. Moreover, as there is no one best practice in leadership in educational settings, elasticity of leadership is essential. Elasticity allows leaders to flexibly adapt their leadership approach to suit the context. Leadership flexibility is important and should be understood as school leaders attempt to do the right things in the right context. Leadership elasticity allows leaders to

understand immediate variation in the context and provides them with informative knowledge which in turn allows them to adapt the degree of elasticity either towards task-oriented or relationship-oriented behaviour, or towards contextual intelligence or contextual experiences to maintain leadership equilibrium.

Limitation of my study

In this study, leadership was prime focus of the research. In Finland, all principals were female, importance were only given to leader but not the gender. This also applies to Nepalese school where two principals were female. Equality was the concern which my research did not attempt to explore women leadership but the main focus was to highlight the school en-route to a grand leap. The grand leap in this study is viewed from the perspective of schools future development. In this case, only few pre requisites components were taken into consideration to study school's leadership competences and flexibility. These were motivation, commitment and climate.

Although many other components are involved in defining the cumulative progressive development of schools such as economics, technologies, international, demographic, and geographic these were not considerably explored in the research. In addition, time was precious and limited however, efficiency was maintained with economy.

Need for further research

Leadership is widely discussed by many, yet a complex phenomena. In this research, grand leap was hypothesised to understand the futurity of the schools development through leadership competences and flexibility. Two theories of leadership namely the leadership behavioural theory and leadership contextual intelligence offered holistic views about leadership competences and flexibility. This was explored through ERG motivation theory, commitment and school climate. Therefore, this research explored the possibilities of major components in school settings offering the future perspective of schools to grand leap. In line to exploring the holistic views, this research proposes the newly understood model "referee leadership style" a contextual based phenomenon important in supporting to bring about cumulative progressive development in school. Referee leadership style is the newly developed theory evolved during this study that was understood by exploring leadership behavioural pattern and leadership contextual intelligence in line to motivation, commitment and

climate. Leadership is complex and unique so is the context. Leadership referring to context is essential for the development of school and therefore the need to explore leadership intelligence and behavioural pattern referring to the context is needed. The need for future analysis can be further addressed by analysing the following questions.

1. How can leaders grow by referring to understand the immediate contextual variables in organisation?
2. How/Why school leaders should feel the importance of grasping and understanding of the immediate variation in the context and implement intelligence and modify their behavioural pattern to maintain the flexibility of leadership elasticity as according to the need of contextual settings?

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APPENDICES

Appendix 1 General background of the respondent

How long have you been in this school?

Tenure:

What subject do you teach? (Applies to teaching staffs only)

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What are your duties in school? (Applies to administrative staffs)

Yours Academic Qualifications: _____(Recent)

Polytechnic/colleges/Universities:

What were your past job experiences?

a.

b.

c.

d.

e.

What grades are you teaching in? (Applies only for teaching member)

Grade	Grade	Grade	Grade	Grade
-------	-------	-------	-------	-------

How many classes do you give in one week? (Applies only for teaching member)

Do you enjoy your job?

Yes	No
-----	----

How well do you think you are doing your job?

Good	Moderate	Low	Don't Know
------	----------	-----	------------

What would be the reason for this?

Interested	Committed	Earning	Don't Know
------------	-----------	---------	------------

What would be your choice of job in future?

;

;

;

;

Could you explain in your own opinion why would you desire to have a choice for this job in future?

--

How would you describe your achievement in this school?

Excellent	Good	Satisfactory	Low	Don't know
-----------	------	--------------	-----	------------

Respondent Name:

Respondent Position in school:

Name of the School

Address of the school:

Email:

Note: Please kindly be informed that all the answers will be kept confidential. The answers will not be shared to compare between the respondents. Every respondent opinion is equally valued.

You may send your answer to my email mani.rajbhandari@uta.fi or by post to

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Your contribution is appreciated. Thank you for your kind support and cooperation.

Appendix 2 Interview schedules for leaders

Semi-structured Interview schedule

First Eight questions are common for all respondents

1. How long have you been (principal/teacher/staff/SMC member) in this school?
2. How would you explain your experiences as a principal in this school?
3. As a principal/teacher/staff/SMC member, what are your major responsibilities in school?
4. In your opinion, what development has there been development in the school? What kind?
5. How was the development brought in the school and for what reasons?
6. How is the participation of teachers and administrative staff in the school development?
7. How would the teachers and administrative staffs describe your leadership style?
8. Do you like being in this school? What are the most interesting aspects of this school that you like being here?

School Leadership Interview Schedule

9. How would you describe your leadership style?
10. What are the most important values and ethics you demonstrate as a school leadership? Could you furnish some of the example?
11. What are your major roles as a school leadership? How have you demonstrated this role with your teachers and staffs or with the SMC?
12. Tell me about an innovative solution you developed to a non-traditional problem.
13. Have you faced any difficulties at time to bring progress in the school? How did you rally the SMC, teachers and staffs to build their morale?
14. In your opinion, how do you think teachers and staffs are committed to schools development?

15. What are the applicable methods have you exercised to gain commitment from your teachers, staff and SMC members?
16. What specific vision do you have for the school progressive development?
17. How have you influenced employees to follow your strategic vision for the schools development?
18. Are there any learning and development for teachers and administrative staffs in your school? Do you encourage for this?
19. In your experiences what was the most noteworthy change you brought about in the school that contributed most for the school environmental development?
20. Describe how you influenced your teachers and staff to your actions for this change? Was there disagreement with your innovation from the SMC, teachers and staffs?
21. Have you encountered any conflicting behavior among your teachers, staff and SMC members?
22. How did you manage to solve these conflicts?
23. Have you had any conflict with any of your teachers, staffs and SMC members in the process of bringing ideas for school development?

Appendix 3 Interview schedule for school actors

Teachers/SMC members Interview schedule

1. How long have you been (principal/teacher/staff/SMC member) in this school?
 2. How would you explain your experiences as a STAFF in this school?
 3. As a principal/teacher/staff/SMC member, what are your major responsibilities in school?
 4. In your opinion, what development has there been development in the school? What kind?
 5. How was the development brought in the school and for what reasons?
 6. How is the participation of teachers and administrative staff in the school development?
 7. How would the teachers and administrative staffs describe school leadership style?
 8. Do you like being in this school? What are the most interesting aspects of this school that you like being here?
-
9. What do you like most about the school principal?
 10. What do you dislike about the school principal?
 11. In your opinion, what do you think is the most important role of your school principal?
 12. Tell me something that you feel about the principal behavior with the teachers and staffs?
 13. Has principal become active towards changes and development for the school?
 14. Has there been any innovative program brought in by the principal for school development? What kind of innovative program?
 15. Have you participated in any of the developmental program for the school? And how was your participation?
 16. How was the principal participation in school developmental issues?
 17. Tell me something about your motivation as a teacher/SMC member?

18. How do you think teachers and staffs of this school are motivated?
19. As a teacher, what is your expectation from the school and from the principal?
20. How do you find the school human relation environment? Why do you think so, could you explain and give some example?
21. In your opinion, how do you think this school is progressing?
22. What are some of the major aspect that school should adopt to develop more in future?
23. How is your relationship with teachers, staffs and the principal?
24. Have you faced any kind of problem or difficult situation in the school? How did you manage to get over this situation? Were there any support rendered by anybody to help you?
25. Tell me something about school decision making process. Who make a decision for school, teachers, and staff?
26. Has there been any developmental program for teachers and staff? Could you tell me what kind of/
27. Do you think this school still needs some improvement? What kind of improvement? Can you give some example?
28. In your opinion, how do you think this improvement can be achieved?

Appendix 4 Permission granted from City of Tampere to conduct Interviews in Schools in Tampere

TAMPEREEN KAUPUNKI
HYVINVOINTIPALVELUT

TUTKIMUSLUPAHAKEMUS
Sivistyspalvelut

1 (6)

Hakemuksen saapumispvm 5.5.2011

1 TUTKIMUSLUVAN HAKIJA(T)

Sukunimi Rajbhandari	Etunimi Mani	Syntymäaika 29-11-75
Osoite Ketunleivankatu 4 D 40		
Puhelin 0417016179	Sähköpostiosoite mani.rajbhandari@uta.fi	

Sukunimi	Etunimi	Syntymäaika
Osoite		
Puhelin	Sähköpostiosoite	

Muut tutkimuksen tekemiseen osallistuvat henkilöt

Sukunimi	Etunimi	Syntymäaika
Osoite		
Puhelin	Sähköpostiosoite	

Tutkimuslaitos, oppilaitos
Koulutusohjelma

2 TUTKIMUKSEN OHJAAJA(T)

Sukunimi Eeva Hujala and Jarmo Kinos	Etunimi
Toimipaikka ja osoite University of Tampere	
Puhelin 040-7633755 040-5408556	Sähköpostiosoite eeva.hujala@uta.fi and jarmo.kinos@uta.fi
Oppiarvo ja ammatti Professors	
Sitoudun ohjaamaan tutkimusta Päiväys 13-04-06	Allekirjoitus Eeva Hujala Jarmo Kinos

3 TUTKIMUKSEN LYHYT KUVAUS (nimi, keskeiset tavoitteet, tutkimusmenetelmät, kohderyhmä)

Alaikäisen lapsen haastattelu tai havainnointi edellyttää aina huoltajan kirjallisen luvan.

SCHOOL LEADERSHIP ENROUTE TO GRAND LEAP

The purpose of my research study is to explore the school leadership style from the perspectives of vice principals, teachers and administrative staffs. More specifically, the research study attempts to explore the success of school leadership in particular of contextual intelligence and behavioural pattern of the leadership in bringing motivation with a reflection to bring about good school climate and commitment that eventually en-route the school management to grand leap.

The methods for pursuing my research study will be semi structured interview and observation. The participants/respondents will be principals, vice principals, teachers and administrative staffs of the schools.

Tutkimuksen taso

- Väitöskirja Lisensiaattitutkimus Pro gradu AMK pinnäytetyö
 Muu, mikä?

Tutkimuksen kohde sivistyspalveluissa

Päivähoito

- Päiväkotihoido
 Perhepäivähoito
 Esiopetus
 Avoin varhaiskasvatus

Perusopetus

- Aamu- ja iltapäivätoiminta
 Perusopetus
 Yksittäinen koulu,

nimi:

Toisen asteen koulutus

- Lukiokoulutus
 Ammatillinen koulutus

Kulttuuri- ja sivistyspalvelut

- Kirjastopalvelut
 Museopalvelut
 Kulttuuripalvelut
 Liikuntapalvelut
 Työväenopistopalvelut

Muu

Pääasiallinen tutkimustapa / menetelmä

- Kysely
 Haastattelu
 Havainnointi
 Asiakirjatilastoanalyysi
 Muu mikä

Aineiston suunnittelu keruu-aika

Alkaa

13-04-06

Päättyy

Tutkimuksen arvioitu valmistus-aika

2013

4 YHTEYSHENKILÖ(T) SIVISTYSPALVELUISSA

Tutkimusluvnan myöntämisen edellytyksenä on, että hakija on ollut yhteydessä siihen sivistyspalveluja tuottavaan yksikköön, johon tutkimus kohdistuu. Asianomaisen yksikön yhteyshenkilöt nimitetään alla olevaan kohtaan.	
Nimi ja yksikkö	Puhelin ja sähköposti
Nimi ja yksikkö	Puhelin ja sähköposti
Nimi ja yksikkö	Puhelin ja sähköposti

5 TUTKIMUKSEN KOHDE

a) Asiakirjatiedot mistä dokumenteista, tilastoista, rekistereistä haetaan tietoa

- mitä tietoa edellä mainituista asiakirjoista tutkitaan

b) Muu tutkimuksessa käytettävä aineisto (esim. haastattelu, kysely)

Attached documents include Research proposal, consent letter, semi interview schedules for principal and other r

- tutkimuslupahakemukseen liitetään malli tutkittavalle lähetettävästä kirjeestä sekä suostumusasiakirjasta

c) Arvio osallistuvan henkilökunnan työajan käytöstä

d) Arvio miten tutkimus hyödyntää kaupungin palvelujen kehittämistä

Among fewest research providing school leadership style in motivating with intelligence and behavioral pattern

6 TUTKIJAN/TUTKIJOIDEN SITOUMUS JA ALLEKIRJOITUKSET

Sitoudun siihen, etten käytä saamiani tietoja tutkittavan tai hänen läheisensä vahingoksi tai hävittämiseksi taikka sellaisten etujen loukkaamiseksi joiden suojaksi on säädetty salassapitovelvollisuus eikä luovuta saamiani henkilötietoja sivullisille. Sitoudun tutkijan eettisiin periaatteisiin.

13-04-06
Päiväys

Allekirjoitus ja nimen selvennys Mani Man Singh Raibhandari

Päiväys

Allekirjoitus ja nimen selvennys

Hakemuksen liitteet

Tutkimussuunnitelma

Kysely/haastattelu yms. lomake

Aineistonkeruulomake

Muu aineiston keruuseen liittyvä materiaali (esim. yhteydenottokirje ja suostumusasiakirja alaikäisen huoltajalle)

Tutkimukseni voidaan julkaista Tampereen kaupungin julkaisusarjassa tai kaupungin internet-sivulla.

Tallenna

Tulosta

Tyhjennä

7 TUTKIMUSLUPAHAKEMUS LÄHETETÄÄN OSOITTEELLA:

Päivähoito
palvelupäällikkö Riitta Hannelius
Keskustori 4, PL 487
33101 Tampere

Yksittäisen peruskoulun osalta luvan myöntää
rehtori.

Useampaa peruskoulua koskevat luvat
opetuspäällikkö Veli-Matti Kanerva
Keskustori 4, PL 487
33101 Tampere

Ammatillinen koulutus
ammatillisen koulutuksen johtaja Teppo Tapani
TAO, Sairaalakatu 6, PL 217
33101 Tampere

Lukiot sekä koko toisen asteen koulutus
lukioskoulutuksen johtaja Jorma Suonio
TAO, Sairaalakatu 6, PL 217
33101 Tampere

Kulttuuripalvelut
kulttuuritoimenjohtaja Jaakko Masonen
Puutarhakatu 11
33210 Tampere

Kirjastopalvelut
kirjastotoimen johtaja Tuula Haavisto
PL 152, 33210 Tampere

Liikuntatoimi
liikuntatoimen johtaja Pekka P. Paavola
Suvantokatu 4, PL 487
33101 Tampere

Tampereen työväenopisto
rehtori Matti Saari
PL 63
33541 Tampere

Sara Hilden -taidemuseo
museonjohtaja Riitta Valorinta
Särkänniemi
33230 Tampere

8 PÄÄTÖS

Tutkimuslupa myönnetään seuraavin ehdoin:

1. Tutkija sitoutuu tietojen käsittelyssä ja suojaamisessa noudattamaan henkilötietolain määräyksiä.
2. Tutkimuksessa mahdollisesti syntyvät yksittäisten henkilöiden tietoja koskevat tutkimusrekisterit hävitetään tai arkistoidaan henkilötiedoissa edellytetyllä tavalla.
3. Mahdollisesti tarvittavassa suostumusasiakirjassa tulee ilmetä a.o. henkilön lupa käyttää häntä koskevia tietoja, tutkimukseen osallistumisen vapaaehtoisuus ja henkilöiden mahdollisuus keskeyttää osallistuminen tutkimukseen heti niin halutessaan.
4. Tutkimuslupa ei oikeuta hakemaan tietoja Hyvinvointipalvelujen tietojärjestelmistä.
5. Tutkimuksen valmistuttua tutkimusraportti toimitetaan asianomaiselle yhteyshenkilölle.
6. Jos tutkimus keskeytyy, siitä ilmoitetaan yhteyshenkilölle ja tutkimusluvan myöntäjälle.
7. Alaikäisten lasten haastatteluun pyydetään aina huoltajien kirjallinen lupa.
8. Lupa voidaan peruuttaa, jos lupapäätöksen ehtoja rikotaan, jolloin luvansaaajan on palautettava tutkimusta varten saamansa tiedot.
9. Lupa on voimassa hakemuksessa määritellyn ajan.

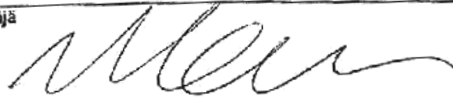
Muu:

Tutkimuslupaa ei myönnetä

Perusteet liitteenä

Luvan myöntäjä

Virkanimike, allekirjoitus ja nimenselvennys



V.M. KALLERVA
OO. PÄÄLL.

Päiväys

5, 5 20, 11

10. PÄÄTÖKSEN JAKELU

1. Hakija Päiväys ___ / ___ 20___ Lähetetty

2. Yhteyshenkilö

OHJEITA HAKULOMAKKEEN TÄYTTÄMISEEN

Kaikkiin Tampereen kaupungin hyvinvointipalveluja koskeviin tutkimuksiin tarvitaan lupa.

Sivistyspalveluilla on yksi yhteinen lupahakemuslomake, jonka kohdassa 3 tarkennetaan tutkimuksen kohde sivistyspalveluissa. Vastaavasti avopalveluilla on oma yhteinen lupahakulomakkeensa ja laitoshoidolla omansa. Kaikki potilashoitoon liittyvät luvat haetaan potilastutkimuksen lupahakemuslomakkeella. Luvan myöntäminen saattaa edellyttää sairaanhoitopiirin eettisen toimikunnan lupaa.

Tutkimuksen ohjaaja oppilaitoksessa

- Mikäli kyseessä on oppinäytely, oppilaitoksen tai tutkimuslaitoksen ohjaajan yhteystiedot. Allekirjoituksellaan ohjaaja sitoutuu ohjaamaan tutkimusta.

Yhteyshenkilöt hyvinvointipalveluissa

- Tutkimusluvan myöntämisen edellytyksenä on, että hakija on ollut yhteydessä siihen yksikköön, johon tutkimus kohdistuu. Hakulomakkeeseen nimitään yhteyshenkilöt.

Tutkimusmenettely ja tutkimusaineiston suojaus

- Tutkija sitoutuu noudattamaan voimassa olevia lakeja.
- Tutkija sitoutuu noudattamaan hyvää tutkimusetiikkaa ja –moraalia.
- Potilashoitoon liittyvissä tutkimuksissa noudatetaan muun muassa lääketieteellisestä tutkimuksesta annettua lakia (488/1999), lakia potilaan asemasta ja oikeuksista (785/1992) sekä lakia sosiaalihuollon asiakkaan asemasta ja oikeuksista (812/2000) sekä niihin myöhemmin säädettyjä muutoksia.
- Asiakastietojen luovuttamisesta tieteellisiin tutkimuksiin säädetään laissa viranomaisten toiminnan julkisuudesta (621/1999) ja henkilötietolaissa (523/1999).
- Asiakastietojen tai muiden tilastotietojen luovuttamisesta tiedetutkimusta varten vastaa aina lupahakemuksessa mainittu kaupungin yhteyshenkilö (useimmiten yksikön esimies).
- Asiakkaan asiakirjatiedot ovat salassa pidettäviä. Tutkimusaineiston keräämiseen, käyttämiseen, säilyttämiseen ja hävittämiseen sovelletaan henkilötietolain säännöksiä.
- Lain mukaan tutkimuksen tekijän tulee käsitellä tietoja huolellisesti ja tutkittavien yksityisyyttä suojaen.
- Lomakkeet tulee suunnitella mahdollisuuksien mukaan siten, että tunnistetiedot voidaan tarvittaessa erottaa ja hävittää.
- Aineiston analysointi hoidetaan ilman tunnistetietoja ja tai henkilötiedot salakirjoitetaan aina kun se on mahdollista.
- Tunnistetiedot hävitetään heti kun ne eivät ole enää välttämättömiä tutkimuksen toteuttamisen tai sen tulosten asiamukaisuuden varmistamisen kannalta.

Tutkimusaineiston hävittäminen

- Tutkimuksen henkilörekisteri joko hävitetään tai arkistoidaan.
- Tutkimusaineisto on hävitettävä kun henkilötiedot eivät ole tarpeen tutkimuksen suorittamiseksi tai sen tulosten asiamukaisuuden varmistamiseksi. Jos tutkimusaineisto hävitetään ilman tunnistetietoja, tulee kertoa tunnistetietojen hävittämistapa.

Tutkimuslupahakemus lähetetään hakemuksessa mainittuun osoitteeseen (kohta 7).

Päätöksen jakelu

- Päätös lähetetään hakijalle ja lisäksi tutkimuslupahakemuksessa nimetyille yhteyshenkilöille (kohta 4).
- Luvanmyöntäjä ylläpitää tutkimusaiheista ajantasaista tutkimuslupapankkia verkkosivuillaan.

Valmiin tutkimuksen palautus

- Valmis tutkimus lähetetään tutkimuksessa nimetyille yhteyshenkilöille.

CONSENT LETTER

August, 2011

Mr/Mrs.,
.....Schools,
.....(Country)

Subject: Participation in interview

Dear Principal's,

My name is Mani Man Singh Rajbhandari. I am pursuing my doctoral degree (PhD) in education at the University of Tampere. The purpose of my doctoral dissertation research study is to explore the School Leadership. With this purpose taken into consideration, my participant/respondent for the interview will be principal, vice principals, teachers and administrative staffs of your school. I have also attached my short research plan in the email for you to understand my research on school leadership.

I have been granted the permission from The City of Tampere to conduct interview in school in Tampere. As for the same, I request you to arrange an interview appointment with you as a principal and also request you to make an interview meeting arrangement with the vice principals, few teachers and few administrative staffs of your school. Tape recording will be made during the interview session for further transcribing into writing. However, there will be no cost incurred and no compensation will be provided for participating in the interview. In any circumstance your name will be kept confidential and only my research supervisor and I will have the access to the original records.

Please feel free to contact me for further information at mani.rajbhandari@uta.fi or mannerajbhandari@hotmail.com. You may as well reach me at my mobile number at any time in Finland +358417016179. In Nepal, you can reach me at 9779841211551.

Thank you very much for your kind support and hope to meet you very soon.

Signature

Mani Man Singh Rajbhandari.

PhD Student,

School of Education

University of Tampere

Finland.

mani.rajbhandari@uta.fi

mannerajbhandari@hotmail.com

Appendix 6 Organisational structure of the education system in Finland and Nepal

In taking into consideration ethical issues when conducting this research, the actual names of the schools that participated in this research have been protected. That is, each school was given a pseudonym in order to protect the identity of the schools and those who participated in this research.

a) School education system in Finland

Given that the three schools participating in this study from Finland came from one location, it was perceived necessary to limit the amount of background information provided. Given that there is a lot of information in English about the Finnish education system than the Nepali school system, readers are directed to the following web sites for a wide range of views on school administration and education policy in Finland.

<http://www.oph.fi/english>

<http://www.oph.fi/english/education>

http://www.oph.fi/english/education/overview_of_the_education_system

http://www.oph.fi/english/education/educational_support_and_student_wellbeing

<http://www.minedu.fi/OPM/Koulutus/koulutusjaerjestelmae/?lang=en>

http://www.pisa2006.helsinki.fi/files/The_Finnish_education_system_and_PISA.pdf

<https://www.european-agency.org/country-information/finland/national-overview/special-needs-education-within-the-education-system>

<https://www.european-agency.org/country-information/finland/national-overview/legal-system>

In Finland although school education is governed as a centralised system, school management is decentralized. The responsibility and accountability is passed down to the school leaders. In addition, in Finland, there are also schools operated by the Universities in various part of Finland. These university supported schools are organized and managed by each university, and the State does not participate in school management and administration. However, most schools are organised under State policy and there is government support for these schools with finance, human resources and policy in decisions making processes. Furthermore, some State supported schools in Finland also include the international schools providing education based on international languages such as English.

b) School education system in Nepal

School education systems in Nepal are operated as both a centralized and decentralized system. In this research, schools that participated were operated under the decentralized model and were called 'Community Schools'. The community schools were the public schools governed by the government policy and received supports such as, funding and human resources. The decentralized education system of management of these public schools was transferred to the community, with the aim of facilitating the development of these schools from the local level.

For my dissertation research, three community schools from the Kathmandu area were randomly selected. These community schools follow the educational law stated by the Ministry of Education. The government also has provided a Community Directive separately created for the community schools. To have a wider picture of the Nepalese education system, the following web sites are recommended:

<http://www.moe.gov.np/#>

<http://www.unesco.org/new/en/kathmandu/education/strengthening-nepals-education-system/>

<http://www.worldbank.org/projects/P113441/school-sector-reform-program?lang=en>

<http://www.usaid.gov/Publications/Pages/ssrp-cpr-discuss-note.aspx>

The three community schools snapshot are presented in the table below to provide an overview of the education management and structure of each school participating in this research.

Data according to the date of interview - conducted in 2012

Community Schools	School leaders	School leader's Background	Service	Initiation towards schools development	Academic grade	No. of Teachers	No of students	School Management transfer (Nepali Calendar)	English calendar
<i>Neps School 11</i>	Chairperson of SMC	Politician and former minister	Voluntary/elected from the local community. Also maintain his role as a local guardian of student.	Generating Resources, Infrastructure development, enhancement of additional grades in the school and operating bachelor level studies	1-12 and College (Bachelor) Co-education	97	²¹⁵⁰ 2200 Increase in 2013)	2062	2005
<i>Neps School 12</i>	Chairperson of SMC	Business men	Voluntary/elected from the local community. Also maintain his role as a local guardian of student	Generating Resources, Conflict management between community and school, Infrastructure development	1-12 Co-education	27	750 (635 Decreased in 2013)	2064/01/22	2007
<i>Neps School 13</i>	Chairperson of SMC	Politician/ Social worker/Former minister	Voluntary/elected from the local community. Also maintain his role as a local guardian of student	Generating Resources, collaboration of community into school, effort in increasing enrollment of students and providing small amount of donation.	1- 10 Co-education	22 (2 non teaching staff)	160 (225 Increased in 2013)	2062/02/01	2005

Appendix 7 Permission of professors to conduct data collections



15.8.2011

Kasvatustieteiden yksikkö

August 15th, 2011

Title of Doctoral Dissertation: School Leadership En-route to Grand Leap

Name of the PhD candidate: Mani Man Singh Rajbhandari
Student ID: MR410080
School of Education, University of Tampere. Tampere, Finland

Dear School Leaders,

Mr Rajbhandari, Mani Man Singh is a full time doctoral degree student at University of Tampere pursuing PhD studies in the School of Education. His sound academic progress has made him achieved all his semester's credits required for the doctoral degree studies. Moreover, he was simultaneously active in writing his dissertation research completing major chapters already. This eventually has led him towards writing final PhD dissertation chapters of analysis in findings and results, for which he is now attempting to conduct interviews in schools in Finland and in Nepal. Permission for furthering his research studies (interviews) in schools in Tampere has been granted by the City of Tampere (Tampereen kaupunki).

His research design and methodology for doctoral dissertation research will be qualitative research conducting semi structured interviews in schools in Tampere and in Nepal.

Mr. Rajbhandari doctoral dissertation will be a unique studies focusing in school leadership implementing theories and style of leadership. In addition, he has also been actively writing few research reports on leadership which has also been accepted and online available. His insight towards leadership studies is highly appreciable.

Importantly, with regard to fulfillment of his doctoral studies, he require to conduct interviews in schools both in Finland and Nepal with principals, vice principals, teachers and administrative staffs in Finland and the SMC in Nepalese school to study the dimensional perspective in leadership studies. We wish him every success in his dissertation writing.

In regard to all this, we would appreciate your cooperation and support rendered to Mr. Rajbhandari by allowing him your valuable time to conduct interview in your school with you and the other members in your school.

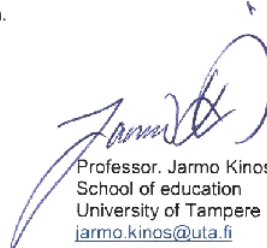
Your collaborative support is highly valued and appreciated.

Thank you very much for all your kind cooperation.

With best regards,



Professor. Eeva Hujala
School of Education
University of Tampere
eeva.hujala@uta.fi



Professor. Jarmo Kinos
School of education
University of Tampere
jarmo.kinos@uta.fi

Postiosoite
Kasvatustieteiden yksikkö
33014 Tampereen yliopisto

Käyntiosoite
Åkerlundinkatu 5

Puhelin 03 355 111
Faksi 03 3551 7832

edu.info@uta.fi
www.uta.fi/edu

Appendix 8 Consent of validation

March 3, 2013

Principal Mr/Mrs.....
M/S.....school,

Subject: Consent of validation

Dear school leader,

With regards to interview conducted in your school for the PhD doctoral studies in school leadership, I would like you to validate the work performed in your school with various actors. With your consent, the dissertation analyzed will be published at the University of Tampere, School of education in Finland.

Your support is highly valued.

Thank you very much for your valuable time and contributions.

With best regards,



Mani Man Singh Rajbhandari
PhD Candidate (Leadership)
School of Education,
University of Tampere
Tampere, Finland
+358 41 7016179 (Finland)
+977 9841 211551 (Nepal)
mani.rajbhandari@uta.fi
mannierajbhandari@hotmail.com

Kasvatustieteiden yksikkö
33014 TAMPEREEN YLIOPISTO

Supervising Professor,



Eeva Hujala
PhD
Professor, University of Tampere
Adjunct professor, Univ. of Eastern Finland
eeva.hujala@uta.fi
+358 40 5408550

Validation approval from school

Signature:

School stamp: