

ETHICAL DECISION MAKING PRACTICES IN COMMUNITY SCHOOLS

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DECLARATION

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

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January 9, 2018

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DEDICATION

This dissertation is dedicated to all teachers and educators who are thinking for initiating change in decision making practices in community schools.

This dissertation entitled *Ethical Decision Making Practices in Community Schools* was presented by *Yadap Chandra Neupane* on January 9, 2018.

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AN ABSTRACT OF THE DISSERTATION OF

Yadap Chandra Neupane for the degree of *Master of Philosophy in Educational Leadership* presented on January 9, 2018.

Title: *Ethical Decision Making Practices in Community Schools*

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The study of ethical decision making practices is important to make conducive academic environment in community schools. This concern is particularly connected with school head-teachers' strategy to make timely decisions and motivate subordinates to work in favor of having sound culture within schools' context. At present, community schools are under local governance authority. Achievement of community schools depends on creative and dynamic roles of SMC for need analysis and ethical decision making practices in coordination with school team. To explore such issues, ethnographic method was carried out to explore ethical decision making practices. It also aimed to explore head-teachers possible strategies to cope with existing challenges for maximizing opportunities in community schools.

The study was theoretically based on decision making practices of community schools. It explored the changing roles of Nepali school leaders by using qualitative inquiry (interpretive ethnographic analysis) method. Under this, I went through interpretive research design and ethnographic method that involved in interview, observation, sharing with my participants, and reflective writing based on field visit.

In this study, my focus was on subjective epistemology and multiple realities as head-teachers experienced in academia.

The findings indicated that head-teachers differ in practice because of individual perception, situation and behavior in Nepali community schools. The differences are visible based on knowledge, volition, and action, which help to explore head-teachers ethical sensitivity, determination on given authority or proposed decisions, and participation to convert perception into practical life. In schools, head-teachers are the main decision makers and their active participation help to be familiar with subordinates' interest before ethical decisions making practices. To some extent, the practical aspect of decision making reveals the existing facts of literature, and HTs would be in dilemma to select best alternative during the time of making pragmatic decisions in schools.

The findings of the study support literature based on value, vision, voice and virtue of ethical leadership. It helped me to explore inner as well as outer journey of ethical decision making practices in community schools. The role of virtue is important in this model because it connects value, vision and voice under the same dimension and helps to evaluate the practical aspects of decisions making in community schools.

The study has two basic implications in academia: the first implication would be in academic, financial, and administrative decision making practices in community schools. It may help school leaders to be familiar with existing problems and select appropriate options for making decisions; second would be fruitful for policy makers to make some provisions about decision making practices in community secondary schools. Moreover, policy makers can develop some policy guidelines for good decision making practices in community schools.

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ABBREVIATIONS

DEO:	District Education Office
DOE:	Department of Education
GON:	Government of Nepal
HT:	Head-teacher
MOE:	Ministry of Education
RP:	Resource Person
SMC:	School Management Committee
SS:	School Supervisor
SSDP:	School Sector Development Plan
SSRP:	School Sector Reform Plan
PTA:	Parents Teacher Association

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CHAPTER I

SETTING THE RESEARCH AGENDA

Each school day around six million students (DOE, 2016) walk into Nepali educational hubs having the dream of gaining knowledge, skill and experiences in academic field, which enhance their chances of being successful in academic field. Such educational hubs are functioning under the guidance and leadership of head-teachers. Therefore, head-teachers' planning and decision making practices play important role for the strength of community schools. For this purpose, this chapter begins with brief discussion regarding school leadership and its role for the development of community schools. Then, I presented some emerging issues of decision making practices in community schools. Then, this chapter ends with projection of following chapters in brief.

Study Viewpoint

In today's world the role of timely decision making is important because it is connected with expected outcome of community schools. In recent time, Nepal is undergoing a political, social and educational transformation (MOE, 2016) through central, state and local governance (GON, 2015). The local governance has authority for building suitable code of conduct for functioning community schools. Therefore, local governance stands for monitoring community schools and provides guidance for academic excellence. In such schools, the post of head-teachers deserves the top level administrator and decision maker as per the need of community schools but they aren't allowed to do what they intended to do all the time. Without proper coordination among stakeholders, head-teachers face difficulties during the time of decision making practices in community schools.

Leadership style of HTs helps to explore values of decision making practices in community schools. Therefore, decision making is a process of making a choice from a number of alternatives to achieve a desired result (Eisenfuhr, 2011). Making decision is one of the challenging jobs for HTs because it is mostly connected with the practical aspect of school leadership. Kocabas and Karakose (2009) stated that decision making is a crucial process for school administration. In schools, the post of HT is taken at the top level administrator in community schools and actively involved in decision making practices. Therefore, decision making practices of head-teacher are interlinked with subordinates right and interest for common good in school context. This means ethical choice of decisions help to explore values and beliefs of school leadership (House *et al.*, 2004) and apply such decision for achieving schools' goal.

Decision making is the process of choosing the best alternatives for the betterment of community schools. Kocabas and Karakose (2009) defined ethics as the science of right and wrong, the science of moral principles, and the science of moral judgment and conduct, which is connected with the culture of community schools. For this, I always desire ethical leadership modality and sound interpersonal relationship among school members for its harmonious development. The chaotic situation of head-teachers helps me to raise numerous questions regarding decision making practices in community schools like how do school leaders make decision? Why ethical decision making is necessary in school context? How do school leaders cope with the challenges and maximize opportunities in community schools? Therefore, spirit of decision making depends on knowledge, volition and action of head teacher to achieve schools' goal in common.

School leadership is the ability of an individual to influence, motivate, and enable others to contribute towards success of an organization (House *et al.*, 2004).

Keeping cohesion in mind what I think is that leader's clear vision, mission and objectives help subordinates to use their creativity to fulfill existing gap. In schools, head teachers make academic plan to meet schools' targeted goal. Because, it is the process of making sense of what people are doing together in education system so that people could understand and be committed towards the goal of schools (Drath & Palus, 1994). This means decision of HTs could explore schools' goal and motivate subordinates on their duties and responsibilities. The acceptable and justifiable decisions lead team members to be actively participated in assigned tasks. Decision of school leaders are connected with the future of community schools. Such decision of HT could establish sound relation among teachers, students, parents, social workers, political leaders, etc because it helps to convert decisions into action for achieving the goal of school.

Context of Community Schools

In the recent time, two types of schools are functioning: community and intuitional schools. Community (public) schools receive government grants and intuitional (private) schools are self funded. In the past there are four levels in school education (MOE, 2009/15) categorized as primary level (grade I to V), lower secondary (VI to VIII), secondary (IX to X) and higher secondary (XI to XII). At the end of SSRP Nepali school education system was changed and passed new bill of school education as basic level (grade I to VIII) and secondary level (grade IX to XII). New system proposed that schools could run classes either from 1 to 8 or 1 to 12 or 9 to 12 as per the convenience (MOE, 2009/15).

As per the latest records made public by MOE (2016) there are 34,506 schools provide primary education whereas 9,109 schools provide secondary level education. This new formation of education transforms HSEB which has been regulating higher

secondary schools across the country at present into National Examination Board (NEB) (MOE, 2016). The board has given authority to run examinations like VIII district level, X state level and XII national level (MOE, 2016). Functioning of community schools is determined by connected body of education and leadership style of school leaders or decision making practices. The new education bill gives authority to local authority to monitor school leadership and assists decision making practices in community schools.

My Own Context

I completed my master degree from Kathmandu University in 2008. I got appointment as a +2 coordinator in a community school. I went school and started to share my learning and experiences. I got chance to work with experienced teachers who started teaching profession more than three decades earlier. To some extent, the arguments with teachers hunted me like 'we taught your father and you', 'don't try to be over smart' etc. I was careful in each and every context of decision making otherwise I would be the matter of criticism. At the beginning, I couldn't speak in front of them because I had to respect and appreciate their perception, but later I got success to change their behavior and attitude towards me.

Later, head-teacher called meeting with SMC, PTA and teaching faculties to share developmental plan of school. Based on agendum, discussion continued, all attended members shared their experiences than I got chance to share my academic, financial and administrative plan from coordinator's perspective. It was clearly mentioned that academic change was necessary over there because activities weren't going on smoothly. The teachers became irresponsible day by day and students got profit from it and moved around Bazaar within the school hour. Definitely such activities helped to degrade the quality of education and school administration would

be in questions in the coming days. The ethical prosperity of the head-teacher and teachers underwent towards distraction, than I requested all the people for coping with the challenges and helped for better functioning of school. Discussion continued about an hour and concluded to form a committee to manage existing situation. All the people told me to take the responsibility, I thought it was the best time for me to establish myself over there and became ready to do struggle for the betterment of school and society as a whole.

I spent long time to establish sound culture for that I conducted rigorous discussion with teachers, parents and representative of DEO. It helped me to build overall developmental plan of community school. Within a year the school got huge success in academic and financial strength because it was the combined effort of school team and community as well. I didn't run away from criticism but I started to enjoy with it even I heard the criticism like '*kati din khatto rahechha herau*' (Let's see! How long he devotes himself?), '*yo phuche le ke gardo rahechha?*' (What this guy/lad would do?), '*jagir na paye ra ta aahekohola*' (He might be roaming being jobless). I took such criticism as path builder in my professional career. I didn't lose my hope but made long term plan of community school based on discussion with head-teacher, teachers, social workers, SMC and students. Furthermore, I gave concentration on building harmony among teaching faculties and developed positive relation with them. My beginning experiences shows that novice school leaders faced a lot of difficulties in school because teaching faculties didn't entertain decisions and planning in the earlier days but later they started to work on my planning and agendum.

After four years, I came back to Kathmandu, I made plan for further study and joined at Kathmandu University in MPhil Program, Educational Leadership. From the beginning, my concentration led me towards school leadership and decision making

practices. In professional career, I got chance to work at decision making level, and faced a lot of challenges in community schools. Therefore, decision making involves making a final choice from a number of alternatives to achieve desired goal (Lunenburg, 2010). In schools, it is very difficult to motivate all the people, and to engage them as per the goal of community schools. In schools, senior teachers didn't feel comfortable to follow decision of novice school leaders. With reference of these logics, I made plan to conduct research on decision making practices in community schools.

Statement of Problem

The structure of Nepali school education has just been changed into two levels: basic education and secondary education (MOE, 2016/23). Regarding functional aspect of school education, MOE has assigned certain rules and regulations to function community schools. For this, authority has given to local authority where the post of head-teacher lies at the top position in Nepali community schools. But practice of decision making is not transparent one because there is no trend of consulting expert during the time of decision making in schools (Gulcan, 2008).

In community schools, head-teachers are responsible for ethical decision making practices, which have been monitored by SMC. The government has given authority to PTA, SMC and local authority to monitor overall activity of head-teacher, teachers and students in schools but lack of knowledge and experiences it hasn't been properly manipulated in school context. Decision making practices from group meeting could bring innovative change in school context. Gulcan (2008) mentioned that decisions are not made through group meeting. To some extent, lack of knowledge, volition and action of head-teacher creates questions for decision making

practices in community schools. Then, decision of HTs would be in shade or question and create problem in practical life.

In the recent time, head-teachers face a lot of difficulties during decision making practices within school context because they work with the people having different interest in academic field. The research shows that school leaders act with highest esteem to be role models for students, teachers, staff, parents and the community (Tylor, 2014). It has also been found that less participation of subordinates and other responsible people create somehow difficulties for implementing decisions (Gulcan, 2008) in school context. Even the government has been investing huge amount on teachers' salary and in-fracture development, but the outcome isn't satisfactory in comparison with it. The previous research shows that decision making process is a part of school administration whereas HTs would be in dilemma at the time of selecting best alternative in Nepali community schools (Kocabas & Karakose, 2009). Although everyone in school makes decisions on their respective areas, school administrators are paid to make decisions (Lunenburg, 2010). Therefore, decision making practice is connected with school leaders' perception on subordinates interest and performance within community schools.

The functioning modality of community schools is not clear one because of head-teachers' qualification issue i.e. disqualified head-teacher/temporary head-teacher/qualified and experienced head-teacher, etc. Anyway, authority is given to head-teachers for decision making practices in schools but low qualified and temporary head-teachers couldn't make decisions themselves in most of the situations and let others to play upon their right in school. Hallak and Poisson (2005) stated that clear relationship exists between corruption in education and education against corruption, in a corrupt environment, education cannot successfully promote ethical

values and behaviors (decision making process). It is also a kind of corruption in school because it's the place where students have to learn moral value and good culture to give shape in their life. On the other hand, qualified and experienced HTs could establish coordination among the subordinates and build the right path for better functioning of community schools.

Being ethical is one of the challenging jobs for school head-teachers to see common goods in school context based on knowledge, volition and action in practical life. It helps to develop common decisions from lived experiences of head-teachers during professional career. Such activity of head-teacher makes value, vision, voice and virtue (Grace, 2014) for ethical prosperity in community school, which are connected experiences and practical aspect of decisions within community schools. Such ideas of head-teacher are connected with ethical leadership which is complex, difficult to capture, rather it opens to numerous definitions and interpretations (Middlehurst, 1993) from the lived experiences of school leaders. This issue arises numerous questions in decision making practices in community schools like how do school leaders behave with subordinates? How do they maintain harmony among subordinates within school context? Why is it necessary to have knowledge of ethical decision making practices within community schools? How do they cope with challenges? Such burning issues build a kind of curiosities within me and push me further ahead to explore ethical decision making practices in community schools.

Purpose of Study

The purpose of this study is to explore existing situation of decision making practices in community schools. The decisions of HTs are directly connected with functional aspect of community schools where teachers, students, SMC and social

workers prefer to follow or make criticism on it. Therefore, the practical aspect of decision making has been discussed based on school's context.

Research Questions

- How do school leaders perceive their ethical decision making practices in community schools?
- What opportunities and challenges do school leaders observe while involving in ethical decision making practices in community schools? And how do they cope with the challenges?

Significance of Study

The findings of this study would be helpful for community school leaders and assist to mitigate the existing gap in academic field. By the help of generated knowledge, responsible authority (government) could make proper plan for better and sustainable functioning of community schools. This research is oriented with school leadership pretending to timely decision making practices in community schools. The leadership style of head-teachers and decision making practices were given importance during the time of presentation and discussion of field text, which would be valuable thing for developing new knowledge in the arena of school leadership.

This research seeks to fill up existing gap in knowledge arena pertaining to decision making practices in schools. The study further focuses on leaders' perception towards subordinates and their determination to meet schools' need. For this MOE has allocated certain rules and regulations for running community schools and giving responsibilities for local authority to assure quality education. HTs/principals were doing their job within the given premises by education act. But lacking of good decision making, conflict rose among the leaders and subordinates and hindered during the time of implementing it in everyday life. Sometime there wouldn't be

proper coordination among the teaching faculties and representative of society, it also created problem.

To mitigate existing gap, knowledge, skill and experience of decision making practices from ethical perspective helped HTs to develop synergy among team. Here, in this study I explored the gap in the arena of academic, financial and administrative decision making practices from ethical perspective in community schools. For this, professionalism is the most important aspect of leaders to reflect on ethics of obedience, ethics of care and ethics of reasoning at the time of decision making in schools.

Organization of the Thesis

I have conducted this research within the premises of qualitative research method. To clarify overall process I have divided this dissertation into eight different chapters. The first chapter introduces the thesis in brief and the second chapter presents review of relevant literatures and tried to find out the existing gap in academic field. Chapter three discusses research methodology in detail. In chapter four I have given detail information about selected schools and my participants. In chapter five and six I have presented field data based on research questions and discussed on them. Chapter seven is related with discussion of findings with the help of presented data in the previous chapters. The last chapter of this study is related with concluding remarks drawn out of discussion section and its implication in academic field.

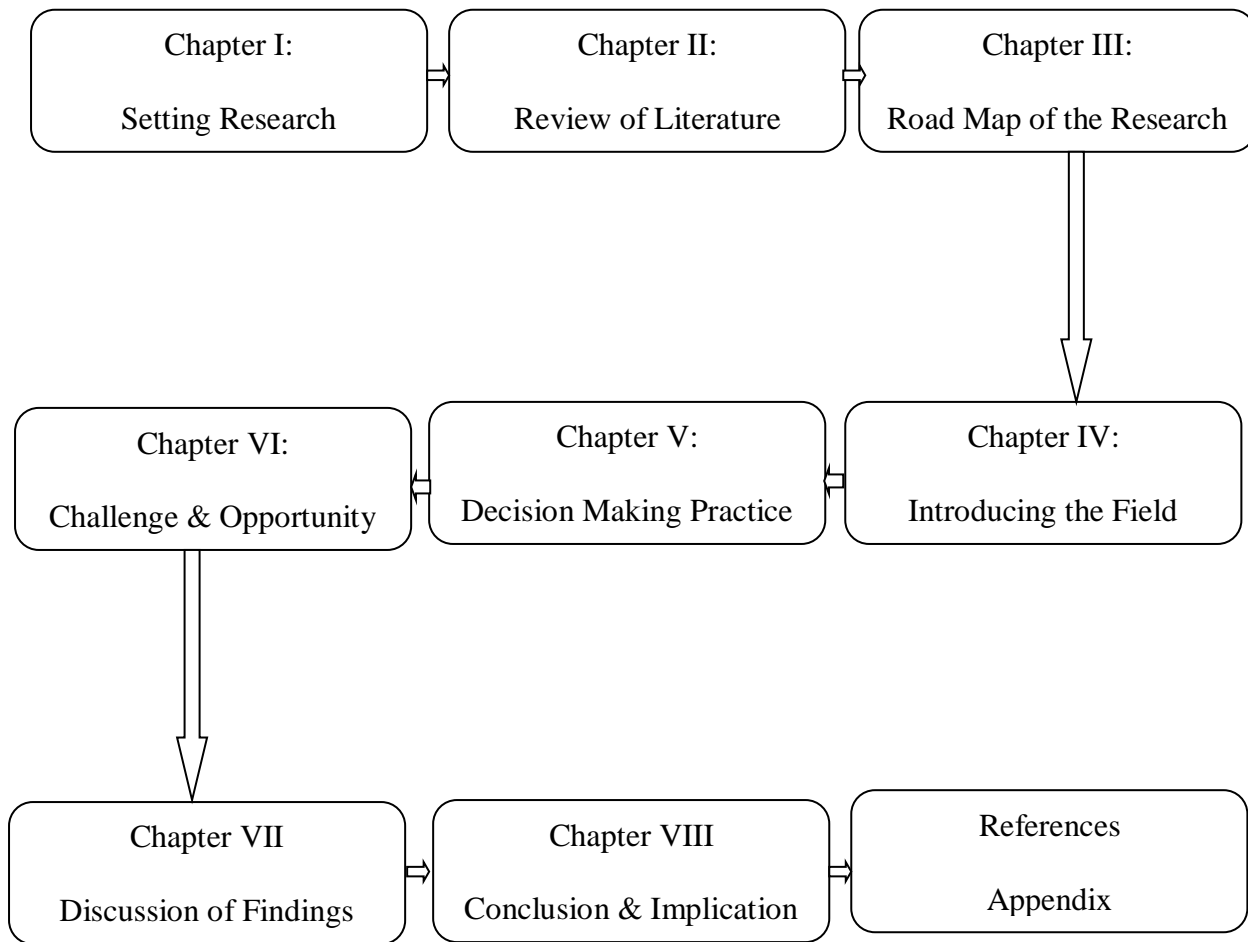


Figure 1.1 Organization of the Research

CHAPTER II

LITERATURE REVIEW

In the previous chapter, discussion was based on decision making practices in community schools and presented projection of research in brief. This chapter begins with the discussion of collected literatures on ethical decision making practices in community schools. The collected literatures helped me to discuss behavioral aspect of school leaders and its connection with decision making practices across community schools. Generally overall planning of school is developed by head-teachers with collaboration of SMC and connected people. Therefore, main concentration of this chapter would be on previous researches, workshops, seminars, articles and so on for the purpose of strengthening research problem. Then, I have presented research gap to justify the research problem with the help of literature. Then, this chapter ends with presentation of chapter summary.

Decision Making Practices in School

Decision making is one of the most important activities in which school administrators engage daily. The success of a school depends on proper selection of alternatives for making decisions in community schools. Decision making is a process involving choices (Lunenburg, 2010) with the help of existing situation of community schools. Educational managers at all levels make decisions in establishing objectives, planning, organizing, directing and controlling the education process (Durosaro & Ogunsaju, n.d.). So, decision making is frequently associated with HTs' expertise in school, it is connected with the choice of one from two or more alternatives to achieve targeted goal.

Decision making is a process of making choice out of many other conflicting and pressing alternatives that school HTs face during decision making practices. To get rid of such conflicting situation, Lincoln and Holme (2011) stated that ethical decision making involves four distinct psychological processes: moral sensitivity, moral judgment, moral motivation\intention, and moral character/action. These four psychological processes are connected with behavioral aspect of HTs. For the justification of ethical prosperity, HTs moral appearance aware subordinates for their duties and responsibilities in school context and become ready to follow the decision of school leader. It helps me to be concentrated on moral aspect of the school leaders and their cultural practice within schools.

Decision making is taken as a key process or activity in schools what leaders do. Johnson and Kruse (2009) believe that decision making lies at the heart of managerial behavior. It is mostly connected with academic, financial and administrative decisions of HTs to solve short or long term problems of schools. Without proper decision it is very difficult to achieve vision, mission and objectives of the school. Moreover, decision making has been observed to be the heart of administrative process and leadership in schools (Olorunsola & Olayemi, 2011). Decision making is not an easy task because during the time of making decisions HTs need to understand subordinates interest and their performance in school.

The active participation of HTs helps to prepare systematic plan of community schools. Subordinates tend to think and act in terms of decision making (Laroche, 1995, as cited in O'Sullivan, n.d.) practices to achieve goal of community schools. The experience of HTs shows direction for best alternative out of chunk of problems or alternatives. Making decision isn't an end it is just the beginning of doing something in schools. Therefore, school administrators (HTs) make decisions under certainty:

they know their alternatives, they know their outcomes, they know their decision criteria; and they have the ability to make the optimum choice and then to implement it (Towler, 2010). The proper utilization of resources helps to identify best alternatives to observe the practical aspect of decision making in community schools. Schoenfeld (2011) purposed decision making processes;

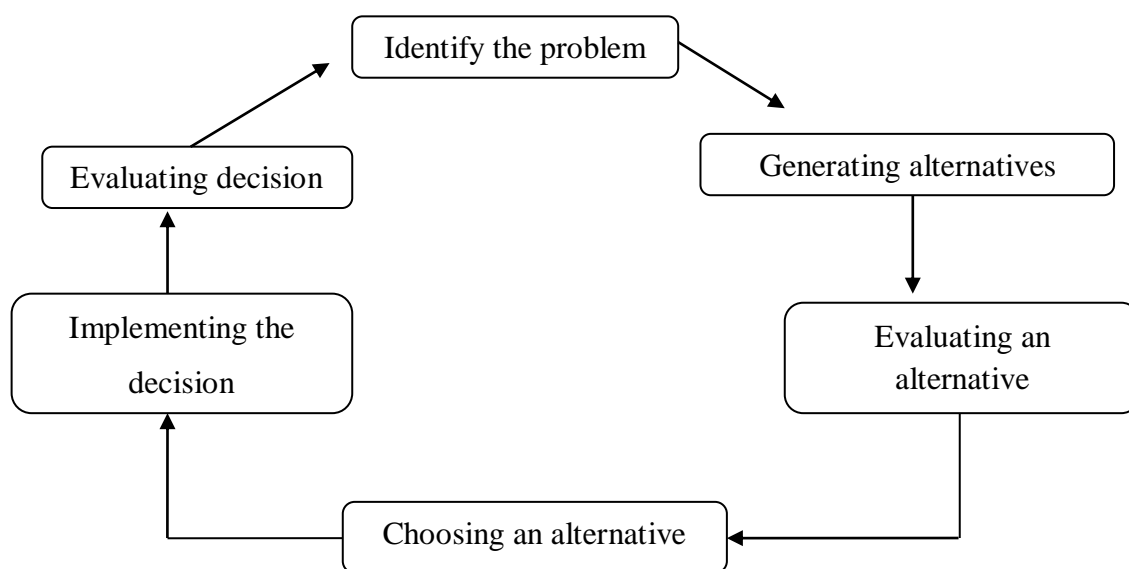


Figure 2.1 Criteria of Decision Making

After a problem is identified, alternative solutions to the problem are generated. They are carefully evaluated, and the best alternative is chosen for implementation. When the decisions are implemented in everyday life, it is then evaluated over time to assure its usefulness in schools. The process will be continued if any problem arises while practicing decisions in school.

Making decision is to choose the path in the most rational way in academic field (Gulcan, 2008). Thus, decision making is a logical sequence of activities. Lunenburg (2010) stated that decision making is a recurring event, and school administrators (HTs) can learn from the past decisions. Kocabas and Karakose (2009) mentioned that school HTs integrate their managerial skills with codes of ethics on which all staff has agreed. This means harmony and coordination is needed for

converting decisions into actions. Harsh and Casto (2007) stated that all school personnel, of course, are responsible for creating and maintaining academic, emotional and social learning environment.

Making Decision for Change

At present, community schools are in favor of positive change and having ethically sound decisions for reducing complex situations (Dempster & Berry, 2003). In my experience, I didn't find teachers active participation in decision making; their roles seem to be like watchdog. They wait to hear the decisions of HTs and make positive or negative comment on it. With limited resources HTs are doing struggle to survive because of their social prestige. Lacks of harmony, cooperation, dedication, support community schools are losing their name and fame. Regarding this Olorunsola and Olayemi (2011) stated that the success or failure of any school is largely depended upon the groups that are related with utilization of intellectual abilities of these group or human resources. Therefore community schools are known as the body of intellectual people who could plant seed of knowledge. The knowledge, skill and experience of individual could bring innovative change in academic field.

Every decision of the school leaders has specific meaning which could bring change in schools. If the HTs' decisions are ethically strong, subordinates become ready to workout with the situation. Cole (1996) mentioned three major categories of decisions making practices in schools' context. They are strategic, operating and administrative; it helps to be familiar with existing situation and prepares strategic planning of community schools. There's no constant role of HTs, they have to perform contextual role for overall development of the school. Strategic decisions are connected with long-term decisions which set the major goals, objectives and policy statements of schools. The role of HT is to set long term action plan and encourages

subordinates for better practice. Operational decisions of HTs are short-term decisions concerned with carrying out programs in school. Most of the decisions of HTs are connected with the administrative work where decisions arise from, and are subject to, the conflicting demands of strategic and operational problems.

Mullins (2005) stated that staff participation in decision making leads to higher performance which is necessary for survival in an increasingly competitive world. The proper decision of HT becomes milestone for the overall development of the school. It is the competitive era good decision could spread positive message, and bad decision can destroy the overall performance of the school. The previous studies give emphasis on the managerial work and its connection with the outcome of community schools. School team is always in favor of change and change is only possible from team work, cooperation, sharing, building trust, harmony, etc.

Regarding this Welfson (1998) stated that boredom and frustration at work is often resulting on ignoring subordinates frustration in decision making practices in schools. This shows that individual interest and feeling of ownership help to build strength within subordinates and encourage them to work in favor of organizational growth. Regarding such situation the appearance of HTs is explained in different ways Eyal, Berkovich and Schwartz (2011) stated that ethical perspectives are the ones responsible for HTs' engaging in self reflection regarding motivation, goal and process that guide their ethical judgments and thus give precedence for students' best interest over ethical decision making practice in school context. In foreign practices, authority and opportunity are given to HTs to submit their proposal for the development of school. The ideal role of HTs builds trust and harmony among the team members and motivates them to work in favor of school's growth.

Head-teacher as a Role Model

Poor management, discrimination, hierarchy maintaining, nepotism etc might degrade the position of school and ruin the future of community schools. For good or bad decisions, justice would be gone in the pocket of HTs. Wilkinson (1999) mentioned that involvement of subordinates in decision making helped to build team spirit in school and whole faculty start to act accordingly. He further added that participative decision making is likely to motivate subordinates to act in favor of organizational growth. For this win-win situation is needed to meet the given responsibility in school. Therefore, the role of HTs is dynamic, crucial but challenging because their activity directly matters overall performance of schools. The win-win situation helps to build strength among the subordinates and make common agenda for organizational growth.

The practice of team working is increasing and becoming practicable in different countries in the recent time. Subordinates cooperation is taken as an indisputable asset to the school HTs while involving in decision making practices. The concept of HTs would be put together with subordinates to identify the prospect of solving problems that could have remained unsolved by HTs alone (Olorunsola & Olayemi, 2011). For this HT's ethics is always important in school because community schools' activities are directly linked with the out-come of society. If the decision of HTs and teachers are ethically strong they might get positive responses from the society and unethical activities bring criticism or insult on their work.

Ethics, Integrity and Moral: Layout of Making Decision

In this study, I have taken HT's ethics mostly in two dimensions. One understanding concerns how HTs ought to live and behave (Cranston, Ehrich, & Kimber, 2006, as cited in Bhattarai, 2015) with subordinates, students and parents in

schools. So, ethics is related with the rules of conduct recognized in respect to a particular group or culture. Some scholars think that it is connected with the moral values of individual which is not true in all context or circumstances. Moral is the principles or habits with respect to right or wrong conduct (Diffen, n.d.). While morals prescribe dos and don'ts, morality is connected with the right and wrong behavior of the leaders. Bhattarai (2013) stated that ethical concerns are considered highly imperative in schools because ethically rich education is supposed to cultivate the foundations of society with integrity, justice and peace.

Integrity is connected with the moral values which means following moral or ethical convictions, even if HT is working in terrible situation. Having integrity means maintaining the position in appropriate manner. Based on it we can say that ethics is border than morality and it covers the broad areas of leaders conduct in everyday life. When this term would be combined with leadership, it covers the overall conduct and behaves of HTs towards subordinates. Eyal, Berkovich, and Schwartz (2011) mentioned that school HTs are expected to adopt a moral position and create an ethical climate in the face of complex problems in an ever-changing, uncertain environment within school scenario. For this, being ethically strong guides individual towards their value, vision, voice and virtue. This leads school leaders to shape their overall performance and activity in school.

Ethics deal with actions that are commonly seen as right or wrong (Kocabas & Karakose, 2009) behavior of the school leaders. But it is very difficult to find out the right and wrong behavior of the school leaders. Anyway decision making power of school leader plays crucial role. Ethically strong decisions are always powerful and make the situation win-win in school context, where subordinates feel proud to be the member of community school. Ssonko (2010) stated that ethics deals with the

character and conduct of morals of human beings. It deals with good or bad, right or wrong behavior; it evaluates conduct against some absolute criteria and puts negative or positive values on it (Hanekom, 1984). Similarly, Chapman (1993) defines ethics as the basic principles of the right action and rules of conduct. This shows ethically strong leadership could get high social status and become ready to implement individual vision into action.

Thus, an ethical leader not only endeavors to do the right things but also to do things right. School administrator whose behavior is consistent acts morally and therefore he/she values social justice (Glanz, 2006, as cited in Kocabas & Karakose, 2009). The decisions of HTs are always under concentration and connected with result of the decisions. Even the teachers and other people would be waiting for the right and ethically strong decision of the head-teachers. So, ethics seems to be the part of job. Administrators who are seen unfair, unjust, inhumane, or capricious in their decisions usually by themselves a great deal of trouble in their job (Kocabas & Karakose, 2009). This means the future of the school would be determined by the decisions of the HTs.

Ethical Dilemmas: Process of Decision Making

Decision making is not an easy task; HTs face difficulties while making decisions in community schools. Eyal, Berkovich and Schwartz (2011) stated that school HTs face moral dilemmas, and decisions on a daily basis are often required to make difficult choices between competing ethical demands and values. Regarding this Kocabas and Karakose (2009) stated that educational leaders might face difficulties during the time of making ethical decisions. All the decisions might not have resolution and difficulty for the implication of its in school context. That's why; HTs frequently face ethical dilemmas during decision making practices. Sometime HTs

face problems to identify clear cut resolution and are likely to be in dilemma for selecting the best choice in community schools. Therefore, ethical dilemma isn't a choice between right and wrong. Ethical issue of HTs appears with the connection of subordinates and their activities.

Ethical Prosperity: An Ideal Way of Leading

Human beings are moral agents. They are responsible for their choices and they have duty to make choices in morally responsibly way (Kocabas & Karakose, 2009). In school, HTs are responsible agent to make decisions. They are given authority to make decisions and implement it to change the overall scenario of schools. If HTs are given authority to establish cooperative and supportive environment, they make decisions and act morally responsible way in front of subordinates. So, decision making is a crucial process for school administration. In schools, HTs make decisions from rigorous decision with subordinates. Therefore, an ethical or unethical decision directly affects school climate positively or negatively.

Komives (1998) points out five principles in making ethical decisions. They are respecting autonomy, doing no harm, being just, benefiting others, and being faithful. This shows how carefully HTs act in school context. Professionalism of the HT might create suitable environment in school. Professionally trained HTs could act and do for the welfare of the subordinates in school context. Komives (1998) further added that a great amount of HTs need professional training as regards ethical decision making. Living with harmony is the basis of ethical leader for building some basic principles like trust, respect, honesty, equity, justice, compassion, fairness, and integrity (Berghofer & Schwartz, n.d., as cited in Bello, 2012). This shows positive enhancement of the leaders towards subordinates in schools.

Policy Issues for Functioning Community Schools

Policy plays an important role in establishing ethical decision making practices in schools (Hudson, 1997). In Nepali scenario community schools are founded by Government of Nepal and monitored by the local body. In community schools ethical policies have been developed in Nepal in the eight amendment of Education act of Nepal and its Education Regulations. But HTs face a lot of difficulties at the time of making acceptable decisions and implement such decisions in school. Decision making is one of the administrative functions of HT, where he/she tries to explore their knowledge, experiences and skills in the respective field. The main duty of HTs is to maintain academic environment, quality and discipline in school. Even the representative of government helps to make plans and supervises the scholastic activities like class management, allocation of tasks or responsibilities. The government of Nepal is expecting politics free schooling with proper use of modern technology to foster the inner capability of students.

The role of HT seems to be manager, supervisor, leader, worker, role model etc. The sustainable development and financial strength of the school is possible from proper decisions and leadership of HTs in schools. In Nepali schools, authority is given to HTs to deliver the performance of the teaching faculties to the district education officer (DEO) and school supervisor. The coordination with the SMC, PTA, social workers etc. makes school's environment conducive and transparent. Kocabas and Karakose (2009) added that SMC develops their own code of ethics not only to reduce the risk of unethical conduct, but reinforce subordinates for their actions within school context. The ethical leader could assists his/her subordinates and let him/her to do better in the school setting. Education Act (2002) mentioned that HT prepares annual programs of the school and submits it for approval in SMC. The proper

monitoring system of the school makes conducive environment where teachers get chances to enhance their skills and knowledge.

SSRP (2009/15) and SSDP (2016/23) have given authority to chairperson for monitoring the school's academic, financial and administrative activities. Chairperson is selected from the interested parents and workout for the development of school. Continuous collaboration with HT and teachers supports for preparing developmental planning of the school. The government of Nepal has given authority to SMC as the local body who could monitor and prepare developmental plan. The representative of local body and chairperson has given authority to meet the existing concept 'Aafno Gawun Aafai Banau' for the better management of community schools. For this, chairperson and representative evaluate the projection and outcome of the school and suggest HT if necessary.

Decision Making Practices in Community Schools

In schools, HTs are front desk administrator for making and implementing decisions within school's context to establish feeling of ownership among the stakeholders (Bush *et al.*, 2007). This concept is attached to broader school system for decentralization and school based management, where decision making authority is shifted from central to state, state to district, and district to local level (SSDP, 2016/23). Some educators use the terms shared decision making and school based management interchangeably; others see shared decision making as a component of SBM or decentralization (David, 1989). In general, the goal of school based decision making is to empower school staff by providing authority, flexibility and resources to solve educational problems particular to their schools. MoE has purposed school based activities and scholastic environment in Nepali schools.

In Nepali scenario, it is very difficult to establish perfect decisions and implement them in school's context. Nepal is undergoing to reform geographical, social, and administrative practices of community schools. At present, HTs face difficulties during the time of making and implementing decisions in schools. New elected candidates prefer to impose their agenda in school. To some extent HTs tackle with issues which hinder to implement decision in community schools.

Research Gap

There are genuine reasons behind my selection of this research topic. I am an employee, as a faculty with responsibility of coordinator, in one of the private colleges of Kathmandu. In course of my service of more than eight years I have got opportunities to have closer observation of the overall administrative works of my college. Based on my knowledge, experience and observation I felt prominent reasons for inefficient leadership and employee dissatisfaction on decision making practices in community schools. This shows that community schools need ethical decision making practices for better functioning of school.

In this research, I have been dealing with ethical decision making prospect of HT for building team spirit for promoting quality education in academia. Collected literature shows that HTs need to have good knowledge, skill and experiences for making academic decisions which would be possible from rigorous work and training. Leaders' role is to create workable environment with delegating responsibilities. It helps to reduce dissatisfaction and motivate subordinates to solve the existing problems. If the leaders give freedom for subordinates to make decision and use their creativity, they might feel ownership and work for school from their inner heart.

The collected literatures accepted trust, harmony, coordination were needed for establishing sound culture and workable environment in school context. For this smart

evaluation procedure is needed to reach up to the vision, mission and objectives of the organization (Markey et al., 2002 as cited in Chan, McBey, & Scott-Ladd, 2011). For this, leaders have to tackle with existing challenges during the time of making team spirit. It is not easy task because subordinates have different interest and very difficult to build the common agenda from diversity. So, school leaders might have difficulties to convert their decisions into practical life. Here, I made plan to see the strategies of HTs for implementing their decisions in community schools.

The review of theoretical, empirical, policy and conceptual review indicates that ethical decision making and its dimensions related with 4V model of ethical leadership (vision, value, voice and virtue, Grace, 2014) and Langlois (2011) model of ethical leadership (knowledge, volition and action). This study was necessary to explore the process of decision making practices in community schools. Langlois, La Pointe and Valois (2014) also indicate that such studies are much necessary in community school to have better practices of ethical decision making. Proper coordination among stakeholders develops harmony and feeling of ownership among the stakeholders and encourages individual to motivate on their duties and responsibilities. This study also aims to explore the gap in educational administration in regard to ethical decision making in schools' context. I hope this study would be helpful for administrative or functioning or policy purposes for establishing ethical dimension in community schools.

Decision Making Prospect in Ramayana and Chanakya Niti

Decision making is important tool for school leaders. Head-teachers are given authority to monitor community schools. At the time of making decisions, heterogeneous group create somehow difficulties in schools' context. Generally, ethical decision making is harder than the normal decision making practices in

schools. To justify these issues, the study moves towards decision making practices in Ramayan and Chanakya Niti. For this, Valmaki's Ramayan became the theoretical referent for me. It's connected with the classic Age of Nepal and India, where the values of society were based on the religious duty of one man and the purity of a woman. Protagonist characters, Rama and Sita are portrayed as individuals with ideal characteristics and ethical behavior in the view of Hindu culture. Rama is considered as reincarnation of divinity and a man of solemn duty; Sita is the symbol of obedience and chastity. The moral elements of each character are presented through many difficult challenges that test both Rama and Sita. The actions and decisions of both characters through the text show how Hindu culture described its ethical perspective. Rama's strategy to overtake the situation and victory the war were the path builders for me to explore decision making practices in schools' context.

I have also taken consideration to the prospect of Chanakya Neeti translated by Vishwamitra Sharma, is such a book which instructs a person to follow a disciplined, ethical and virtuous life, perform religious obligations, keep away from greed, earn wealth lawfully, keep away from bad company and to be worldly-wise. Mishra (2018) presented his view as a wise man much ahead of his time; Chanakya had made important observation about ethics. He further added that Chanakya wanted to create a society where people are not too much engrossed in the material aspect of life. Likewise, an industrious person can never be poor, always keeping God in mind keeps one away from sin, the silence does not let quarrels appear and an ever vigilant person has no cause for fear (Chanakya Niti, trans. Sharma, 2006). Chanakya Niti shows that ethical prosperity is needed everywhere to rule organization in smooth manner. Until, I read this book I was not aware that Chanakya showed a tendency towards being a Misogynist. The book is divided into 17 chapters, each chapter has several shlokas.

The shlokas are written in Sanskrit, accompanied by a translation in English followed by a brief explanation of the same. I found that the shlokas are in no particular order, no continuity in any chapter just included haphazardly in each chapter (Sharma, 2006). But the issues which are raised in Chanakya Niti, would be helpful to talk about the ethical decision making prospect in any type of organization.

Guiding Principles for Decision Making

Decision making practices lead the organization towards the horizon of success. Ethical leaders always make plan how to do the right things for common good. But it is very difficult to select right option, nothing is absolutely true in the world. Everything is changeable by the context or situation. In case of head-teachers, decision making practice is connected with social activities which are judged by the member of society. For this, I took consideration of Grace (2014) 4V model of ethical leadership and Langlois (2011) model of ethical decision making.

The 4V model includes four sides of the ethical leadership value, vision, voice and virtue (Grace, 2014). In this research, I had taken value as the primary area to discuss the position of ethical decision making in community schools. This study aimed to see leader's perception and its practice to maintain ethical prosperity. Vision is connected with the ability of school leader to establish norms and values of the organization. To convert vision into reality voice plays crucial role because it is connected with the performance of the followers. Voice has the connection with motivated action of subordinates. The last dimension of 4V model is virtue which is interlinked with the overall performance of school leaders for ethical conduct (CEL, 2014). Virtue is connected with the overall practice of ethical leadership so it helps me to be familiar with the practice of ethical conduct in schools. Thus, this model helped

me to observe performance of the schools and mention how ethically it had been running for better academic achievement.

The purpose of ethical decision making is to build sound academic environment in community schools. The concern of ethical decision making lies within four ethical paradigms: care, justice, critique and profession (Starratt, 19991). Bhattarai and Maharjan (2016), in their paper 'Ethical Decision Making among Women Education Leaders: A Case Study of Nepal', show the connection between Starratt's ethical paradigms and Langlois model of ethical leadership. The second model which I had taken under consideration was Langlois (2011) model of ethical decision making. Her model 'Trajectory of Ethical, Responsible, and Authentic Leadership (TERA)' helps to visualize ethical decision making practices based on knowledge, volition and action. In her model, knowledge is connected with ethical sensitivity for judging overall activities of subordinates and provides feedback for ethical prosperity based on ethics of care, justice and critique. Volition helps to explore leaders' strong determination, belief, creativity, and capability to handle any situation in school context. Knowledge and skill of head-teachers help to determine sound decision making practices in community schools. Action is particularly connected with practical aspect of decisions. The ability of head-teachers could determine performance level of school leadership and motivate followers to work for getting targeted goal in community schools.

As mentioned by Bhattarai and Maharjan (2016), TERA process of decision making couldn't consider much about individual and situation variables which are integral part of ethical decision making in community schools. During the time of making decisions, head-teachers would be in dilemma for that they purposed 'Person-situation Integrationists Model' (Trevino, 1986, as cited in Bhatrati & Maharjan,

2017). This model gives emphasis on individual, organizational, and situational variables. It is connected with shared meaning through the interaction among individuals. Stanley (2009) further adds that interactions are necessary actions, which give rise to structure of gestures and responses. Based on these logics 'Person-situation Interaction Model' (Trevino, 1986) with the TERA (Langlois, 2011) model to show individual, organizational-environment, and situational factors (Bhattarai & Maharjan, 2016). It helps to be familiar with ethical leadership dimensions of care, justice and critic. When 'Theory of Complex Responsive Processes and Emergence' (Stacey, 2001) is inserted, it helps educational leaders to understand interaction and meaning making process within schools' context. Together with these models, school leaders could involve in ethical decision making practices within community schools.

Chapter Summary

This chapter gives detail information about ethical decision making practices in different organization. For this I reviewed collected literatures of decision making practices and tried to connect them with ethical decision making practices in community schools. The collected literatures help me to deal with multiple perception and experiences to demarcate the leadership of educational leaders. The discussion of literatures shows that decision making practices consist on interaction and discussion among colleagues to construct ethical decisions in schools' context. For this, I had taken consideration of different models of ethical decision making practices in community schools. The interaction, among TERA, Person-situation Integrationist Model, and Theory of Complex Responsive Processes and Emergence (Bhattarai & Maharjan, 2016) helps to make ethical decision and implement such decisions within community schools.

CHAPTER III

RESEARCH METHODOLOGY

This chapter gives detail information about research methodology used in this study. I have divided this chapter in three different sections first philosophical world view, second research methodology and third research procedure, which help to clarify the functional aspect of my study. First section of this chapter clarifies subjective reality and knowledge of my participants based on lived experiences in academic field. Likewise, second section gives information about the research method for gathering data based on thread of ethnographic tales in community schools. Third section of the study is connected with procedure which I had adopted while gathering and generating data from three community schools. Finally, I presented quality standard of this study with the help of credibility and trustworthiness, and ethical considerations throughout this study.

Philosophical Approaches and My Research Paradigm

Philosophical perspective helps me to find out the possible answers of basic questions arises about nature of reality and nature of knowledge. In research, philosophical worldview plays crucial role of searching meaning from the eyes of individual (Saunders, Lewis & Thornhill, 2009). In research paradigm, I have discussed about existence of knowledge, value of knowledge and the practices of generating new knowledge in academic field. My understanding regarding nature of knowledge and reality is connected with individual philosophy in respective field. This research is guided by knowledge, skill and experience of the researcher and participants of the study. To justify this issue I have presented some logic on ontology, epistemology, and interpretive paradigm respectively.

Ontological Approach

In this study, the main concern of ontology is related with nature of reality, what assumption I make about the way in which the world works (Saunders, Lewis, & Thornhill, 2009), would be the ontological viewpoint for me. Being interpretive researcher I believe reality is entirely subjective in nature and would be explored on the basis of Nepali community schools. In this study, reality is constructed through interaction between me and my participants. The ontology of my research is that timely decision making practices for quality education is accepted and realized as an outcome of scholastic activities of a dynamic team work led by an ethical leader.

In this research, reality seems to be multiple and subjective, which is created by the people who are involving in their respective field (Crossan, 2003) like HTs' and subordinates lived experiences in academic field. The decision making practices are determined by HT's professionalism, teachers' understanding, socio-cultural formation of community schools. Therefore, to explore knowledge and experiences in academic field, I try to discuss on participants understanding on decision making practices for quality education from their life-long experiences in academic field. The leadership styles of the HTs are analyzed and discussed based on decision making practices and working capacity with subordinates in school context. The perception of subordinates and social workers has been playing crucial role for the implication of decisions. The coordination among subordinates and social workers somehow helps to build trust and adopt appropriate strategies for the implication of decisions.

Epistemological Approach

The philosophical foundation related to ontology is epistemology that deals with how participants know the knowledge of truth (Creswell, 2003). In this study, knowledge is explored from the lifelong experiences of school leaders and

subordinates on decision making practices in community schools. I believe that knowledge is gained through personal experiences while involving in profession (Mack, 2010) for a long time. Therefore, my concentration goes on ethical decision making practices in school, which is accepted by HTs but it hasn't been implemented properly in everyday life.

As such, the meaning of ethical decision making practice depends on individual participant's understanding which could be differed from individual to individual. Whereas my focus would be on how school HTs perceive decision making practices in schools and possible challenges they have to face during the time of practicing in school context. This means each school leaders, teachers, SMC members, and students have their unique understanding about decision making practices in school. Furthermore, epistemology helps me to relate theory of knowledge with application to its methods, techniques and general principles in the line of grasping knowledge on ethical decision making practices in community schools.

Here I tried to connect decision making practices with the core value of epistemology, however the knowledge of reality about ethical decision making could be acquired and whether such knowledge is something that has to be personally experienced (Mack, 2010) in academic field or not. As directed by the norms of qualitative research inquiry, continuous interactions with HTs, teachers, social workers (SMC & PTA members) and students would become the source of knowledge and theoretical lenses further helped to build strength on the practical aspects of decision making in schools. It is likely that the meaning of ethical decision making practices could be changing based on how head-teachers perceive it over the time.

Interpretive Paradigm

Interpretive paradigm assumes that truth or reality is subjective, socially constructed, multiple (Collis & Hussey, 2014). So, truth isn't ultimate truth but it is contextual which is collected via in-depth interview, observation, prolong involvement with the participants. Interpretive knowledge of HTs is produced through a prolonged interaction with the participants in schools. Using ethnographic methods as the way of collecting and generating field text i.e. formal/informal interview, observation, reflective writing and establishing ethically sound relationships help me to construct trustworthiness and credibility in research (Creswell, 2012). Interpretive research can't accept fixed or single reality because it believes subjective reality, which could differ from person to person.

In my research, I haven't expected research participants to arrive exactly on the same interpretation (Rolfe, 2006). The participants of this research HTs, teachers, chairpersons and students are expected to have different perception, understanding and practicing decisions in school context. They might have different interpretations regarding ethical decision making practices in community school. I went through quality standards that regulate interpretive knowledge construction are those of Guba and Lincoln (1989) who developed standards of trustworthiness, authenticity and credibility. To some extents, the developments in the interpretive paradigm have highlighted the importance of the researcher's own subjective knowledge in the process of interpretation of the collected information in school.

A paradigm is thus a comprehensive belief system, world view, or framework that guides research and practice in study site (Willis, 2007). It helps to scrutinize the ideas of school HTs' perception on ethical decision making and their prerequisite of developing new concept in the arena of school leadership. My understanding regarding

school leader's ethical decision making practices and their lived experiences become the tools of analyzing the field data from interpretive perspective. My interest as an interpretive researcher might have reflected about the lived experiences of the participants through multiple perspectives.

My attraction towards interpretive view of the world of ethical decision making is stemmed as a learner, teacher, coordinator, and principal in different schools. Postmodern perspective of ethnographic study helps me to gather plurality of perspectives, meanings, and values of school leadership by using different genre. Interpretive paradigm helps to interpret my personal as well as school leaders' lived experiences on decision making practices from ethical lances. Thus, multiple perceptions of HTs get substantiation to find the truth through interpretive point of view. So, I have decided that the best way to provide a conceptual overview is to explore the position of ethical leadership through interpretive point of view. These curiosities are based on my personal learning, achievement and experiences during these days. Interpretive research paradigm helped me to see the world of school leadership through different lenses and reflect on them for the purpose of creating new knowledge.

Strategy of Inquiry: Ethnographic Study

Ethnography is the study of people, group of people and their livelihood that could closely associated with the culture of past, status of present and creating future possibilities (Vanderstoep & Johnston, 2009) within community schools. The writing style of ethnography is connected with life, or culture of social group in natural setting (McNeill, & Chapman, 2005, Somekh & Lewin, 2005). Furthermore, this method is used for gathering information, reflective diary writing and describing people (Lambert, Glacken & McCarron, 2011) and their performance in schools. For this I

visited community schools several times, talked with the participants and observed their practical life styles in the natural setting. Continuous sharing and observation helped me to be familiar with lived experience of my participants.

Burgess (1982) mentioned that in ethnographic study takes place in real-life situations, observe people in the settings in which they live, and participate in their day to day activities. In the same way, Hammersley and Atkinson (2007) stated that ethnography is used to describing the culture and life style of the group of people. This method helped to understand social context and behavioral aspect of school leaders. The prolong involvement in the field helped me to be familiar with the existing situation of the school and lived activities of research participants.

Likewise, I tried to explore how leaders acted and reacted in particular circumstances of schools. The transformation of material from 'the field' into 'the text' was partly achieved by means of narrative construction of everyday life (Hammersley & Atkinson, 2007) that the researcher produces narrative writing which is known as 'storing other people's stories'. The stories of my participants were taken under consideration and linked with the understanding and experiences of the researcher based on literatures, Ramayana, Chanakya Niti and model of ethical leadership in school context.

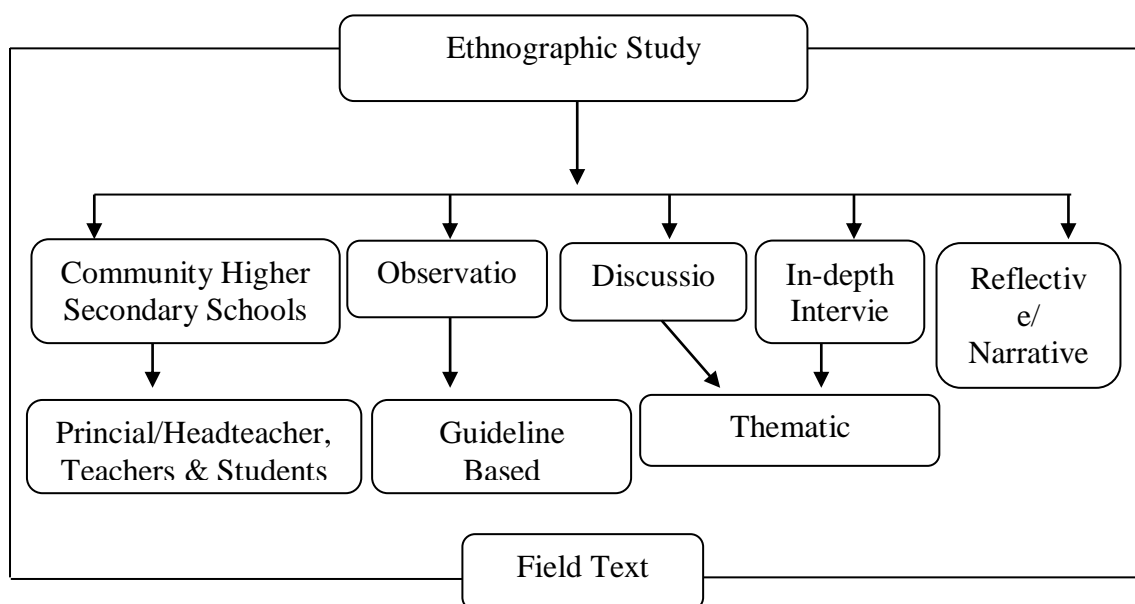
Ethnography helps me to observe what people do rather than what people say. This means meaning making process depends on participants' perception on it. Pole and Morrison (2003) stated that ethnography is the portrayal of an insider's perspective in which the meaning of the social action for the actors themselves is paramount. In this study I observe how people act, how they speak and how do they engage in school activity (Poudel, 2017). Similarly, this method is used to explore meaning of school's culture, values, behaviors and belief (Harrowing, Mill, Spiers,

Kuling, & Kipp, 2010). For this I have to go to participants' daily life for an extended period of time, observe what is happening in school context and ask different questions to get information in the respective field.

For this purpose I developed an overview of research methodology (Appendix III) which reflects procedural approach of data collection to analysis part. As Angrosino (2007) mentioned ethnographic study relates lived experiences of school head-teachers by carefully observing and participating in school setting. In the field, I spent about three months observing day to day cultural practice of community schools in naturalistic setting. For this, I developed a process of ethnographic inquiry in qualitative research.

Table 3.1

Process of Developing Research



(Concept adopted from Hammersley & Atkinson, 2007, & Denzin & Lincoln, 2011)

In ethnographic study, the role of researcher is to paint a picture of what participants say and how they act in their everyday lives (Taylor & Bogdan, 1998). The experiences and working styles of the school leaders are getting priority and take support during the time of creating new knowledge. Here, I shared stories not only

through my personal experiences and learning but through the understanding of participants' lived experiences.

Adopting the ideas from Smith (2014), to select small size of research site, I visited three community schools following the premises of ethnography. Furthermore, ethnography provides understanding of large issue of cultural sharing which needs to be contextual based on everyday activity of community schools. The entire school members could have detail knowledge and experiences in respective field. So I believed that ethnographic study helped to identify day to day activities of school members. At present, the concept of local governance is emerging to identify acceptable alternatives for the school leaders in community schools.

Procedural of the Study

In this section, I am intending to present the process of selecting schools, strategy for gathering information, managing data under thematic guidelines, and connecting field stories in meaning making practices. The collected information/data are managed properly as per the demand of research problem and strategy suggested by the research methodology. The adopted strategies are discusses below separately.

Study Site and Location

During the time of collecting data I had selected two district Kathmandu and Bhojpur as the area of my study. There were some reasons for selecting these districts as the research site. Kathmandu was selected because community schools were trying to uplift the degrading position of education. It was assumed that HTs were quite familiar with existing issue of school education. The qualified and experienced HTs were involving in academic sector and trying to establish acceptable culture in schools.

I had different reasons for selecting these two schools in Kathmandu. Among them, in one of the schools I had conducted my previous research when I was the student of Master Degree at Kathmandu University. I was quite familiar with that school and leadership practices. The reason for selecting second school was quite different because I wanted to explore female leadership in community school. Then, I studied background of HT and school at first, and decided to select second school. What I found is that knowledge, skill and experience of HTs could meet the expectation of my research. The third school was selected from the Bhojpur district because I was quite familiar with that school, HT, teachers and students. During my professional career, I spent four years as a +2 coordinator and secondary level English teacher. This school was selected because ethnographic research expects quite familiar places with socio-cultural patron of people and working together for academic change (Hancock, 2002). In my observation, selected school had sound academic performance and won awards or cash prize several times from the district, regional and national level.

At last, I was quite conscious regarding social and cultural existence of community schools as ethnographers do in everyday life. Ethnographers search in depth information and discuss with evidences as the participants face in real life situation (Mary, 2015). Therefore, my focus goes on culture and its practices in school context. Based on the selection criteria, I have selected schools, and then research participants.

Gathering Field Text

The main agenda of this study was to gather subjective experience of the participants which was achieved from individual experiences of participants. I used mobile for the purpose of recording participant's expressions it might consist of

experiences, opinion, feeling, knowledge, experiences, behavior and actions (Patton, 1990). I made daily diary to reflect what had happened with participants. I adopted different processes during the time of collecting field text like interview, field observation, cultural records, use of printed materials, and personal experiences (Denzin & Lincoln, 2005) for collecting information from the field.

Being ethnographer, I had been in touch with the existing culture of the school. For that purpose, I was in touch with the participants' behavior, beliefs, and language that the cultural group adopts over time (Spindler & Spindler, 1992). In the field I was engaged to collect in-depth information from the participants where they were working as a professional. As my own personal experiences, being HT or teacher wasn't an easy task because people are expecting somehow new things from them. For the purpose of gathering data interview, observation and discussion were most commonly used technique to collect information (Kawabata, 2009). As per the assumption of ethnography research, rigorous interaction with the participants, continuous observation, collaboration, discussion helped to meet the assumption of research method. I had given importance on participants' norms, values, belief and understanding regarding their profession and selecting best practices in existing situation of the school.

According to Marshall and Rossman (1998) qualitative researchers typically rely on four methods of gathering information namely participating in natural setting, observation, in-depth interview and analysis of the documents and materials that were found in respective field. Recording instrument was used and transcribed the collected information to keep them under specific thematic guidelines. The recorded field text were transcribed and kept under thematic guidelines. During the time of staying in the field I developed reflective writing based on what I saw, observed, experienced based

on the theoretical stand point. In-depth interview had been conducted with the HTs because it led towards learning about events and activities that couldn't be observed directly (Tylor & Bogdan, 1998). The collected data in the interview had been recorded, transcribed and organized them under thematic guidelines (Hammersley & Atkinson, 2007) for the purpose of creating new meaning in academic field.

Participants Selection

It was one of the tough jobs for me to select research participants. Convenient sampling procedure had been adopted during the time of selecting schools, HTs, teachers, chairpersons and students especially who were connected with perception and practices of decision making in community schools. For this purpose, sample size in ethnography depends on what researcher wants to know, prefers to collect, how researcher manages field text and what can be done with available time and resources (Patton, 1990). Though, it helped me to collect information from particular group of people who involved in same area and shared similar types of culture in everyday life. To meet purpose of research, the participants were selected from three community schools i.e. HT, chairperson, teacher and student from each school. I spent long time with HT to be familiar with decision making practices in schools.

Meaning Making

Meaning making was one of the tough jobs for me because meanings must be created with the help of participants' perception and lived experiences regarding decision making practices in community schools. Therefore, decision making practices are connected with the ethical conduct of school leaders. Ethics is connected with right or good behavior of HTs which doesn't hurt the feeling of followers. Such activities were interlinked with the cultural formation of the school. So, it is important that ethnographer could explore cultural understanding or activities that weren't articulated

by actors themselves (Carspecken, 1996). For this purpose I didn't follow single way of meaning making process. Therefore interpretations and meaning making process was something contextual as suggested by Sangasubana (2011) like, making themes, narrating stories, sharing life events, presenting cases and so on.

Managerial part of collected data was important tasks for me. At first transcribing text and supply them under specific theme was a kind of further plan or processing information. Taylor and Bogdan (1998) stated that in qualitative research, data collection and analysis could be gone hand in hand. Data analysis entailed certain distinct activities. The important task was ongoing discovery of new information, identifying themes, developing concepts and propositions (Taylor & Bogdan, 1998) for creating new knowledge. In general understanding, for me "data" analysis meant the work of summarizing, synthesizing and internalization of the information. Qualitative researchers often used general ideas, themes or concepts as tools for generating meaning from collected field text (Neuman, 2006).

Though, the detail information of making decision was explored through formal or informal discussion/interaction with the participants. The information were managed or presented as mentioned in guiding principles of research (in Chapter II). During the time of staying in the field, I tried to match leaders' perception with their everyday activity. One of the most crucial activities of ethnographer was the meaning making processes from the gathered data in the field because this process led towards the conclusion of the study.

Furthermore, continuous field visit helped to contextualize the issue and assisted to reflect on decision making practices in schools. The scholastic activity assisted me to be familiar with school culture and reflect on them as acted by research participants in natural setting (Carspecken, 1996). After collecting field data,

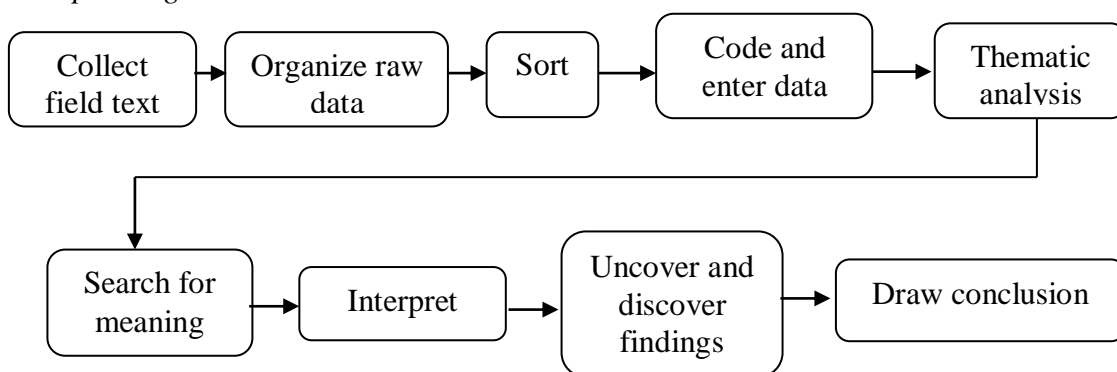
interpretations of the field data and meaning making process was something contextual (Sangasubana, 2011) like managing information under thematic guidelines, reflective writing to see the gap between decision making and its practice in school.

I transcribed collected data from interview, and managed them under themes as per the participants' perception on decision making practices in school. The process of coding helped to manage the collected field text into different categories and analyzed them for creating new knowledge (Neuman, 2006). These processes helped me to connect information with the theory I had gone through. The collected information would be presented through different form like poem, themes, proverbs, reflective writing and so on (Kisber, 2010).

Then, to show link between saying and doing, I visited community schools several times to explore gap among the perception and practice of ethical decision making practice. Development of daily diary, reflective writing helped me finding the distinctive features of ethical decision making in community schools. In my study, the meaning making process would be;

Table 3.2

Manipulating the research



(Concept adopted from O'Leary, 2010)

This table shows the processes of collecting and manipulating data. I had collected data and organized them under specific themes. To justify the themes the

experiences of the HTs were cited and analyzed. It helped me to search meaning from HTs' lifelong experiences in academic field. For this, I developed theme of the transcribed and observed data and managed them under different category. The development of narrative writing helped me to connect different events which were taking places in HTs and teachers professional career.

Quality Standards of My Research

Ethnography isn't only a method of data collection, but it is also a research style for understanding the social meanings and activities of the people in close association within natural setting (Brewer, 2010). To some extent, ethnography method of study is criticized by its technique of data collection and descriptive nature of interpretation of field data. To assure the quality standard of qualitative research, recent writers suggest that the quality of research is judged by its credibility/trustworthiness. In my research, such concerned were addressed with properly designed and defined procedures for data collection and analysis.

I developed interview outlines and observation checklist before visiting field and gathering data. The interviews were recorded, transcribed and managed them under certain thematic guidelines. The continuous discussion with the participants helped me to check previous data with the recent one. For this purpose, researchers frequently follow the Guba's model of trustworthiness of qualitative research because it has been widely used by qualitative researchers from several years. This model suggests four criteria of trustworthiness in qualitative research: credibility, transferability, dependability and conformability though some researchers argue that these criteria are related with positivist research (Guba & Lincoln, 1989).

Qualitative research expects logical interpretations of the field information and meaning was explored by lived experiences of research participants. It requires the

logical connections among various steps in research process for the purpose of analysis and interpretation (Letts & Westmorland, 2007). Likewise, Tracy (2010) stated that qualitative research expects rigorous and ethical activity of the researcher during the project. The ideas of Tracy (2010) are relevant in my research because it is related with the adequate information from field and participants. Further, it is connected with interview, observation, discussion, developing reflective writing on the basis of field visit or collaboration with the participants. Sincerity was maintained during the time of data collection and meaning making process. The key learning of this study could be interesting, significant and encouraging for those community school HTs who tried to make best decisions in school (Trace, 2010).

Credibility/Trustworthiness

In this research, I tried to define credibility/trustworthiness as the methodological procedures and sources to establish a high level of harmony among the participants' expressions and the researcher's interpretations on them (Jensen, 2008, p. 138). For this purpose I stayed more than three months in each field school and held long and in-depth interview and discussion with my participants, whom I interviewed to ensure that whether the field information I accomplished could be legitimated in Nepali context. I repeatedly visited field school for additional information and observed practical aspect of decision making in Nepali schools' context. I talked with the HTs and teachers in formal and informal situation about concerned issues and tried to see its practical aspect in community school context. Skills, knowledge and experiences of HTs', teachers', chairpersons' and students' were medium of developing research and maintaining trustworthiness/credibility of my study (Tracy, 2010).

I was conscious to maintain the quality standard of qualitative research during the research project. From fundamental step, I mentioned every information with full of justice and tried to make them transferable, confidentiality, anonymity, privacy, academic freedom of choice, ownership, narrative inquiry, and respect to human culture were essential standards in my research. Some participants explored interesting information from their private life. I had given freedom of choice during the time of sharing information with me. Every event was judged by practical aspect. I didn't disclose their privacy and kept information in clear and understandable way.

During my study, prolong engagement, interaction, interviews and observation, verification of meaning with participant; peer debriefing, making daily diary (Kisber, 2010) could be appropriate ways to ensure standards of qualitative research. I tried to maintain some qualities like ethical conduct, transparency, and representativeness of participant's knowledge as the worth of attention during the research time. The strength of qualitative research depended on the participants' voice and researcher's reflective understanding for creating new knowledge. In this research, I tried to mention HTs' lived experiences in the academic field and the ways they were adopting during the time of decision making practices in community schools.

Thick Description

The purpose of qualitative research is to create new knowledge from the lived experiences of the research participants. For this Creswell (2015) mentioned that ethnographic research could be associated with the thick description. I tried to maintain this philosophy by making new meaning of field data through 'emic' perspective. In the field I involved long time with the participants and discussed burning issues of decision making in community schools. During the time of presenting data I had mentioned direct voice of the research participants. During the

time of data presentation I used proverbs, metaphor, slogans and local voice for making research interesting, contextual and understandable.

Ethical Consideration

As I began, I asked myself ‘what is the meaning of ethics and ethical standard in qualitative research?’ I thought there were various commonsense responses to the question. It means doing what is right. It means treating people fairly. It means not hurting anyone (Anonymous, n. d.). To do so, ethical standards is the fundamental ideas to conduct the research project. Social researchers must take into account on the effects of the research on participants, act in such a way as to preserve their dignity as human beings. Cohen, Manion and Morrison (2007) stated that moral issues implicit in the work of social researchers.

Ethical issues in ethnography come up primarily while doing field work because it arises several times while generating information from the field. Regarding this Madison (2005) mentioned that an ethics of ethnography proves the question what the moral and ethical implications of conducting field work. It's connected with the researcher's involvement and interaction with the participants for the purpose of generating information in the field. Being the ethnographer, I studied people and places with respect, causing them no harm, preserving their dignity and ensuring privacy.

Creswell (2012) stated that sharing information with the participants, being respectful of the research site, reciprocity, using ethical interview practices, maintaining confidentiality, and collaborating with participants were the basic ethical standards in my study. Trustworthy, transferable, confidentiality, anonymity, privacy, academic freedom of choice, ownership, and respect to human culture are essential ethical standards in my research. Resnik (2011) claimed that ethical standards are to be

maintained to promote the aims of research that prohibits fabricating, falsifying, or misrepresenting research data and promotes the subjectivity. Further ethical standards are needed to ensure accountable to the public and to build public support needed for the research activity. Thus, I was careful at the time of collecting information as well as making new meaning form the collected information.

This is an academic research, so at first I got an ethical approval from Kathmandu University Research Committee, School of Education. Then, I had taken permission from the authority of selected schools. After that, I informed participants about the research issue and encouraged them to share their experiences. However, in this study I had been constantly in touch with the values regarding trustworthiness, confidentiality, harm, deception and consent while considering the overall welfare of the research participants.

Informed Consent

Being qualitative researcher, I informed the participants, educators and learners about the purpose, nature, and process of gathering data to meet the gap of research issue. Further, I explained HTs, teachers and students role during the time of gathering data in the field. The purpose of doing these activities is to be familiar with the lifelong experiences and achievement of my participants during the time of making decisions in school.

Some participants' experiences were taken into consideration because it could reflect decision making practices in schools. In some cases, HTs didn't feel comfortable to share burning issues because they might have fear to reveal factual information within school context. It would be interesting to the readers to be familiar with decision making practices of head-teachers in school. Here, I mentioned some typical examples of school head-teachers, and their bitter experiences after taking the

responsibility of HT. I spent more than three months in each school and participated in different scholastic activities in school context. The active participation and rigorous discussion with the teaching faculties helped me to understand the ongoing scenario of community schools.

Privacy, Confidentiality and Anonymity

During the time of handling the research project, I didn't mention private information regarding research participants. Sometime, direct information of the research participants might create problem so privacy was maintained in the research. The artificial name was given to the research participants based on their character and involvement in school context. Before starting, data collection procedure, I had given detail information about the role of research participants and the ways of analyzing data in my research project. Based on it, I ensured research participants about confidentiality and anonymity of their identity which would be maintained through the removal of any identifying characteristics before widespread dissemination of the information. I made it clear that the research participants' name weren't used for any other purposes that reveal their personal identity.

Voluntary Participation

I made clear to the participants that the research was conducted only for academic purpose and their participation was absolutely voluntarily. Every participant was provided an opportunity to decide whether or not to participate, to provide information by means of interview and engaged in formal and informal interactions in school context. Finally, the most important issue I was sincere and honest while writing report with the help of field text.

Chapter Summary

This chapter is related with methodological procedure of study. Here, I presented my understanding about ontology, epistemology and interpretivism as philosophical world view of the research. This is qualitative research so I collected information based on the premises of qualitative research method. During the time of gathering and analyzing data, ethnography method was taken as consideration. Convenient sampling procedure was adopted whereas three community schools and participants were selected. Then, I categorized collected field text based on their nature and appearances, and followed the procedure of ethnographic research method to create new meaning in academia. Throughout research, I didn't reveal privacy of participants and presented their learning and experiences for ethical decision making practices in community schools.

CHAPTER IV

REFLECTING ON STUDY SITE

In the previous chapter, I discussed about the process of research. Here, I presented some logic regarding how I selected three community schools and participants for this study. Likewise, the aim of this chapter is to present detail information about participants' involvement in decision making practices in community schools. For this purpose I presented brief information about study area, nature of research participants and my reflection regarding participants' performance in community schools.

Field Locale and Research Participants

The research was conducted in three community schools among them two schools were selected from Kathmandu district and one from Bhojpur district. These schools had distinct features in leadership practices where HTs, teachers, and SMC members had important role for decision making practices. Considering these ideas I met HTs, chairpersons, teachers and students and talked with them about decision making practices in school.

As explained earlier, I selected Pashupati Secondary School (PSS), Rastraya Secondary School (RSS) and Lalguras Secondary School (LSS) for the purpose of gathering field texts. The leadership practices of these schools were somehow different because of HTs qualification, experience, courage, strength, dedication, honesty, and so on. HT of LSS had been working as HT for more than three decades. Similarly, HT of RSS had been involving in teaching field for more than three decade and working as HT from eight years. The case of PSS was little bit different because a young

candidate was selected for the post of HT about eight years earlier by the pressure of SMC because previous HT was thrown out of the school for blaming corruption.

My Glimpse at PSS: Overview of Scholastic Activity

Before visiting school, I made some strategic plan of collecting data via in-depth interview, sharing and observation. I conducted interview three times with HT to explore his decision making practices in school. Naradmani Banjara (HT), head-teacher of PSS, repeatedly informed me that there were lots of examples where HT couldn't perform his knowledge and experiences during decision making practices like making compound wall, preparing library, giving responsibilities to teachers, collecting fee from students etc. He further added that activities of the social workers directly influenced the performance of school. The current chairperson of SMC had been connected with school for more than decade and compelled him to follow his suggestions.

Head-teacher and SMC chairperson had given responsibilities to subordinates like grade teacher, level coordinator, discipline in-charge, ECA coordinator, exam coordinator and extra class manager. Additional allowance was given for their extra duties and responsibilities. To evaluate their performance, SMC had given authority to chairperson, HT and Vice-head teacher. Vice-head teacher kept record about the academic performance of teaching faculties in school. The interesting thing was allocating responsibilities to the faculties and let them to use their creativity for academic excellence. Such activities developed the feeling of ownership and encouraged teachers to be more responsible in their work. The outcomes of their activities were evaluated, discussed based on their work performance in school. Regarding activities of the teachers Gaurab K.C. told me that sometime teachers got negative comment from the chairperson which led towards frustration. He further

added that chairperson threatened teachers time and again blaming their performance in school. When chairperson entered in school, HT moved around him and said brief information about what had happened in school in the previous days.

Unfair judgment and misguiding led school towards degrading and losing its existence. Naradmani told me that school had long history regarding for academic and financial change in school. Giving permission for job exchange/transformation and temporary teacher selection practices weren't fair and transparent. There were lots of examples where the role of chairperson and political leaders seemed dominant. Even temporary teacher selection process wasn't fair because of chairperson's and political leaders' activity in school. Sometime, chairperson didn't care moral values of teachers in front of the students and compelled them to work according to his wish.

My Reflection on SMC Meeting

I was invited to participate in SMC meeting at 2:00 pm on August 26, 2016. I had curiosity to know whose role was important in decision making practices in school. I reached school before half an hour. About 20 minutes later chairperson came there with five members, I greeted them. They took their seat and raised questions about new building, new admitted students, new teacher selection, and academic planning. Then, HT requested me to stay in meeting hall; I went out from his room. After 15 minutes, members of SMC and HT entered in meeting hall. HT and chairperson had taken their seat on one side of the table and remaining of us took our seat one after another respectively. There were nine members out of eleven attended the meeting. At first, HT had taken the attendance of the committee members and kept me under invited member. After that HT distributed the printed paper and opened the floor for discussion. The agendum mentioned in the paper were clearing new

building's construction bill, academic planning for +2, new teacher selection, tasks delegation for teachers etc.

The meeting began with the issue of construction, HT had given brief information about the budgeting of new building and it was clarified by the chairperson. At last SMC had given full authority to chairperson, HT and construction chairperson for clearing the bills. I hadn't seen any debate regarding that issue in the meeting. Gradually, they entered on the second agenda; HT informed the number of admitted students in grade XI and the ratio of fee collection from the students. The chairperson clearly mentioned that '*HT and Coordinator will prepare academic calendar and only after that we will discuss on this issue*'. There wasn't any discussion regarding this issue in meeting. HT informed that two management part timer teacher left school few days earlier. It created problems to run classes smoothly. Bishnu Panthi (SMC member) stated that '*we need to search qualified teachers*'. There wouldn't be any decision regarding teacher selection process. At last, they had given authority to the HT to follow legal process of teacher selection. There wouldn't be any discussion on what is legal process.

The previous meeting had given responsibility to head-teacher to follow legal processes for selecting teachers. But I hadn't seen any legal process of appointing teachers in school. Two teachers started to work earlier. Then I talked about the new building of school and remembered the first meeting agenda where HT and chairperson got authority to prepare the final draft of bill. I hadn't noticed about anything but when I asked about this issue to HT he mentioned that they made decision about it earlier. Then I visited teacher representative to ask about teacher selection procedure, he told me that teacher was selected from chairperson's recommendation. Similarly, following two meetings were conducted with brief

discussion on previous decisions and their practices in school context. In PSS, role of SMC seemed somehow active and interfered HT during the time of making and implementing decisions in school. HT's role was active in school but he had to consult with the chairperson before making decision.

Outlook of LSS: Academic Experience

I went Bhojpur in October, 2016 for the purpose of collecting field data and spent about three months at LSS. I felt easier because I was connected with that school earlier. Janga Bahadur Rai (HT) had been working with 35 teaching faculties and 1700 students. He had long experience of being HT and making decisions in school. Janga Bahadur became HT in 1981(2038) and spent long time being HT in that school. He was one of the popular HT in the district because of his communication style, leadership style and overall outcome of community school. I found him actively participating in games, dancing, singing, training, writing, etc. His involvement in different sectors had been counted till now and people called him a dynamic character having clear vision in life.

When I was there I heard different stories about his life like rude personality, rigid behavior, timely decision maker, well manager, a trainer and even threatened to the DEO. Here, I wanted to quote an example which was taken place in 2010. Khagendra Gautam, district education officer, visited school, at that time his hair was colored, when he reached nearby head-teacher, he immediately made an argument by observing his hair color. Head-teacher said that *'If student has this type of hair color, he/she will be thrown out of the class/school. But what can I do for you because you are education leader of the district'* (Field text, 23 September, 2016). DEO couldn't speak anything in front of HT.

HT shared his experiences regarding how he made the map of school building because during that time there wasn't the concept of engineering. He made the map and requested different people for charity to complete school building. To fulfill that dream he visited different places for the purpose of collecting fund. When he got success to prepare school building, he kept his voice for becoming HT of community school. It was very difficult at the beginning phase because this place was ruled by Basnet and Chapagain. Later he became the HT and continuously working in that school.

When I was in the field I attended three SMC meeting over there. Khuraraj Shrestha was the chairperson of the school and continuously working for the welfare of the school. He was the students of Rai so he couldn't reject the decision of HT. The full right was given to HT to make decision and implement it in school context. But there wasn't discrimination before and after decision making in school context. The continuous discussion with SMC, teachers and students helped HT to make suitable decision in school. It helped to achieve best result from the district time and again. Likewise, in 2010, LSS was awarded as the top five community school of eastern region.

The proper planning and rigorous work of head-teacher helped to establish good library, computer class, classroom, compound wall, preparing play ground, volleyball court and so on. He got success to make school area so beautiful by manipulating available resources. Currently about seven schools blocks with main buildings are in function and a three storied building has been under construction which is supposed to run science stream there. When I talked with HT about the resources of the school, he told me that they had been collecting fee from students and utilizing that money for the development of school.

In the later part of his professional career, HT didn't make decisions alone, the collaboration with teachers, SMC, parents, students, and social workers helped to make acceptable decisions in school. During my field visit I found him talking with subordinates before making decisions in school. His decisions got success to establish harmony among subordinates in school and helped to motivate them on their duties and responsibilities.

My Reflection on SMC Meeting

I reached school within allocated time but I didn't find all SMC members in meeting hall. I asked head-teacher and SMC members about punctuality of time, HT said that SMC members never attended meeting on time. He added that *'It's Nepali habit or culture'*, SMC members argued that *'they were engaged in house work or disturbed by their friends or relatives on the way'*. After that HT presented agendum and discussion had been conducted on them. The attended members of SMC were given opportunities to explore their views in the meeting. The agendum of the meeting were completion of science building, internal exam conduct, dividing students into different houses, fund management etc.

At the beginning, head-teacher presented the current scenario of community school with proposed agendum of meeting. I didn't find new style of making decision; it was just like the same when I was +2 coordinator. The meeting had given authority to HT for making decision and implemented such decisions in school context. It had also been decided that the building would be completed within a year. The second agenda of the meeting was related with the internal evaluation system and its practices in school. The meeting made decision to continue the work of Birendra Thapa for the following year. Third agenda was connected with ECA of the school, so the responsibility was given to the ECA coordinator. Regarding last agenda, members had

different perception of collecting fund in school. The meeting had given authority to HT for making plan to search fund and share it with SMC members. The meeting ended keeping this issue for the following meeting. Later, I attended two SMC meetings; I found similar practices of making decisions in school.

My Glimpse at RRS: Overview of Scholastic Activity

The school lies in the heart of Kathmandu district. Institutional schools were established around that school. However, RSS promised to give quality education in competitive market. When I entered from the gate I could see the defeat of earthquake-2015. One building was under construction and two bamboo cottages were made for primary level students. The school family offered interested people to donate for the construction of new building. It was the first time I entered in her office. I waited her five minutes, she came there I greeted her and told her brief information about my research. She told me that she was ready to share all the information she gained during her professional career.

Our interaction concentrated on making a new building with the help of collecting fund from kind hands. For the development of the school she had formed a committee and had given full authority to make overall plan for construction. She further added that from early morning she had visited house to house and requested people for donation. During my field visit, I found her involving with the teachers, students, parents, social workers for completing the mission of new building.

HT had taken me to the room of vice-head teacher and informed him to support me for the purpose of collecting information in school. Later, in our informal discussion, he said 'HT has been working so hard to establish her vision in school from the beginning time of her appointment'. To justify this issue he had taken me to show new building under construction, seminar hall, science building, computer lab,

cafeteria, library, and faculty room. He had given me detail information about the building and rooms. According to vice-head teacher 'we were in dilemma because one building having 27 rooms was destroyed by the earth quake'. To come out from terrific situation she called the meeting of teachers and requested faculty members to donate one month salary for the development of the school. We collected about 20 lakhs which was little money for this purpose. After SMC meeting, the meeting of parents, social workers, business man and others had been conducted and formed construction team of 101 members.

When I was in school I found vice-head teacher concentrating on academic part, monitor classes and solve existing problems. I also talked with the teacher and students I got positive responses from them regarding decision making practices in school. The members of school became ready to run after HT's plan and decision. Vice-head teacher had given me several example regarding decision making practices of HT among them one was maintaining discipline in school. She called the meeting and asked teacher to make code of conduct, then she monitored it about a month. The school had got new culture and environment. Teachers and students wouldn't be allowed to go outside the school before allocated time and schedule. Regarding uniform and English medium classes rigorous discussion among teaching faculties and parents concluded to support the agendum of HT. These were just few examples of head-teacher's ethical decision making practices in RSS.

Attending SMC Meeting

I got invitation to attend SMC meeting from head-teacher one day earlier. I reached school about half an hour earlier. I found HT who was talking with the people in the ground I moved towards her and greeted them at first. They were talking about the new building and challenges they faced during completion of new building. Later I

noticed that it wasn't SMC meeting, it was the meeting of construction committee of RSS. More than 70 people entered from the gate and moved towards the top floor of main building. The agenda of the meeting was related with the completion of new building. HT presented agenda and long discussion ran to reach up to conclusion of searching fund from interested people and organizations.

For the next SMC meeting I got call from head-teacher one day earlier. It was Friday; I reached there at half past twelve. I went to HT room, she wasn't there so I went to vice-head teacher's room. He said that before making decision HT continuously talked with the subordinates and took their curiosities seriously before ethical decision making in community school. Our discussion was interrupted by the bell; he went outside his room and talked with students. The ground was covered by the students, the discipline in-charge was telling students to go out of the gate carefully and cross the road.

I met head-teacher on the way to her office, and then she called me to follow her. She entered in seminar hall which lay at the top floor of school. When she had taken her seat, she introduced me with the people who were sitting in the meeting hall. Among them, who took seat nearby her was Bhim Kumar Maharjan, chairperson of RSS and other three were SMC members. We had informal sharing about ten minutes. The meeting started when the HT distributed agendum to the floor. The agendum of the meeting were furnishing of new building, running second term exam, purchasing furniture, clearing ground and keeping blocks in the ground. They made decision 'to move door to door for requesting help'. HT also mentioned that 'people are visiting school, observe the building and donate money as per their capacity', 'helping hands are moving around us', 'recognize them and utilize the resources'. The statement of the HT gave a kind of reinforcement among the members of construction team for

completing the task. My rigorous field visit, in-depth interview, and observed data showed that HT's role was important at the time of decision making in community schools.

Chapter Summary

In earlier section of the chapter I began with the brief information of selecting three schools and research participants. I presented basic information about the functioning modality of the schools and its connection with decision making practices. At first I discussed brief information about HTs and their decision making practices then mentioned brief information about interaction with the teaching faculties and at last my concentration was on SMC meetings. The rigorous discussion and observation helped me to be familiar with decision making practices and its implication in community schools.

CHAPTER V

ETHICAL DECISION MAKING: PERCEPTION AND PRACTICES

In the previous chapter, I discussed about study areas and participants involvement in decision making practices in community schools. The presented information was based on school leaders' experiences in decision making practices and researcher's reflection on them. In this chapter, I mentioned possible answers of first research question, how do school leaders perceive and practice ethical decision making in community schools? Therefore, decision making practices are discussed and analyzed based on lived experiences of my participants. For this purpose, collected data are presented according to their nature and practical aspect of decisions in schools' context. These thematic guidelines are presented and discussed with the help of participants' knowledge, skill and experiences in academic field.

Qualification and Experiences of Head-teacher

I visited community schools for the purpose of collecting data. It helped me to be familiar with head-teachers' prospect on ethical decision making practices in community schools. I spent almost three months in each school for the purpose of learning culture and environment, which gave me clear picture about existing situation of decision making practices in community schools. For making ethical decision, qualification and experience of head-teacher played dominating role during practical aspect of decisions. In the field, I spent long time with head-teachers, teachers, chairperson and students. The rigorous observation and sharing experiences with research participants helped me to explore the role of knowledge, volition and action of head-teachers during ethical decision making practices in community schools.

Regarding this issue, I talked with Naradmani Banjara about decision making practices in school, he said that *'decisions need to be contextualized which could assist the intentions of subordinates, students, parents, and social workers for common practice for common good'*(Field note, 29 July, 2016). The contextual and timely decisions could make positive impact in teachers and students behavior. Therefore, head-teacher's decisions were connected with ongoing activity of schools based on academic, financial or administrative performance as a whole. For this, leadership role is necessary to follow proper decision making strategy. Naradmani Banjara mentioned that;

Qualification and experiences of HT have prominent role in decision making. But I went through difficulties while making decisions due to the followers having equal qualification and experiences in teaching field. If I make decisions without consulting them, it might ruin everyday performance of school. To minimize it I discuss with my colleagues and members of SMC about what I am going to decide. (Field note, 29 July, 2016)

The above mentioned data shows that the role of HT is important before and after making decision in schools. Before making decisions, Naradmani calls meeting and discusses on the agendum and tries to create consensus on the tabled issues. Naradmani further added that *teaching faculties are expecting to have qualified and experienced HTs who could make timely decisions by using new and innovative strategies to bring changes in academic field* (Field note, 29 July, 2016). Being as a leader, HTs need to maintain his/her authoritative role by making ethical decisions and implementing it in schools.

Not only the case of subordinates, but also the society is expecting to have better, qualified, and experienced HTs to run community schools smoothly. Parbati

Siwakoti said that *experienced and qualified HT could perform better than disqualify or novice HT*. She further added that *society and school are just like the two sides of the same coin*. In absence of one, other becomes worthless. This means qualification and experiences are basic requirements of being a good HT in schools. The decisions of the HT and teachers have direct connection with the outcome of school and society as well. Regarding this Parbati Siwakoti said that;

. . . qualification is the basic requirements for being HT in Nepali schools. In my case, at the time of appointment, I went through a long debate. Although I was qualified and had a very good plan about running school, I couldn't get appointment in steady way. After long debate, I got success to deserve the post. Then, continuously I have been working in school with honesty and dignity. During my leadership, the school got land, new building, new ground, seminar hall, and science building. (Field note, 2 December 2016)

This shows that qualification is the basic requirements for being a secondary level teacher. HT is selected teachers based on seniority. It's believed that schools with qualified HT might have better achievement because of their qualification, experience, creativity, and timely decisions. Education Act (2002) clearly mentioned that qualification and experiences are the basic requirements for being HT. In some cases, individual interest of the school teachers might create somehow difficulties in school level; same thing was happened in Parbati's context. By observing her confidence level, she got appointment for the post of HT. After getting appointment she had been working rigorously for the development of the school. She created new history of school from winning the case in the court. Now the school has its own land and building. She did other remarkable works like beautiful seminar hall, new building,

keeping blocks in the ground, keeping friendly environment, harmony among the teaching faculties, and allocating responsibilities to respective teaching faculty.

The case of head-teacher having low qualification faced a lot of difficulties in school and couldn't make ethical plan and decisions for the welfare of school. Here, I want to quote an example where I had completed my secondary level education. The selection procedure of the HT was not fair, where a primary level teacher Binod Koirala, HT of Mahendra Ma Vi, Bhojpur, appointed for the post of HT by the pressure of Jitendra Rai, Chairperson of SSSS, and some political leaders. To some extent nepotism and political influence seemed to be practiced during the time of his appointment. Later, his leadership was not accepted by the teachers, students, and social workers, which became problematic in school context. Later, he realized his weaknesses and resigned from the post after three years. Regarding the prerequisites of HT, Janga Bahadur Rai said that;

. . . knowledge and skill of HT help to set organizational goals and objectives.

The role of SMC is important while selecting HT in community school. In many cases, political influence is practiced rather than qualification of teachers. If I talked about the movement of being HT at LSS, I wouldn't feel comfortable for deserving that post at the beginning. In school, there were some teachers who were senior than me and had been working there for a long time. When I deserved this post, I started to make decisions sharing with subordinates and became successful within a short span of time. (Field note, 20 September 2016)

If the selection process of HT is not fair and transparent, it creates obstacles for implementing decisions in community schools. HT's role is important in Nepali school to create harmony among teachers, students and parents. He further added that people of catchment areas were expecting somehow positive change in school. The

performance of the school depends on the capacity of leader at the time of making decision and practicing it in school. In some cases, HT couldn't make decision alone because his decisions were guided by SMC members or political leaders.

Role of SMC for Decision Making Process

According to Education Act of Nepal the selection process of SMC is based on parents of school children (MOE, 2002). All parents of school children could participate in election process. If better person was not elected in SMC, it might create problems during decision making practices in schools. Regarding formation of SMC Gaurab K.C. stated that;

. . . the monitoring system of SMC doesn't seem fair. Chairperson interferes on decision making practices and doesn't let teachers to make decisions. Even the teachers can't speak in front of him because of his aggressive attitude. I had debate several times with him regarding academic, financial and administrative decisions in school. (Field note, 19 January 2017)

The presented data shows that role of SMC chairperson is important while making decisions in community schools. The involvement of SMC members creates meaning to some extent in schools. Regarding this case, Shreekrishna Bogati said that *monitoring system of SMC helps to establish good culture in schools but flaccid role ruins the future of community schools* (Field note, 6 October 2016). Chairperson is supposed to play the role of facilitator in schools, but it is very difficult to find them in such position in Nepali community schools. He further added that;

. . . chairperson isn't performing as a facilitator in community schools because he has been trying to impose his personal agendum. I haven't seen monitoring role of SMC in our school, but just creating frustration and debate among the teaching faculties. I heard debate several times among chairperson, members

of SMC, HT and teachers in school which didn't sound good. (Field note, 6 October 2016)

The presented data shows that the role of SMC didn't seem to be facilitator. The representative of SMC showed their power instead of their supportive role. The debate among school members couldn't establish sound culture in school. Such activity gradually made school's climate horrible. Birendra Thapa, secondary teacher LSS told that '*chairperson isn't fair to some extend in school and doesn't behave equally with teaching faculties*' (Field note, 6 October 2016). Cooperative and supportive role of SMC is needed in school context for developing trust and harmony among stakeholders. Regarding this, Parbati Siwakoti mentioned that;

. . . I prepared plan and decisions for seminar hall, new building, science building, school compound, computer lab, cafeteria, library, English medium classes, house-wise uniform, teachers/students/parents code of conduct, managing fund and got support from SMC, teachers, and well-wishers for the completion of these work. (Field note, 9 December, 2016)

Bishwo Triphathi, teacher of the same school said that *members of SMC are moving here and there for searching best alternatives for the development of school* (Field note, 9 December, 2016). My observation and sharing showed that active participation of social workers for '*Shikshya Ko Lagi Vhiksha*' (Begging money for education) could collect huge amount of money for the completion of head-teacher's decisions. The school family had been working with the same motto. Regarding role of SMC, Janga Bahadur Rai mentioned that;

In the recent time, SMC role is to monitor school and provides appropriate feedback for teaching and non teaching members of the school. For this, I have been working with the coordination of SMC it helps me to make decisions and

practice it in school. The active participation of chairperson helps me to develop school system and practice it in everyday life. (Field note, 6 October 2016)

Regarding the role of SMC, Birendra Thapa, teacher of LSS mentioned that *'the coordination among SMC members and school team help to develop harmony for setting goal of community school'* (Field note, 6 October 2016). On this issue, he further added that *'coordination among school team and SMC members helped to get success in school'*. This shows that the role of SMC is connected with the monitoring system of school, which helps to establish acceptable culture in school.

For practical aspect, head-teacher without clear vision or planning couldn't lead school smoothly; they have to consult with the SMC or social workers before making decisions. In such situations, the decisions of head-teacher are influenced by SMC and social workers. Regarding this Parbita Siwakoti said that;

. . . Head-teacher without clear vision and planning is just like the baby king, he/she can't do anything by their knowledge and experience. Such HT can't develop harmony among the faculties which assist to create disorder in school. This kind of situation starts to spoil the future of community school. In my case, I usually share decisions with my colleagues for practical purpose. (Field note, 15 February 2017)

Head-teacher is the decision maker in school, and has to perform important role to shape the future of community school. It is believed that school couldn't get huge achievement without developing academic, financial and administrative plans. Without planning, the activities and performance of the faculties run haphazardly and create disorder in school. Parbita further mentioned that *'if HT is passive one, teachers start to come school late and leave early because they prefer to stay away from*

responsibility. There won't be restriction to the students as well' (Field note, 15 February 2017). For academic transformation in community schools, HT's active participation with role modeling is needed for ethical decision making practices.

Head-teacher as Culture Maker

Community school head-teachers' have to perform their role in honest and responsible way. Authority has been given to HTs for keeping records of teachers, staff and students and informed them about their performance in school. Ethical behavior of HT could motivate subordinates and encourage them to work out on targeted goal of community school. Gaurab K. C. reveals that HT and teachers are trying to escape their responsibilities or leave school to do their personal work within school hour. Naradmani Banjara seems to be tired of holding the post, he said;

. . . I couldn't get chance to show my knowledge and skills for academic change. I have to convince people of catchment areas before making new decisions in school. Unnecessary pressure for appointing teachers and giving responsibilities makes me doll in school. (Field note, 29 July, 2016)

This shows that Nepali schools aren't free from outer pressure. Bishow Triphati, vice-head teacher of RSS, mentioned that '*social influence creates problems to some extent in school or sometime creates conflict among teaching faculties*' (Field note, 9 December 2016). Anyway, role of HT is to build trust among the subordinates and establish sound culture in school. Parbati Siwakoti said;

. . . I have been working in mix culture. From the beginning phrase I worked so hard to establish new culture in school. To nurture new culture in school is not an easy task for me because of having diverse cultural scenario of my school. Sometime, I encourage colleagues to share their valuable suggestions before making decisions in school. (Field note, 9 December 2016)

The presented data shows that working in mix culture is not an easy task because teachers might have different interest which is guided by their grown up culture. Even the children were grown up in different culture and environment which created obstacles during the time of implementing decisions in school. Janga Bahadur Rai mentioned that *'harmony among HT, teachers, students, parents and SMC make situation better, where school members become ready to explore their creativity even in mix cultural'* (Field note, 19 September 2017). Regarding this Parbati Siwakoti further added that;

. . . Ethical decision making is not an easy task. That is possible from rigorous sharing and preparing needs for systematic implication of decisions in school's context. Therefore, proper coordination, interaction, discussion among the teachers, students, parents, social workers, and SMC members could help to bring ethical decision in school. (Field note, 16 March, 2017)

The presented data shows that without knowing subordinates interest it would be very difficult for HT to work out on decisions. Rai further mentioned that being ethical is tough job for HT. Ethically strong HT can bring change in school by using his/her wisdom, passion, dedication, courage, etc. In school, concentration of teachers and students go upon the plan and strategy of HT and work out on it. Regarding weaknesses of HT Gaurab mentioned that;

HT of our school is involving in different activity. I find him talking with parents, visitors, political leaders. Otherwise, he goes outside school for private or school's work, which isn't clear till now. In my experience, his negligence is visible and members of SMC interfere HT's decisions and planning. (Field note, 17 February 2017)

The presented data shows that the trend of moving outside school is increasing in community school. Parbati Siwakoti reveals teachers perception on HT's activities in school or outside school. She said;

I never go outside school for my personal work within school hour. I have been sharing colleagues about the purpose of going outside the school. In general, I have been involving in different activities in the morning and evening which are also connected with school's welfare. When I made plan for the construction of new building in school, I forgot my personal life as well. My husband and children commented about my activity but I convince them by sharing my dream. (Field note, 9 January 2017)

When I was in the field, I found her involving in different activities. Her leadership style is accepted by her followers and could handle the situation in smooth manner. Before making decisions she shared her plan with subordinates and analyzed pros and cons of her decision. But the case of LSS was little bit different, where HT made decisions at first and only after he shared it with the subordinates. Regarding the same case, PSS was different where social workers played vital role for making decisions in school. This shows that for ethical decision making practices, head-teacher's role is crucial for establishing acceptable cultural scenario in community school.

An Act of Living: An Act of Doing

Ethical decision making practice is connected with social norms and values of head teacher which he/she needs to perform within school context. Social norms and values are developed by the people of society and let others to obey it. Such things are connected with right or wrong behavior of school leader. Regarding this, Janga Bahadur Rai mentioned that '*schools are running with the help of predetermined code*

of conduct, where values must be given to the best alternatives' (Field note, 19 September 2017). For this, HT's role is to find out the best alternative and makes suitable decision for the welfare of stakeholders. Likewise, HT has to come up with acceptable decisions and encourages subordinates to be responsible for their duties and responsibilities. In my personal experience, if HT could select the best option during the time of making decision, his/her decision becomes ethically strong. Further ahead Parbati Siwakoti argued that *'I talk with the teachers and students regarding their duties and responsibilities and gives value for positive input'* (Field note, 9 January 2017).

The planning of school has been done by HT and encouraged followers to see the practical aspect of decisions. The proper planning and sharing helps to strengthen decisions and practice such decisions in school. So, making decision in school is connected with building trust and harmony among the stakeholders in school. In my personal experiences, I felt difficulties to build trust and harmony among stakeholders in schools because of individual interest, qualification, perception etc. Sometime, teachers don't accept decisions of HT because of their personal ego or unfair activity in school. Parbati Siwakoti stated that;

... establishing trust, coordination, harmony etc. are common concern for HT to practice ethical decisions in school context. To mitigate existing gap I talk with faculties to be familiar with their individual concern. Being together, playing together, sharing together, walking together are the basic strategies for me to develop sound cultural environment of community schools. (Field note, 27 March 2017)

The continuous interactions with teachers, SMC members, social workers students help HT to understand the followers' interest. In my personal experience,

while I was working at LSS, I spent much time with teachers and students. That helped me to understand their personal interest in teaching field. The collective ideas developed a kind of strength within me and made proper decisions in different areas like academic, financial, and administrative sectors in community schools. When I was in the field, I found head-teacher of RRS talking with subordinates about their individual problems in teaching and learning practices. She had given responsibilities to teaching faculties and timely asked their input in academia. She had delegated responsibilities to vice-head teacher (Prabin Dhakal, secondary level teacher) and allowed him to monitor the overall activities of school.

Siwakoti's perception on decision making was little bit different, she stated that '*Phaleko Brikshya Ko Hango Na Jhukeko Kanha Chhara*'. According to her experiences, hard and laborious work of individual gives satisfaction in professional career. She further argued that to get respect from other we must respect them at first. Her strategy of decision making is to respect individual's courage, capacity and creativity and practice them in school context. Continuous collaboration and discussion with teachers help HTs to form harmony among subordinates. The strategy of Janga Bahadur Rai was little bit different because he assigned subordinates to perform their responsibility in school. He further added that;

Honesty is the best policy of building trust and harmony among the subordinates in school. I spent all my time working for the school and community. At present, I respect those people who are honest, responsible, and dutiful. I prefer to give reinforcement for both teachers and students for their best performance which I didn't do fifteen years earlier. (Field note, 19 September 2017)

The presented data focused on HT's strategy of developing trust and harmony among subordinates. Without team spirit it is very difficult to prepare master plan for the development of school. The proper planning and coordination with teaching faculties make HT strong and build trust among team members. I found him encouraging subordinates for making creative decisions and respecting autonomy in decision making practices.

Knowledge, skill and experience of HT helped to motivate subordinates to practice on ethical decisions in school. Parbati Siwakoti mentioned that '*Bolneko Pittho Pani Bikchha Na Bolne Ko Chamal Pani Bikdaina*'. To justify this issue, she focused on the active participation of stakeholders to make good decisions in school. The creative work of the HT could spread positive change among subordinates in schools and society as a whole. Regarding this, Parbati Siwakoti mentioned that;

R: Do you think communication skills matter decision making practices?

Give me an example.

HT: Of course, communication skill makes situation better. It is connected with decision making practices in school. In my leadership, school got land and building, seminar hall, new building, and compound wall etc. In the past, school's land and building were in debate and the case was running in the court. I talked with subordinates and people and collected fund to end the case. We won the case in 2062 and school has its own land and building. But we lost main building after earthquake then we made decisions for new building.

R: Could you please, tell me your experience of making decisions of new building?

HT: Why not, earthquake 2072, school building was damaged. I made plan for the construction of new building and collected fund for that. We had collected around twenty lakhs from school family. Then, we called meeting and shared our plan to the people of catchment area. People gave us positive response by seeing my courage. I talked with teachers, social workers, leaders, politicians, DEO, MOE and so on. We formed a committee of 101 members for that purpose and collected more than 300 lakhs. Now we are at the end of our work investing more than thirty million.

(Field note, 5 May 2017)

Communication skill of HT motivates subordinates on their duties and responsibilities. Parwati made plan for seminar hall and talked with the representative of parliament Mr. Radheshyam Adhikari. Then, she asked for money for preparing seminar hall and he agreed to give money for the school welfare. He had given 17 lakhs from Samsadbikash Kosh (Parliament Development Fund) and completed task on the allocated time. She talked with the SMC and other stakeholders for furnishing of the seminar hall. For that purpose, Keshab Mani Oli, member of SMC started to talk with Champa Lal Kaite for the decoration of the hall. Keshab requested him for the decoration of the seminar hall. He wanted to give money to the school, but SMC requested him to complete the task rather than giving money. Kaite managed everything to decorate the seminar hall and handover it to the school. This is just an example of successful decision making practices in school. Parbati further added that,

I have been working from early morning to late in the evening. I have been sharing my plan with the people and subordinates. Sometime I face strong criticism as well but I take such moment for positive change in life. It helps me

to learn more about strength of my decision and its effectiveness in school.

(Field note, 22 April 2017)

The presented data clarifies that HTs have passion and dedication in work. It is better to share personal plan to the subordinates and encourages them to add something. Parwati mentioned that she made plans at first and shared that plan with the subordinates. It helps her to establish as a team member. The role of HTs in school isn't definite one; they seem to be a teacher, facilitator, counselor, leader, manager, and office assistant as well. Managing these roles into the single domain is tough job for HTs because they have to perform their role as per the situation. Naradmani Banjara mentioned that;

Rights are given to the head-teacher. For that appropriate allowance is not given (300 for basic level and 500 for secondary level) to the HTs. The role of HT is to manage all scholastic activities and evaluate the performance of students, staff and teachers for appropriate feedback. Sometime I have to involve in social function and defense the existing queries of the people. (Field note, 24 August, 2016)

HTs are given allowance for their administrative work (MOE, 2002). In comparison of their activities, this allowance isn't justifiable because they have to take classes and do all the activities. The participants argued that they have to do remaining task and activities even on holidays.

Head-teacher as an Administrator

Community school head-teachers performed their administrative work because they had to act as a role model. To some extent, managerial task of head-teacher was not easy enough because they had to tackle on every functional activity of community schools. Administrative work of HT is connected with preparing academic plan,

monitoring scholastic activity, task allocation, evaluation of subordinates activity, teacher selection procedure, fund management & extra-curricular activities.

School development plan is prepared at the beginning of new academic season which gives the projection of coming year. Such planning captures the overall activities that are going to take place in upcoming days. Regarding such plan and decision making practices, Parbati Siwakoti stated that;

I prepare school transformation plan by observing the feedback of teachers, students, parents, leaders, SMC members and social workers. It has direct connection with scholastic activities within academic year like class management, ECA, examinations, teacher selection, discipline, harmony creation and task allocation. I have given responsibilities to the respective level coordinator to prepare specific plan. (Field note, 19 December, 2016)

Her perception was connected with the transformation of school culture.

Siwakoti had been collecting needs and necessities of the school from subordinates. It helped her to allocate tasks and responsibilities to level coordinator for their active and innovative participation in respective field. The role of HT was to connect his planning with vision, voice, value, and virtue. The main purpose of connecting her ideology was to show linkage among the stakeholders and its connection in school context. Regarding these issues some participants kept their argument against HTs perception on delegating responsibility in school context. Shreekrishna Bogati revealed that;

I heard different cases of delegating responsibilities to subordinates in school, which wasn't fair and transparent till the date. So called post were created to give strength for the moral values of HT. For that HT wanted to keep power in their grips and perform administrative activities in schools. (Field note, 18 October 2016)

Head-teacher's behavior and action have direct connection during decision making practices in community schools. In Nepali context, the post of HT stands at the top level in school and the society; even the government had given authority to that post and made medium of communication with local level. The process of delegating responsibility wasn't fair. Bogati further added that 'backbiting and bootlicking got priority in Nepali schools'. Regarding unethical behavior of the HT's administrative function Gaurab K.C. told that;

. . . head-teacher is unnecessarily going outside the school by telling that he has to perform social or official work which isn't true all the time. I found HT several times doing private work. For administrative purpose staffs have been managed, lack of monitoring system the outcome of the school isn't satisfactory. It doesn't help to establish acceptable culture, but it supports to ruin the future of school. (Field note, 26 January 2017)

Some research participants argued that head-teachers are escaping from school to perform their private work. Several times the issues had been raised but ended without definite conclusion. Regarding this issue, Parbati Siwakoti said that;

I have been involving in different social function led by female like elderly education, women welfare organization, cultural function and so on. Wherever I go, I have been representing from RSS. I have been talking with the people about the plan I have made. I don't think head-teachers are spending their time in effortless way, this might be the right place for them to establish professionally in the society. (Field note, 9 January 2017)

The presented data shows that head-teachers are responsible for decision making processes. To develop trust, cooperation, team building, honesty etc. are basic challenges for the HTs in school context. If there wouldn't be proper coordination

among the teaching faculties, it might create problem among them. For example, involving in social function is also a part of good schooling in society, so HTs have to share this type of message among the teaching faculties and ask their valuable suggestions. The proper coordination among the teaching faculties helps HT to mitigate the gap and develop academic plan. In absence of the head-teacher, there might be problems for the function of community school, Shreekrishna Bogati said that '*some teachers escape classes when they notice about the head-teacher's absence*' (Field text, September 20, 2016). This showed that head-teachers had to perform administrative function in community schools.

Volition and Cultural Earning

In school, head-teacher's role is crucial for building harmony among team members and develops coordination with them for establishing sound culture. The society has given value to the post of HT in school. To keep his/her position in strong form, HTs have to make clear vision, mission and objective of the school. Without proper planning, head-teachers couldn't make suitable decision and lead the mass of the people towards horizon of success. Regarding this, Parbati Siwakot shared her personal experiences on decision making practices in community schools;

I don't maintain hierarchy at the time of making ethical decision in school. I encourage subordinates for their contribution in decision making practices. Before making decision, I call meeting and talk with them about the possible contribution we could do for the welfare of school. Then, I usually present my plan in faculty meeting, SMC meeting and with other people if necessary.

(Field note, June 13, 2017)

The presented data shows that HT's active participation and positive support helps to develop harmony in school. Parbati has been rigorously working with the

teachers and people to make her decision successful. Her strategy of building coordination among the people makes her successful in academic field. Within short span of time, she got success to create new history of school. She mentioned that irresponsible HT creates problems and create hurdle in school. Subordinates motivation help to develop synergy among teaching faculties in school, Janga Bahadur Rai mentioned that;

. . . head-teacher and SMC members evaluate teachers activities based on timing, result, students satisfaction, parents response, his/her performance in school context. Based on the performance, SMC recommends additional responsibilities and allowances to respective teachers in school. Every year school provides awards to the teachers, which helps to upgrade their performance and potentialities in academic field. (Field note, 18 October 2016)

Ethical decision plays important role for motivating teachers and students towards targeted goal of community school. My participants said that school's environment, evaluation system, cultural earning, political scenario and perception of school leader towards subordinates help to determine the intensity of motivation in school. The role of HT seems to be dynamic and crucial in community schools because they could establish sound culture, which becomes appropriate tool for motivating subordinates. Parbati (Field note, June 13, 2017) said that *HT's dedication, passion, courage, strength etc. have direct connection with the practical aspect of ethical decision making in school.*

The role of volition is important to set organizational goal. The timely decisions of the HT make school's environment conducive and workable. Parbati Siwakoti revealed such situation and adopted new strategy to collect fund for the

construction of new building. She said that she had close relationship with subordinates and took feedback from them rigorously. Continuous sharing, collaboration with the subordinates and other teaching members helped to make strong and superb decision in school. When I discussed with her, she argued that feeling of ownership prepares subordinates and members of society to be dedicated on their duty and responsibility. For that purpose, she called meeting with school team and took their feedback for academic change. When I visited school, most of the time I found her talking with people, teachers and students. Parbati said that '*HT has to respect the potentialities of teachers and students, and let them for converting it in practical life*' (Field note, June 13, 2017). Her leadership got success to build new building from charity. Siwakoti shared her experiences how she started work of construction and what strategies she had adopted for making coordination among the teaching faculties, social workers, political leaders, parents, government officials, people of catchment areas and so on. Siwakoti further added that;

I thought a lot and made decision like 'Aafno Gaun Aafai Banau'. I talked with my colleagues about construction of new building after earthquake and started to make action plan for that. Rigorous discussion was done among teachers, SMC, PTA, representative of DEO and so on for the construction of new building in school. The issue of charity had come in-front of us, I announced to give four months' salary which was around 1,00,000.00 (One lakhs) for the construction of new building. After that all the teachers and staff announced one month salary for the construction of new building. We talked with the engineer and asked to design map of school. This message had been delivered upto the people of catchment area. Kind hands of the public started to spread upto school and contributed as per their wish. (Field note, 19 December 2016)

This shows that qualification, professionalism, and experiences helped to become prestigious figure in school and everyone would be ready to respect HT's decision in school. Parbati has been involving in education sector, social function and supporting the women for their activities for more than three decades. She started her professional career as a primary level teacher as a volunteer and worked for education and behavioral change of Badi women. Her philosophy '*Aafno Gaun Aafai Banau*' (develop your village yourself) became successful from the beginning phrase because she got success to educate Badi women and collected more budgets for construction. She argued that some time political issue would emerge in school context. The decision of the HT played important role to control political influence in school. Regarding political issue in school, Siwakoti said that;

. . . determination is needed to uplift education system of community schools. To run community school smoothly, the role of HT is always important and crucial because it is ranked at the top level in school's context. The bad decision of HT could ruin the future of community school, so HT needs to be careful during decision making practices. If HT's connected with political party, he/she couldn't run school smoothly. (Field note, 27 March 2017)

The concentration is needed during the time of making acceptable decision in school. Bisho Triphati, vice head-teacher of RSS, said that HT could handle any situation easily because her conversation style could convince teachers, social workers and political leaders and lead them successfully. Regarding this, Birendra Thapa, teacher of LSS, mentioned that HT was connected with the political party and ex-president of teacher union of Bhojpur, all the teachers had taken membership of political party. He further added that HT was working more than three decade so people couldn't speak against his activity in school. Then, I asked Gaurab K.C. about

the influence of political agenda in school, he said that sometime issue of ethics appeared in school during of decision making practices.

To run school smoothly, volition is needed to develop clear vision, mission and objectives of the school. To convert such plan in real life context, HT's wisdom, compassion and dedication play important role. If HT is dedicated towards the work, there would be the possibilities of getting better result in the coming days. In school the role of HT is to establish acceptable culture based on vision, value, voice and virtue for ethical prosperity among subordinates. Regarding this, Naradmani Banjara said that;

. . . two new teachers got appointment from the government this year, I talked with SMC and gave responsibility to them as level in-charge but senior temporary teachers started to threaten them and didn't follow the plan of newly appointed teachers. Senior teachers might have political power so they show bad behavior to level in-charge. (Field note, 17 February 2017)

Parbati Siwakoti told that dedication on job helps to establish good culture in school and motivates subordinates on their duties and responsibilities. In school, ethical decision of HT helps to mitigate existing gap and establish sound culture for organizational change. Timely decision and proper responsibility keep subordinates on the right track; otherwise, problems start to take place in school. They further added that fair treatment is needed to develop harmony among the subordinates.

Politics: Backbone of Success

In my experience I haven't seen proper use of politics for the welfare of the organization and its strength in Nepali schools. Nepali schools are running by the power of political leaders and its followers and interlinked with the benefit of specific social group. The transformation of politics for culture change is not properly taking

place in community schools. Naradmani Banjara mentioned that ‘most teachers are working under the flag of specific political party and trying to meet the agenda political leaders for personal benefit’. Parbati Siwakoti reveals such kind of political practices in Nepali schools. She further mentioned that;

During my professional career, I haven't done any work which is beyond the ethics. I believe and trust on team spirit and allocate responsibility for respective candidate. I give feedback to my followers if necessary. I haven't taken membership of any political party, but I have been doing politics for organizational change. For this, my strategy begins from basic needs of school and colleagues, who have been working together to achieve school's goal.

(Field note, 13 June 2017)

The presented data shows that the role of HT is important to develop professionalism in school. The ethical decision of HT becomes milestone for teachers' performance in school. During the time of discussion with HTs and teachers, I got different examples which could justify the current political scenario of community schools. Regarding political activity one of my colleagues who has been taking an agenda of political party and become the strong leader. Being as a professional teacher, he isn't involving in teaching and learning process, sometime he goes to school to receive his salary and return back for the same purpose. Even the education act mentioned that teachers must be free from political agenda (MOE, 2002). But this hasn't been implementing in Nepali community schools scenario.

Regarding this issue, I visited head-teacher of PSS, Naradmani Banjara. He told me that he had been facing difficulties during the time of making decisions because of the direct involvement of political leaders in school. Banjara connected this situation with the movement when he got appointment of HT in school. At that time,

the role of political leaders was important for giving him appointment. Naradmani Banjara mentioned that;

I want to share latest teacher selection procedure of my school. Four month earlier selection committee was formed to select secondary level English teacher (for +2), seven interested candidates applied for that post. I followed the general teacher selection procedure, but the activities ran differently because political power had given pressure to me via SMC. Later, SMC had overtaken process and selected less qualified candidates for that post. (Field note, 19 May 2017)

School leadership isn't an easy task; it is connected with overall performance of school. School leadership needs to be fair and transparent which could reflect ethical prosperity in school. Parbati Siwakoti said that *'the decisions of school leader and social workers need to be connected with each other and go side by side'* (Field note, 17 June 2017). When I asked Naradmani Banjara to share personal experiences regarding role of social workers during the time of decision making practices, he mentioned that *'PSS is just like mini-university'* (Field note, 26 January 2017). The interfere of political leaders had been going on. HT wasn't allowed for decision making practices in school. The environment of RSS and LSS was little bit different because political leaders couldn't interfere decision making practice in school. Regarding this, Janga Bahadur Rai said that *'politics is the best tool to talk about school's development, but everyone needs to be honest, responsible and dutiful on targeted goal'* (Field note, 19 September 2017).

When I got information regarding political influence in school, I wanted to know about head-teacher appointment over there, for that purpose I talked with Gaurab K.C. on decision making practices in school. He told me that Banjara was

selected for the post of HT because of pressure of political leaders eight years earlier. At that time, SMC had thrown out permanent HT (Ms. Suman Sharma) blaming that she was involved in corruption. When he was appointed for that post after that he had been working for them, HT's activities were moving around the members of SMC/PTA, he couldn't do anything by using his knowledge and wisdom in school.

Sujan Ghartimagar, teacher of RSS said that *'having positive political support helps to make decision on time and practice it in school context'* (Field note, 5 May, 2017). The decision of HT is connected with cultural formation in school because new generation is going to be the victim of it. Education act of Nepal has given authority to local body for monitoring community school (MOE, 2002), but the practice of Nepali education system didn't seem to be fair and transparent. If the leading organization couldn't control such political mechanism how is it possible for establishing good culture in secondary schools? Binita Chaudhary, teacher of PSS said that *'Nepali political parties are trying to get benefit from community schools and imposing their political agendum by the help of teachers'* (Field note, 17 February, 2017).

I talked with Bhim Maharjan, Chairperson of RSS, Bijaya Pandey, Chairperson of RSS, and Khuraraj Shrestha, Chairperson of LSS, on decision making practices in community school and the role of political leaders for its implication. All participants agreed that *'school must be politics free'* or *'political activities in school for organizational change or educational growth'*. Regarding this agenda, some of the research participants mentioned that sometime political decision is needed in school to establish innovative and constructive academic, financial and administrative planning of school. Further ahead, Gaurab K.C. said that *'sometime political leaders give pressure to HT and teachers for their personal benefit'* (Field note, 9 February, 2017) In my experience and observation, the concept professionalism hasn't been developed

till now, sometime HT and teachers were compelled to do as suggested by the political leaders. Birendra Thapa, teacher of LSS, said that *most of the teachers had taken the membership of different political party and showed their power at the time of decision making in school* (Field note, 6 October, 2016).

This research shows that sound culture could be established from dynamic role of school leader. If the leader is strong in his/her leadership style, definitely he/she could establish very good culture in school. When I visited schools I found that head-teachers had been spending all their time and effort for the growth of school. Parbati Siwakoti said that *'sometime political parties tried to involve school children in demonstration but I kept my strong voice against it'* (Field note, 27 March, 2017). Immediately, they pointed me being the member of next political party. This shows that blaming and threatening is normal activity in Nepali school's context. She further added that it is the continuous process, if I got criticism, I thought I had been doing something for school. The influence of the political party might create problem to some extent. HTs need to hear the voice of political leaders and make decision based on sharing with teaching faculties in school. Meeting, collaboration, continuous discussion, sharing experiences etc. would be helpful to develop the strength of head-teacher in school.

Power and Authority for Ethical Prosperity

MOE is the leading organization of Nepali education system. It has given authority to regional level and transferred responsibilities to local level. The authority would be given on the hand of local elected people. The collaboration of the head-teacher with elected people could make or form the academic plan of the district. SSS and RPs are assigned to monitor the schools and assist head-teacher for making

innovative decisions and implement it for the reformation of the education system of community schools. Janga Bahadur Rai mentioned that;

. . . fifteen permanent teachers are working in basic level (from grade 1 to 8) and five teachers for secondary level. I have been taking help from them to run the classes of higher level because from grade 6 to 12 are running two sections each. The numbers of teachers aren't sufficient for functioning of the school. I talked about this issue several times to local authority and social workers but couldn't find any alternative solutions for that. (Field note, 20 September 2016)

This shows that HT is the manager, supervisor, coordinator, leader etc in school. Being leader is tough job in any type of organization. The future of the organization depends on the leadership skill of the leader. Likewise, leadership of head-teacher is always at the front position and it could create future of any academic instruction. Parbati Siwakoti said that '*government sector doesn't become ready to add number of teachers in school in comparison with the number of students*' (Field note, 20 March, 2017).

In school, HT must be ethically strong because they are given full authority and power to lead school education. The monitoring system of the school depends on HT's evaluation system and work performance of teaching faculties. That's why proper coordination and interaction is needed among school members, which help to establish good relation among them to achieve organizational goals or objectives. During the time of discussion it has been found that qualified, experienced, and creative head-teachers are further ahead in decision making practices.

During the time of sharing with head-teachers, teachers, members of SMC and PTA, and social workers, it has been found that politics has direct or indirect influence

in decision making practice. Parbati Siwakoti said that '*when the decision is made, struggles begin from there for setting down the contextual environment of the school*' (Field note, 13 June 2017). The construction of culture depends on the overall environment of the school and surrounding. For positive decision, there must be support and ready to implement it in school. Most of the school head-teachers are trying to build positive impact among the subordinates for establishing sound culture in school. Janga Bahadur Rai said that '*authority is on the hand of head-teacher, but the role of SMC is important while implementing the decisions in school level*' (Field note, 4 November, 2016). For this HTs and members of SMC need to be ethically strong during the time of making fair and justifiable decisions in school. There would be fluctuation during the time of practicing power and authority in school context.

Community School Leadership

MoE stands for Education

Local authority stands for implication

Schools stand for Knowledge sharing

So, how ethical decisions are made by the HT?

**

Education Act prepared by MOE

Given authority to follow up by state

Supervision is done by SMC, PTA and Local Authority

How ethical decisions are practiced in schools?

This shows that head-teacher is the pillar of school and he/she has to perform a lot of contribution for the welfare of community school. Without continuous support, rigorous work, connection with the people, HTs couldn't implement their decisions in schools.

Policy: The Way of Leading

The education act of Nepal 2002 has given some responsibilities to the school head-teachers. To some extent it couldn't meet practical aspects of making and implementing decisions in secondary schools. HTs are given a lot of tasks but allowance isn't sufficient for that purpose in school. The given allowance and responsibilities are not matching with each other because it is too low. Parbati Siwakoti said that *'HTs are taking responsibility just for social welfare, name, fame or prestige in the society or district'* (Field note, 9 January, 2017). Janga Bahadur Rai said that *'the post of HT is an opportunity to show knowledge, skill and creativity in academia'* (Field note, 18 October, 2016). Sometime HTs face difficulties in school because they need to monitor the activities of subordinates, evaluate their performance, talk with the people and establish relationship with government officials. Naradmani Banjara mentioned that;

... head-teachers have direct connection with the government and local authority for everyday conduct. There is no more attraction of money but people prefer to have this position for power, authority or social prestige. Sometime political issues arise to deserve this position or subordinates create hurdle for selection procedure. (Field note, 9 February 2017)

When I talked about academic policy school education, HTs mentioned that Nepal Government has announced free school education. Regarding this issue, Janga Bahadur Rai raised an issue *'how is it possible to run classes with more than hundred students in the same classroom?'* (Field note 18 September 2017) Parbati Siwakoti mentioned that *'DEO wouldn't be ready to add number of teachers based on students ration in school'* (Field note, 13 June 2017). If the decision is made to breakdown sections, definitely the pressure falls upon the whole body of the school. Janga

Bahadur Rai further added that *'I prefer to keep more than seventy or eighty students within the same classroom because it doesn't give financial pressure to me'*.

Sometime if any post of teacher is vacant, the normal process is followed for the selection of temporary teachers.

In school, HTs are given authority for the construction of new culture and implementing them within the school context. When I visited schools and talked with the research participants, they told me that in school, teachers were divided into different groups. Parbati Siwakoti said that 'If the situation of the community school is running in the same way how could we say school gets better result' (Field note, 13 June 2017). For ethical conduct, there need to be proper coordination and sharing among different dimensions of community schools. It helps to conduct interaction and sharing among subordinates and practice in schools' context.

Chapter Summary

During my analysis of the transcribed interview, field note, reflective writing, some major issues of ethical decision making practices were presented and discussed on them. For this, I demarcated some basic themes like qualification and experience of HT, role of SMC for decision making practices, HT as a culture maker, an act of living: An act of doing, HT as an administrator, volition and cultural earning, politics: Construction for new culture, power and authority in decision making, policy, authority and decision making practices in community schools. The presented data helped me to explore decision making practices in community school based on ethnographic tales of my participants. To justify these thematic issues, I had taken consideration of different cases and discussed on them for the purpose of creating new meaning in academia.

CHAPTER VI

METIGATING CHALLENGES AND MAXIMIZING OPPORTUNITIES

In the previous chapter, I presented detail information regarding participants' perception on ethical decision making practices in community schools. Here, I have planned to discuss on ethnographic tale of my participants based on second research question what opportunities and challenges do school leaders experience while involving in ethical decision making practices? And how do they cope with the challenges? For this purpose I presented information regarding current challenges faced by HTs and their creative and artistic activity for mitigating challenges to establish sound culture in community schools.

Coping with Challenges

At this stage of my research, I am going to portray decision making practices which I discussed and observed with my participants in community schools. In this part of my thesis I discussed how participants understood ethical decision making practices in community schools. Similarly, the implication of decisions, ideas and experiences of the HTs were used for the construction of developing sound culture in community schools. Here I mentioned HTs' understanding on mitigating unethical practices and adopted new and innovative ideas for overall development of community schools.

This section of the study was developed with the help of previous discussion regarding decision making practices in community schools. When I got information regarding inconsistency between saying and doing of school HTs, I asked them about the possible decision making practices and adopted possible alternatives to mitigate

such gap. Here, I discussed HTs' perception to mitigate existing challenges at the time of making ethical decisions in community schools.

Maintaining Consistency

In academic field, consistency of saying and doing is the basic requirements for school leadership. It lays emphasis on maintaining consistency between saying and doing (Ratcliffe, 2008). This proverb intends to mean that there exists inconsistency between saying and doing and therefore, there is a need for maintaining consistency in behavior of school HT and teachers in school context. Regarding decision making practices in school, consistency in HT's and teacher's behavior could be the paramount importance in the sense of educational hobs which are considered producing competent, trustworthy, honest, patient, friendly and productive human citizens. Education regulation has mentioned rules and responsibilities for HT in provision 94 to maintain academic environment, academic quality and discipline (GON, 2002) in community schools. For example, when discussion was made about discipline, dress, medium of teaching, school timing and so on, honesty plays sound academic environment in schools.

The presented data showed inconsistency between perception and practices of decision making in schools. HTs and teachers said one thing but they practiced differently in schools. For example, HTs told me that they talked with subordinates before decision making but teachers blamed that HTs made decisions in their own ways. To mitigate such inconsistency, ethical planning was needed before decision making practices in community schools. It is assumed that a person who has deep knowledge and volition to lead the organization could make proper decision and implement such decision in school context. Till now, in Nepal there is no any provenance of selecting school leaders from competition out of interested candidates.

The practice of HT selection is not fair this might be from seniority/SMC pressure/political pressure etc.

Ethical Dilemmas: Selecting Best Alternative

When I was with my participants, I gave concentration on HTs decision making practices in school context. Based on the premises of education act of Nepal, I believed that HTs had given authority for making decisions and monitoring the overall activity. But in fact, I found HTs, who were in dilemmas for selecting best alternatives to make decisions. The proper selection procedure helped to attract subordinates interests and motivated them to work on targeted goal of school. The collected data showed that decisions were made for the purpose of solving problems, modifying the existing faith or establishing new strategy of making decisions. For this purpose, coordinating and sharing were needed along with stakeholders before making decisions. Regarding this, Naradmani Banjara stated that;

In school teachers, students and parents have different interest regarding the issue I am dealing with. Before making decisions I generally share issues with subordinates because it would be better strategy to practice decisions in coming days. If I haven't done so, I would be the part of criticism or faced difficulties while implementing it in practical life.

The presented data shows that active participation was needed among the school team while making and implementing decisions in school. When I was in the field I found HTs sharing their plan with subordinates before making final decisions. To some extent, misunderstanding was created and disturbed normal activity of community schools. HTs would be in dilemma for making decisions. Janga Bahadur Rai said *'I will be in dilemma at the time of making decisions because it is very difficult for me to capture subordinates interest all the time'* (Field note, 9 July 2017).

In school, the role of HT is important for selecting best alternative for making decisions. Such priority couldn't catch individual interest in school context. DeWitt (2015) mentioned that the principal isn't responsible for leading the climate and culture of community secondary schools; he or she controls the atmospheric conditions inside the school building.

Dynamic Role of Head-teacher

Sometime, HTs couldn't make decisions by themselves because there would be high possibility to reject their decisions by the subordinates. HTs told me that they had to spend their free time for planning and development of schools. It was impossible to do assigned tasks within the official time. The research showed that perception of teachers towards HTs was somehow different and expected everything from them.

Janga Bahadur Rai said that;

I heard teachers blaming HTs to do every task like ringing bell, cleaning toilets, observing routine, giving salary, keeping students in discipline. For this I am raising questions to myself how is it possible to do everything from my side? I have been working from early morning to late in the evening to make conducive culture and environment but I couldn't bring drastic change in schools. (Field note, 22 September, 2017)

The continuous discussion with teachers and HTs showed that if HTs moved around simple and minor tasks, how could they make acceptable decisions for changing culture of community schools? Rai further added that '*teachers have their own interest and trying to establish their behavior in school, to mitigate bad habit of teachers continuous evaluation is needed*'. When I was talking with Rai, he pointed the name of some teachers and students and asked me to evaluate their activities. Rai informed them to enter in school compound before 10:00 AM several times, but it

didn't happen till that time. Rai further added '*I am tired of telling them about time*' (Field note, November 4, 2017). Same issue was raised in SMC meeting and made decisions to enter in school before half an hour, but lacks in practical life.

Performing managerial role is one of the tough jobs for HTs. For additional work, HTs didn't get sufficient allowance from government but they thought it would be their responsibility to maintain moral values in school. For additional work they were compelled to work on holidays or unofficial hours because fear was moving in their mind to become failure in their leadership. Just for name and fame Nepali HTs worked for the development of community schools. Regarding this Parbati Siwakoti mentioned that;

Sometime people give pressure to close school and try to use school team for their benefit. I simply tell them about students' right and teachers' responsibility to develop learnable culture in school. I don't think more about negative comments from people but think about my duty and responsibility for quality assurance in school. (Field note, June13, 2017)

The challenge for school HT is to break down outer pressure and handle situation by using their wisdom, power and creativity. Sometime people take support from teaching faculties and try to impose their vision via subordinates in schools.

Regarding relationship among school team, Naradmani Banjara said that;

. . . backbiting, bootlicking are basic issues to create conflict among teaching faculties. By observing such situation political parties try to impose their vision within school. In most of the cases, HTs are compelled to follow their order rather than HTs planning, which ruins the culture of community schools. (Field note, 11 July, 2016)

This shows that HTs faced difficulties during the time of making decisions because teachers took shelter of political party and tried to breakdown schools' culture. Sometime HTs got pressure for what to do or what not to do in school. Instead of fighting with such terrific situation, HTs preferred to take shelter of political party and act accordingly. Gradually, it makes horrible situation and breakdown quality assurance in community schools.

Preparing Academic Plan and Delegating Responsibility

When I was in the field I found that teaching faculties and students were expecting sound academic plan from HT. When I talk with Janga Bahadur Rai regarding this issue, he said that;

. . . if HT makes decisions regarding academic plan, to some extent, teachers don't feel ownership on it. They think that it is HT's plan which is compelled to follow within school. In such situation absence of HT let students to move outside the classroom and teachers spend their time in office or go outside school for their personal work. (Field note, September 19, 2017)

Well planning plays important role for overall functioning of community schools. Generally it is very difficult to practice of it from individual point of view. Regarding this Parbati Siwakoti gave emphasis on individual effort for achieving expected result of community schools. For this, HTs were given additional responsibilities to perform in school. There were different tasks teachers needed to perform in schools as given by HTs and SMC like vice head-teacher, coordinator, level in-charge, grade teacher, discipline in-charge, exam coordinator, ECA coordinator etc. Regarding delegating responsibility Naradmani Banjara mentioned that;

Teachers get certain allowance for additional duties and responsibilities.

Generally responsibility is given from the discussion in faculty meeting. It would be very difficult to allocate responsibility for all, only few teachers get chance to work, but other teachers feel dissatisfaction and don't prefer to assist them for better outcome of their work. (Field note, February 19, 2017)

The presented data shows that subordinates were expecting justice from every part of community schools. It would be very difficult for HT to allocate responsibility in school. Some HTs got pressure from SMC and other people. Naradmani further added that some teachers told chairperson or political leaders to get additional work or responsibility in community school. Such situation might create problem and HTs got threatened from social workers based on his/her decisions of delegating tasks in schools. Sometime the post of HT would be in terrible situation because teaching faculties or people of catchment area demand resignation from the post as well.

Establishing Coordination with Local Authority

In Nepali context, the role of HTs is to establish coordination with local authority for salary, scholarship, physical development, financial support and so on. According to Janga Bahadur Rai *the process of need analysis is the basis of decision making (Field note, November 14, 2016)* in community schools. For this, discussion is needed among subordinates, chairperson and social workers before making ethical decisions in school. The proper coordination with upper level helped to change the overall structure of community schools like construction of new building, managing library, seminar hall, compound wall, etc. Regarding this Parbati Siwakoti said that;

. . . convincing people isn't an easy task. I never make decisions alone regarding developmental plan of school. I encourage people to share their view and ask them possible alternative for getting better result. For example,

while preparing seminar hall, I requested (Bishnu Prajapati, Social Worker) him for the construction of seminar hall. He agreed and completed the entire work from his side. We helped him if he called us about the work. (Field note, March 27, 2017)

The presented data shows that post of HT seems to establish sound relationship with the connect people of the catchment area. While doing the task, HTs might get a lot of criticism or insult. Regarding such situation, Janga Bahadur Rai said that *criticism and insult gave me power and strength because I got at least some people who were evaluating my task or working style (Field note, October 18, 2016)*. The proper coordination with different body of education helps to bring change in academic field. But subordinates and people didn't take it positively about HTs work outside school compound. Regarding this Naradmani Banjara stated that *'I have been going outside the school and consulting people. But teachers and parents thought that I have been doing my personal work'* (Field note, January 26, 2017). He further added that he shared his work and decisions with subordinates because everything wouldn't be successful in school context. For this, sometime HTs had to establish close relationship with representative of local authority.

While bringing agendum in front of authority or interested people, there wouldn't be any certainty to achieve it or lose it. The DEO has given responsibility to SS and RP for monitoring community schools but they don't have authority to change existing system. For example, proper coordination for teacher selection or subject change, DEO plays important role in Nepali context. For this HTs have to keep agendum in SMC meeting and final decision of SMC is needed for approval from local authority.

Flaccid Role of Local Authority

This is connected with weak participation of local authority during decision making practices in community schools. The collected field text justified that decision making practices were varied because it would be determined by knowledge, skill and experience of HT. Regarding this issue, I found Rai and Siwakoti were actively participating in decision making practices. They could easily convince people and guide them as per the demand of situation. Even in the SMC and faculty meeting they could express their views in-front of subordinates, and got success to convince them by their logic. But when I was in Pashupati secondary school, I didn't find active participation of HT in SMC meeting and other regular functional programs. When I talked with teachers about the role of HT in decision making practices, they told me that HT was not allowed to do whatever he/she wished to do in school. Regarding this, Naradmani Banjara said that;

I am not feeling comfortable on this post because I couldn't make decisions in school. I got appointment of HT by the pressure of SMC about eight years earlier. There was no one else to deserve the post and I was compelled to become HT. The same political leaders were moving around school and compelled me what to do or what not to do from the beginning of my professional career. Even in teacher selection process, their role seemed to be dominant. I don't have any option except following their suggestions. (Field note, July 11, 2016)

In the recent time, Banjara wasn't feeling comfortable when people interfered his work in school. If he tried to reject SMC members' perception, it would disturb school's environment. In such situation, HT couldn't change responsibility of teachers based on monthly, quarterly or yearly evaluation. In most of the cases political pressure had taken place at the time of establishing new agenda within school. It

helped me to form different groups and spent their time by criticizing the activity of each other in academic field. Conducive environment of school helps to uplift the position and believes on shared values within school context. In Nepali scenario, school teachers' preferred to take the flag of political party which divides them into groups. When different groups form, it creates problem and starts to have debate. In practical life, opposite group didn't prefer to follow the decisions of opponent group. It creates huddle or problem to achieve school's goal or objective.

In most of the cases, I found teachers and students maintained discipline in front of HT. But they didn't prefer to do so in absence of HT, there wouldn't be proper coordination among subordinates and students in school. I found some lazy teachers who entered in the classroom later and left the classroom earlier. Parbati Siwakoti mentioned that;

When I go outside school, I give authority to vice-HT to tackle with the situation. At present we don't have any problem because colleague could easily handle the situation. But at the beginning of my professional career, when I went out of the school, teachers used to go for their personal work which created problems for the functioning of school. At present, we have code of conduct for both teachers and students. If anyone breaks down the code of conduct, plenty will be there. (Field note, 18 March 2018)

At RSS, I found discipline in-charge stood at the gate and keeping the records of teachers and students. Without taking permission from authority anyone couldn't go outside the school before allocated time. The monitoring system helped to run every task smoothly in school. HT talked with the teaching faculties and made decisions. The classes ran in English medium from several years. Siwakoti told that she tried to

compete with private school. To justify this argument she showed me the result of school from three years.

I found contradictory view of Janga Bahadur Rai, he mentioned that absence of HT was taken golden time for teachers and students in school context. Teachers and students thought to be free from burden and left school before allocated time. HT of LSS said that he heard the quarrel of parents several times. He also added that people started to talk 'Rai Kata Gayechhan' (Where did Rai go?), when they found teachers and students at bazaar within school time. When I asked him;

Researcher: Did you ask teacher and students why they leave school before time?

HT: I raised this issue in faculty meeting. But the voice of lazy teachers seemed to be louder than others. I also informed them about the issue, which was moving even in the society.

Researcher: Is there provision for reward and punishment for that?

HT: Yes, we have. But system of reward and punishment couldn't work in all contexts. Such teachers preferred to take benefit from political leaders. Such activity of the teaching faculty helps to breakdown the system of school.

This shows that formation of good culture isn't possible from individual point of view. There must be coordination among the teaching faculties. When I was staying in LSS, I found some teachers were irresponsible in their duties. The context of PSS was different because political leaders imposed their agendum in school.

Acting as a Role Model

The best way of converting individual perception into practical life is acting with the followers in natural setting. HT's appearance on time is the best technique for

role modeling, other possible role modeling technique would be running classes on time, being punctual, stand nearby gate, school cleaning, participating actively in formal and informal programs, making decisions on time, involve in social activities etc.

The practice of working with the followers is increasing day by day. It helps to develop intimacy among the stakeholders and encourages them to work for the betterment of organization. Here I want to present a case of LSS, it was on Saturday, I found HT who had been collecting bricks with office assistants. When I asked questions to him, he told me that if he didn't work with them, they wouldn't prefer to work on holiday. This showed that the convincing capacity of the leader played important role for shaping sound culture in school.

The case of PSS was different where young and energetic HT couldn't foster his talent within the school. When I was there, I found that members of SMC timely entered in school and kept HT in pressure. When I raised questions regarding their presence in school, he told me that *'it is very difficult to understand social workers because they try to impose their political agendum over here'* (Field note, May 17, 2017). I spent about eight years but I never experienced their role for the welfare of organizational growth. He added that teachers had taken the membership of different political parties that meant they didn't have fear from anyone else. This shows that HT wasn't allowed to make decisions without consulting social workers.

When I was at RSS, I found Siwakoti talking with the teaching faculties, SMC members and social workers. She told me that working with the people developed intimacy, honesty, fairness, courage and dedication towards work. She further added that working with the subordinates gave them pressure to follow the decisions of HT. She had given me different examples of library, seminar hall, school ground, new

building, and developing school's property. She mentioned that '*Phaleko Brikshyako Hango Najhukeko Kanha chhara*', if we do something from our inner heart, success would be moving around us. The strategy she had adopted in her leadership seemed somehow successful in academic sector.

Chapter Summary

In this chapter, I presented some challenges faced by HTs and adopting new strategy for coping with challenges and maximizing opportunities in schools. Challenges seemed to be taken place where HTs responsibility is to settle down the situation comfortably. HTs faced difficulties either their role seemed to be active or passive in community schools. Then, I dealt some issues which made HTs more powerful and their strategies which made successful in schools. To mitigate existing gap ethical decision making helps to foster subordinates morale, boosts brand reputation, encourages loyalty in parents and subordinates, and improves whole school system. To settle down the situation, dynamic role of HTs was needed and acted accordingly in schools.

CHAPTER VII

SUBMERGING INSIDE MEANINGS

In earlier chapters four, five and six I presented information about field site, field text and discussed on them to explore major findings on decision making practices in community schools. In these chapters, I mentioned discourse interpretation of how participants shared and experienced their decision making practices in schools. This chapter begins with brief discussion on formulating research agenda or research questions and findings of discussion with the help of previous chapters. Similarly, I gibbet my key learning and insights with the help of participants understanding and practices in community schools. During the time of discussion, I tried to connect my finding with existing knowledge and experiences of school leaders in academic field.

Responding to Research Issues

In community schools, decision making practices fall upon academic, financial, and administrative decisions of school leader. For this qualification and experiences of head-teacher play important role for ethical decision making practices in school. The research shows that head-teachers perform their duties and responsibilities for the welfare of community schools and motivate subordinates for better performance. For ethical decision, coordination is needed with SMC, social workers, subordinates and students. It helps to make decisions from school team regarding annual plan, in-fracture development, temporary teacher selection procedures, delegating responsibilities, selection for training, fond collection etc. The research further shows that need based decisions motivate subordinates and connected people to work out on targeted goal of community schools. The continuous evaluation, sharing and coordination help to mitigate existing gap and lead school towards horizon

of success. Role modeling makes conducive environment in school and encourages subordinates to act as per the given situation for the welfare of community schools. Regarding this issue, responsibilities are given to school head-teachers but minimum allowance couldn't encourage them to perform allocated tasks. There is no alternative provision for appointing head-teacher in community schools; it is just like teaching profession. Anyway, the success of community school depends on how skillfully head-teacher delegates responsibility and monitor overall activity of subordinates.

Academic change is possible from ethical decisions; it would be directed by knowledge, volition and action of head teacher. Trust, respect, honesty and dedication are basic tools for community school head-teachers for ethical decision making and converting such decisions in practical life. It develops the feeling of ownership and motivates subordinates towards targeted goal. In schools, head-teachers make decision based on value, vision, voice and virtue within school scenario. Similarly, the practice of ethical decision making is determined by knowledge, volition and action of HTs in community schools. For this, role of SMC is important for supporting as well as monitoring overall activity of decision maker. I didn't find such situation in some schools where SMC played dominant role during decision making practices. In addition, politics seems to be the part of school leadership. It is needed for making strategic planning for academic, financial and administrative change of community schools. Dynamic role of HT could assign interests of subordinates and let them to use their creativity in practical life. Whatever problem is appeared in community schools, ultimately goes on the head of HT and his/her decision would lead further ahead.

Responding to second research question, head-teachers would be in dilemma for making ethical decisions out of scattered problems in community schools. To some

extent, head-teachers face criticism from subordinates as well as social workers not being flexible before decision making. Being consistent on decisions, searching for best alternatives, being honest, responsible, punctual on duties are some basic challenges for decision maker in schools. To cope with existing challenges, head-teachers adopt some strategies like sharing agendum, asking suggestions; reflect on experiences, strong determination, and positive personal attitude for making such decisions in schools. It develops friendly environment and motivate subordinates to work on targeted goal of community schools.

For maximizing opportunities, head-teachers continuously share their plan with subordinates, local authority and social workers. Proper coordination makes situation conducive and rigorous discussion lead towards successful decision making practices in community schools. To some extent, head-teachers adopt role modeling technique as a basic tool to convert decisions into practical life. Head-teachers involvement in decision making practices like teaching, cleaning, counseling, delegating responsibility, evaluating performance, sharing decisions with SMC and DEO to make subordinates more responsible on their duties in community schools.

Discussion of Findings

In this study I explore my participants' knowledge, skill and experiences in decision making practices within community schools. This helps me to explore the direction towards being good (Northhouse, 2013) inwardly or outwardly in ethical decision making practices within schools.

Learning by Doing: Process of Decision Making

In community schools, head-teachers use new and innovative ideas for decision making practices, consulting seniors, taking training, etc. It helps them to make short and long term decisions in community schools. In schools, head-teachers are the main decision maker (Kocabas & Karakose, 2009) because education act has given authority to head-teachers to make decisions. Knowledge and experiences of head-teachers make situation better and actively participate in every activity within school. But the case of novice HTs seem to be different whereas unnecessary pressure ruins the strength of community school.

The strategy of sharing decisions with the subordinates makes situation easier because HTs have to play more administrative and managerial roles than teaching in the classroom (Karki, Timseena, Amatya & Neupane, 2005). In most of the cases school team become ready to walk on the journey HTs purposed as functional planning of the school. The government has given authority to community to monitor community schools and act accordingly (MOE, 2016). For ethical governance, schools need qualified HTs who have taken special training related with decision making practices in community schools (Kocabas & Karakose, 2009). It helps to develop right path of community schools and leads towards horizon of success.

As mentioned in Chanakya Niti while living away from home in foreign land, knowledge is the true friend (Chanakya, BC 371- BC 283, trans. Daman, 2015). Chanakya further mentioned that in home, wife is the true friend. For a patient, the medicine is the true friend. And after death, the faith is the only friend. Likewise, for school leaders, ethical decision is true friend to develop trust, honesty, cooperation, harmony among subordinates. So, all these friends should recognize in time and should be well taken care of them. The finding of the study shows that culture of

community school is shaped by the attitude, behavior, and leadership style of school leaders. Likewise, in ancient epic of Valmiki's Ramayana Sita sent message to Rama, 'Aanrushamsyam paro dharma', through Hanuman for her rescue without further delay which means to be compassionate, kind, merciful, and humane is a great virtue for ethical leader (Ramayana, 5.39.39, trans., Ramamurthy, 2011). To rescue Sita, Ram's leadership and strategy seems versatile to imbibe his values and connect it with his ideologies. This is connected with timely and right decisions of the leader. Likewise, previous research shows that HTs ethical behaviors and decisions directly affect the school climate (Kocabas & Karakose, 2009). The nature and performance of school leaders need to be ethically strong and friendly with the subordinates who have been traveling in the same boat. In Nepali scenario, it is believed that old or matured people could perform better than novice HT. Anyway Norberg and Johansson (2007) found in their research that principals' professional action plays important role in changing nature of school leadership.

Decision making practices of head-teachers are determined by the strong value oriented professions and personal values of individuals (Norberg & Johansson, 2007) in community schools. The purpose of doing such activity is to connect head-teachers' decision with real life situations. Therefore, school leadership is an activity that can be described as moral because, in very general terms, it presupposes notions of better and worse, of good and bad activity of school leaders. Bahattrai and Maharjan (2017) mentioned that ethical concerns are highly imperative in schools because ethically rich education is supposed to cultivate the foundations of a society with integrity, justice and peace. It helps to motivate subordinates to act within the periphery of head-teachers' decision in community schools. Therefore, outcome of school is judged by

the government and community, generally leaders get appreciation or criticism based on outcome of school.

For academic decisions, qualification and experiences of head-teacher play important role to have better academic environment in schools. The research shows that qualified and experienced head-teacher performs miserably better than inexperienced head-teacher in community schools (Karki, 2005). To some extent, it helps head-teachers to implement their decisions within school context and motivate subordinates to work on targeted goal. Sometime, decision making practices are connected with selection procedure of head-teacher like seniority, qualification, experiences, nepotism, political influence, social pressure and so on. During the time of appointing head-teacher if right candidate isn't selected, obstacles start to take place from the first step of academic career. Acceptance of identity made situation somehow horrible and followers didn't seem to accept the existence of school leader. If selection process of HT isn't fair and justifiable, it affects decision making practices.

Delegating Tasks to Subordinates

The research shows that concern of ethics of care relates head-teachers strategy to have sound interpersonal relations with subordinates during delegating responsibilities in schools. In schools, head-teachers give particular attention in maintaining harmony and cooperation among subordinates, SMC members, with DEO staff, and RPs (Karki, et al., 2005). The research shows that delegating responsibility helps to motivate subordinates to think more about their duties and responsibilities. Likewise, in the field I found head-teachers preference on team work and delegate responsibility to the respective candidate to move further ahead smoothly. It develops a kind of legal principles to maintain justice via fairness, equity, and justice in the system (Marshall, 2004). The concern of critique is connected with right and wrong

dimensions of ethical decision making practices in community schools. It is connected with the challenges head-teachers face in practical aspect and given voice to subordinates to meet common expectations.

The concern of ethical leadership is connected with well being of school in several ways. The research shows that a great number of HTs need training as regards of decision making (Kocabas & Karakose, 2009) practices in schools. Otherwise, decisions of head-teachers could assist existing culture of community schools. In schools, head-teachers have key role in managing schools because they are main decision makers, they are school leaders, and they have moral responsibilities than other staffs have during the time of decision making in community schools. For effective practice of decisions, HTs conducted interaction with subordinates, SMC, parents and students before sharing decisions to public.

The research shows the role of head-teacher as an administrator, counselor, facilitator, cleaner, manager, advisor, decision maker, observer, discipline in-charge, leader etc. Anyway, educational administrators are supposed to manage not simply an organization but also to establish ethical environment in school context (Kocabas & Karakose, 2009) for developing sound environment. In schools, head-teachers have been working honestly because they have moral pressure or desire for ethical standard (Starratt, 1991). The success of head-teacher depends on how skillfully they delegate tasks to their subordinates and monitor overall activities in school. The research shows that head-teachers prefer to delegate tasks to their subordinates and monitor overall activity as top level manager does in any organization.

A good leader ensures that his/her subordinates give him/her a patient hearing and conduct themselves to achieve vision, mission and objectives of community schools. This would allow him/her to find proper platform and explore full potential.

Rama's utterance in Ramayana includes '*Ramo dwir naarbhibhaashate*' which means once Rama gives his word, that is final and it is kept at any cost (Ramayana, 2.18.3, trans., Ramamurthy, 2011). There is no question of repetition of the same a second time that's why he abdicates his position. Likewise, school leaders in particular are leaders with vision, and have the ability to see and put into perspective what others can't. The chief ingredients of good leadership as portrayed by Rama in Ramayana primarily are character, trust, courage and competence, which undoubtedly form the essence of success for any school leader.

The research shows that coordination among teaching faculty and SMC become milestone for delegating responsibilities in school like post of vice-principal, coordinators, level in-charge, discipline in-charge, HODs, exam coordinator, etc. Regarding this Chanakya (BC 371- BC 283, trans. Daman, 2015) said that it doesn't matter how beautiful a person is. If he has no good manners, he won't be called beautiful. Delegating responsibility is the process of preparing honest followers who become ready to follow head-teachers' decisions. This concern is highly imperative while selecting appropriate follower and delegate responsibility in community schools. Otherwise, subordinates start to spend their time for unproductive activity in schools. Robert (2011) added that fulfill professional responsibilities with honesty and integrity help to develop positive attitude to work in team and act accordingly within community schools. Teaching faculties would be responsible for their choice in moral and responsible way (Kocabas & Karakose, 2009) and start to act as per the given responsibility in community schools.

Sound Culture: Process of Ethical Prosperity

The research shows that academic change can be assured from ethical decisions of school leaders. In schools, head-teachers are poised to use their superior

knowledge and experiences to direct and control the working of entire school (Mualuko, Mukasa, & Judy, 2009) for the purpose of establishing sound culture. To establish sound culture, the role of head-teachers play dynamic role for assuring quality education. During the time of collecting and analyzing field text, it has been found that decisions were made by school leaders, at school level; head-teachers frequently make decisions regarding appropriate steps to achieve educational objectives (Durosaro & Ogunsaju, n. d.). The active participation of head-teacher and subordinates help to make decisions and practice accordingly.

Head-teachers' decisions are connected with functional mechanism of community schools like class management, teacher selection, task allocation, performance evaluation, training, feedback, discipline, etc. For this, head-teachers generally talk with teaching faculties, SMC members and make appropriate decisions to meet schools' targeted goal. Teachers participation in decision making increase output production, use expert knowledge in decisions, produce positive staff morale and commitment, improve employees relations, develop sense of ownership, assure quality management, satisfaction and monitoring (Fullan, 2003) within community schools for making ethical decisions. For this, head-teachers have to identify the best alternative as mentioned by Grace (2014) understanding the individual core values. It isn't an easy task for the school leader to identify common good for all.

At the time of implementing ethical decision, diversity or heterogeneous group creates somehow difficulties for making common themes on specific agenda. When values are given, it makes school leader to be concentrated on agendum and implement decisions for the welfare of community schools. The active participation of HT and SMC members is important in community schools for ethical decision making practices. It helps to develop synergy among the subordinates and act accordingly to

achieve school's goal. In such situation, subordinates could choose their work environments based on their ethical preferences and connection of their values with their workplace (Norberg & Johansson, 2007) environment. Anyway, the research participants would be agreed for establishing sound culture in community schools.

To some extent, the role of head-teachers would be passive and influence by the people of catchment area. The finding of the study shows that unethical activity of social workers help to spread negative message among stakeholders and spoil organizational culture. Regarding this previous research shows that teachers desire more participation in decision making than they are actually involved (Mualuko, Mukasa & Judy, 2009) during decision making practices. It has also been found that teachers desired head-teacher to create an environment in which subordinates can contribute the full range of talents to accomplish school's goal. But till now, no better way is developed for the purpose of making ethical decisions in community schools. Regarding such complex situation, Chanakya (BC 371- BC 283, trans. Daman, 2015) says that the person who does well to you, you should do the same thing to him. Similarly, who are wicked to you, should be treated with wickedness. There is no harm in doing so. This concern suggests head-teachers to identify individual who assists during ethical decision making practices in community schools.

The post of head-teacher is at the apex of pyramid of teaching faculty is a common feature in schools (Mualuko, Mukasa & Judy, 2009) where they could make acceptable decisions for the purpose of establishing sound culture in school. The school culture could be reflected from personal experiences of head teachers and its implication in everyday life. The presented data shows that the role of head-teacher isn't limited within specific area because they have been performing different tasks. It has been found that additional work give head-teachers extra burden/pressure and

compelled them to work even on holidays. Regarding this, head-teachers mentioned that teaching faculties and parents thought that it would be their responsibility to manage overall activity in school.

Congenial atmosphere in school and among stakeholders is vital to promote coordination and team work in school (Karki, *et al.*, 2005). HT's personality and self discipline, creativity and impartiality are some of the characteristics observed as helpful tools to boost faith and respect within community schools. Therefore, trust, honesty, harmony, and cooperation are basic qualities of being ethical head-teacher. The better way of establishing ethical prosperity in community school is the way of involving teachers in decision making as a medium of motivating them (Mualuko, Mukasa, & Judy, 2009) on their respective duties and responsibilities. The coordination and interaction among the stakeholders could establish good culture and reflect the moral values of school leadership. In schools, HTs make decisions form continuous interaction with subordinates and motivate them towards targeted goal of school.

Local Politics in Ethical Decision Making

Political action has become a well known force in education system throughout the world (Joseph, 2015) which shows the value of politics and its connection for building appropriate culture and environment in schools. He further added that politics remains as an essential part of education system; it helps to build harmony, coordination, cooperation on the manipulated tasks and responsibilities in academic field. The culture of community school is reflected by decisions and behavior of head-teacher towards followers in schools.

Owen (2006) mentioned that politics in education is like politics in general revolves around three entities: people, value and resources. Likewise, the field data

shows that head-teachers select suitable alternative from their knowledge, skill and experience in academic field. Fagan (n.d.) stated that politics is related with group decision making so it affects most of what goes on in school. Such situation helps to aware parents, social workers, teachers and students regarding decision making practices in schools. The healthy environment creates sound political environment in community schools. The field texts assist me to clarify that politics is needed in school for assuring positive change and building harmony, cooperation, trust among stakeholders in school.

Politics isn't some evil, dark discipline (Ramsey, 2006). The research shows that it is the part of daily routine and to work with what process to ensure that educationally sound decision making practices in community schools. The research shows that ethical leaders understand this and use politics to their advantage. Regarding this Chanakya (BC 371- BC 283, trans. Daman, 2015) says that a friend who talks sweet to you but becomes bitter about you behind your back should be left immediately. This requires understanding power structures and the process of making decisions in community schools. Sometime outer influence appears in community schools at the time of decision making. In schools, head-teacher and teachers prefer to take flag of political party for the purpose of implementing their agendum in schools. Sometime politicians and superintendents have the power to make changes in school culture and improve their purposes in relation to the best for all children (Norberg & Johansson, 2007).

In one of the schools, less qualified temporary teacher was selected because of the political pressure in school. Mishra (2018) mentioned that nepotism and favoritism were also mentioned by Chanakya as political corruption, by government officials to favor their family members, friends, etc. Chanakya believed that there shouldn't be too

much of personal interaction in professional life else it leads towards destruction.

GON (2002) gives authority to school head-teacher for their active participation in decision making practices but it didn't take place properly. The proverb '*Maraki Gara*' seemed to be applicable in school context, which means either head-teacher, had to resign the post or followed the decisions of SMC members. But the practice of politics wouldn't be negative all the time. Bigham and Ray (2012) mentioned that politics must be everywhere, but that is not necessarily all bad. Some community schools get very good academic, financial and administrative achievement from the rigorous support of political leaders in schools. The research shows that politics is a part of the daily routine and to work with that process to ensure educationally sound decisions.

Similarly, in epic Ramayana, the words of Hanuman to Rama to consult Vanara leaders about accepting Vibheeshana who has come to join their side to rescue Sita from the grip of Ravana telling that 'Aakarah chhaadyamaanopi na shakyo vinigoohitum. Balaaddhi vivrunotyeva bhaavamantargatam nrunaam', which means one's innermost thoughts and emotions reflect on one's physical appearance which is difficult to cover up however one may try to do it (Ramayana, 6.17.64, trans., Ramamurthy, 2011). These are the words of Hanuman to Rama who consults the Vanara leaders about accepting Vibheeshana who has come to join their side after parting company with Ravana. Many of the Vanara leaders don't want to accept him and some even suggest that he may be spy of Ravana. Hanuman, however, cogently agrees the case for Vibhashana's acceptance. He says that Vibhashana's body language clearly indicates that he is earnest and doesn't have evil intention. Leaders can perceive what is right and know how to mobilize people and resources to accomplish mutual goals. Therefore, leaders need to have knowledge how to deal with their subordinates in order to motivate them to work out on targeted goal. Thus, the role of school leader

is likely the same because it is connected with the futures of students, parents, teachers and nation as well.

For establishing good culture in school, the role of politics seems to be important. Ramsey (2006) stated that politics is a basic tool that all successful leaders use to achieve goals through other people. So, the achievement of school is determined by the knowledge, volition, and action of school leaders. Being a skillful HT presumes the competence to judge the ethical consequences (Norberg & Johansson, 2007) and makes sound culture in schools. It makes successful HTs and maintains the culture and environment of community schools, where subordinates feels pleasure to work under ethical leadership in schools.

Influence of SMC in Decision Making

Teachers, parents, alumni and community members could serve head-teachers in decision making practices in community schools. SMC is for effective management and suggests school leader for better functioning of community schools. The research shows that in most of the cases SMC helps to make decisions on what resources to collect and allocate for the construction of new buildings, maintenance, class management, amenities of the schools, etc. SMC plays vital role for decision making practices like temporary teacher selection, transfer of teachers, construction of new building, fund collection etc. which would later have to get approval from the District Education Office (DEO) before it would come into effect (Bhattarai, 2015). At present, local body was elected but some problems appeared in functioning level in community schools. Because local body doesn't have clear information and official document regarding faculty of community schools, coordination is needed with the head-teachers before making decision.

The future of community school is determined by decision making practices of head-teachers and adopted suitable strategy for making sound culture. School with good understanding and cooperation between HT and SMC has managed schools remarkably well (CERID, 2002-03). It helps HTs to possess some leadership skills such as vision, commitment and ability to mobilize local resources. The appropriate or timely decisions help to build strength among team members and unfair decisions assists to spoil the future of community schools. Tyler (2014) stated that wrong or right decisions by school leaders would shape the school and district environment towards 'good school' or 'bad school', that's not easily changed unless there's leadership change. In some schools SMC has been working actively for decision making practices it would influence the outcome of school positively or negatively. The achievement of such schools would be at top ranking in the district or national level. But the flaccid role of HT or SMC creates obstacles while implementing decisions in community schools.

Education Policy and Decision Making Practices

The education act of Nepal has given authority to school HTs to make decisions and monitor schools' activities. Head-teachers of community schools are provided proper guidance for decision making practices by centrally developed policy and procedures on the regulatory framework (Trimm, 2014). This shows that policy has given authority to head-teachers but they face difficulties in practical life. Sometime the decisions of head-teachers would be in trouble for making acceptable decisions because they must follow code of ethics and always think of students first in decision making practices (Kocabas & Karakose, 2009) because it helps to be strong on academic field and get positive responses from teaching faculties and social workers.

Good governance is a set of belief, practice, policy, and procedure exercised by HTs to provide strategic direction to ensure better outcome. The research shows that good governance supports school leaders to manage their resources so they can deliver quality education. MOE (2016) mentioned that the implementation of federalism in the country is expected to revise the responsibilities of federal (national), provincial and local levels in terms of education planning, management and budgeting. The government of Nepal has given full authority to local elected body for their positive support and reinforcement in community schools. This makes local body powerful and monitors school activities to give proper direction for school team. Lacking of knowledge, skill and experience the representative of local body couldn't give proper leadership in local level and support HTs for making ethical decisions.

To some extent, flaccid role of head-teachers bring miss guidance for practicing decisions in schools. When subordinates notice weaknesses of school HTs, it makes them to think more about rationale and ethical prosperity of school leadership. Because of the political instability, there would be fluctuation in practical aspect of school leadership where school leaders or team aren't allowed to make decisions on their own ways. Even in school level, I find active participation of social workers in decision making practices. To minimize such situations, HTs' role need to be dynamic and crucial to overcome and convince people based on academic plan of community schools.

Making decisions are just like preparing individual for tackling with obstacles to achieve organizational goals and objectives. Challenges appeared in every step where school leaders need to play the role of mediator and act accordingly. School leaders are given authority to make decision but they couldn't do so all the time in school context. Sometime they feel difficulties even sharing decisions with the

subordinates. The research shows that proper strategy of HTs help to maximize chances of being successful leader, and minimize negative consequences, which create obstacles for implementing decisions.

Ethical Decision Making: Underpinning Models

The finding of the study showed that experienced and qualified head-teachers were comparatively stronger in care, justice and critique for ethical decision making practices in community schools. Culturally, experienced and qualified head-teachers were supposed to be more caring, affectionate, and compassionate with regard to their decision making practices and even the followers would be ready to work out on their targeted goal. This finding is connected with Chanakya (BC 371- BC 283, trans. Daman, 2015) ideology 'one intelligent son is better than 100 stupid ones. One moon is able to brighten the night, but thousand of stars are not'. This shows the sharpness of head-teachers ability in academic field for common good during decision making practices. It helps them to be stronger in practicing ethics of care in school context as a part of their everyday activity. Ethical decision making practice is supposed to empower head-teachers to practice the ethics of justice and critic in professional performances in community schools. But novice head-teachers are supposed to be weak in regard to decision making practices, to some extent senior teachers wouldn't be ready to follow head-teachers' decision in practical life.

The research shows that head-teachers face difficulties during decision making practices in community schools. Whatever decisions are made, challenges would be rendering over there. Anyway, the central concern of ethical leadership falls upon four ethical paradigms: care, justice, critique and profession to scrutinize un/ethics of school leaders (Bhattarai & Maharjan, 2016) but it couldn't capture different dimensions of ethical decision making practices. For ethical decision making

practices, maintaining consistency is one of the challenges for school leaders. The research shows that knowledge, volition and action play vital role for ethical decision making practices. Regarding this, Bhattarai and Maharjan (2016) added that Langlois model of ethical decision making isn't sufficient to cover up overall aspect of school leadership. Langlois model couldn't consider much about individual and situational variables which seems to be important during decision making practices in community schools. The finding of the research shows that multiple perception, learning and experiences are directly connected with decision making practices and its implication in community schools, which isn't covered by this model.

In school context, it would be very difficult to meet existing gap between saying and doing in community schools. Even, TERA model gives emphasis on knowledge, volition and action of school leaders but doesn't talk more about individual behavior and contextual interpretation of existing situation in community schools. Such things are missing in Langlois model of ethical decision making practices, to fill such gap Bhattarai and Maharjan (2016) has taken consideration of 'Person-situation Interaction Model' (Trevino, 1986) and 'Theory of Complex Responsive Processes and Emergence' (Stacey, 1995). Among these two models, Trevino's model is helpful in making decisions considering individual, organizational, and situational variables of school head-teachers in community schools. Regarding this, the study gives emphasis on individual and situational variables, which are connected with knowledge and experiences of school leaders. For common good, head-teachers and subordinates follow interaction and shared meaning process based on Stacey (1995) model of ethical decision making in schools' context. This model helps me to understand how interaction shapes the meanings and how shared meanings are formed facilitating complex ethical decisions in community schools.

The interaction among TERA, Person-situation Interaction Model and the Theory of Complex Responsive Processes and Emergence become comprehensive enough to explain the ethical decision context and to have sound practical implication in the area of ethical decision making (Bhattarai & Maharjan, 2016) in community schools. The research shows that ethical decision making practices are connected with multiple perceptions and experiences of head-teachers to demonstrate within community schools. Head-teachers prefer to make decisions from rigorous interaction and discussion with the subordinates. The research shows that everyone is expecting change from school leaders which isn't possible in every context. To some extent, head-teachers face difficulties to select best alternative from the chain of alternatives in community schools. The performance of head-teacher is evaluated by SMC and local authority and suggested what to do or not to do in local context. The perception of participants was somehow different because they blamed that they couldn't do whatever they wished to do in schools' context.

The finding of the study showed that novice head-teachers faced more difficulties than experienced and qualified head-teachers experience in everyday conduct. The decisions of head-teachers are connected with the socio-cultural position of community schools. Such activities are connected with individual's cognitive moral development stage (Trevino, 1986) based on belief and behavior of individual during the process of deciding what is right or wrong situation in ethical decision making practices. The field data shows that in most of the cases head-teachers face difficulties to determine how an individual is likely to behave in response to an ethical dilemma in schools' context. As the finding shows that the context of decision making practices is different, their way of thinking and overcoming ethical dilemma because they work in different environment and context.

Trevino's model couldn't capture how individual influences subordinates performance during decision making practices in community schools. To fill up such gap I went through the theory of the complex responsive processes and the emergence of Stracey's (1995) theory. For the implication of ethical decisions, interactions are necessary actions (Stanley, 2009), which give rise to structure of gestures and responses in case of head-teachers as well, young and energetic head-teachers weren't confident enough in practical aspect in regard to their new and innovative planning of schools. By role modeling, sharing with subordinates, coordinating, and understanding core value of decision making (Grace, 2014) make strong output of community schools. As indicated by Stacey (1995) interaction among school team help to share individual's belief and values, and behavior and action within schools' context. It helps to develop a kind of assumption regarding a sense of shared understanding and reflects own expectations of how others might respond (Bhattarai, 2017). The concern of ethical decision making practices is connected with Valmaki's Ramayana.

Likewise in the epic Ramayana, Rama was in dilemma when Lakshmana was struck unconscious by a spear thrown at him by Ravana. He was in grief and said '*Nahi pratijnaam kurvanti vithathhaam satyavaadinah. Lakshanam hi mahattwasya pratijnaaparipaalanam*' which means 'those who always adhere to truth do not make false promises. Keeping one's promises is surely, the mark of one's greatness' (Ramayana, 6.101.52, trans. Ramamurthy, 2011). Lakshmana was revived by *sanjeevani* brought by Hanuman. It developed strength in Rama to move further ahead and got success to complete his mission and rescued Sita from the grip of Ravana. Therefore, leaders stand at the top and prepare creative plan for ruling followers in smooth manner. The concept of Langlois, Trevino and Stracy is properly implemented even in complex situation and helps to overcome from difficult situation for common

good. To some extent, it's found that there are so many lacking between policy of school functioning and head-teachers' strategy of ethical decision making practices in community schools. Whatever authority is given to head-teachers, they couldn't implement it all the time in school context. Subordinates expect sound decisions from school leaders, but it would be very difficult for them to make ethically strong decisions in community schools.

To mitigate existing challenges school leaders act as a role model in school context. It helps to develop closeness among stakeholders and motivate them to work in favor of schools' growth. For this, head-teachers adopt different strategies for establishing sound culture in community schools and aware subordinates about their duties and responsibilities. It has been argued that trust, honesty and reality based decisions of head-teachers make conducive environment and prepare subordinates to act in favor of schools' growth and development.

During the time of delegating responsibilities in community schools, head-teachers give concentration on subordinates' skill, knowledge and attitude for that it is better to assign right person for right task. The research shows that subordinates might be motivated from it and become ready to work in favor of change. The right decision of HTs develop sound political environment in community schools and prepare followers to work in favor of good culture in schools. Ethically strong decisions of HTs allocate duties and responsibilities to the followers and act accordingly. Without proper coordination with the connected people in community schools, it would be very difficult for HTs to explore subordinates code of conduct. The research further shows that HTs have to establish coordination with the local authority during academic, financial and administrative decision making practices in community schools.

Whatever decision is made in community schools, it would be evaluated and monitored by SMC and social workers for giving feedback.

Making decisions from subordinates' point of view helps to build path for overall performance of schools. For this, ethical leadership begins with an understanding and commitment to core value (Grace, 2014). To establish core value, uniqueness is needed to build up team spirit which is possible from knowledge, volition and action (Langlois, 2011) of head-teachers in community schools. Professional experience of head-teachers helps to develop proper coordination and commitment among subordinates and enjoy working in team for ethical prosperity. The participants agreed to select best alternative from their personal experience and given priority to the best alternative at the time of decision making practices in community schools.

When clear concept regarding value, vision, voice and virtue (Grace, 2014) are developed, school leaders actively participated in sharing visionary plan with the subordinates who had been working over there for a long time. The research shows that head-teachers give consideration on voice of subordinates based on the premises of values. Furthermore, vision is just the process of preparing plan in community schools. Regarding this issue, Grace (2014) said that voice helps to articulate visions to others, so that harmony could be developed. The voice of head-teachers develops closeness, coordination, actively engaged in academic activity where teaching faculty foster their ability. Continuous discussion and collaboration motivate subordinates and let them to practice decisions in schools. The head-teachers who work with clear vision could motivate people and work for the betterment school. In such situation, voice of head-teachers get priority even in public media like 'Shikshako Lagi Vikshya' (begging for education), 'Aaphnu Bidhlaya Aaphai Banau' (develop your village

yourself), and collected about three hundred lakhs for the completion of new building. This shows that visionary and ethical leaders become more powerful in academic field and lead community schools towards the horizon of success.

Timely decision of head-teachers helps to establish good culture and environment within community schools. In this regard, Chanakya (BC 371- BC 283, trans. Daman, 2015) explains 'the importance of true faith and spirit here-if someone worships even a wooden, stoned or metallic idol as god with the true faith and spirit, he will be blessed by the almighty god for his truthfulness'. True faith and spirit develop strength within school leaders and devote towards targeted goal. It would be the best path for school leaders to identify their status as Grace (2014) mentioned common goods. The research shows that to make decision successful, it is necessary to complete inner as well as outer journey for creating new meaning in academic sector. The three terms service, police and renewal were used to connect value, vision, voice and virtue in practical life. In this research, service helps to connects value of HTs with vision. Therefore, HTs make decisions based on need analysis of existing situation in schools. When values and visions were determined by the HTs, it's generally left for the public for its practice. Such activities help to bring new and innovative ideas for the reformation of schools' climate. This kind of activity is known as art of politics and its practice in community schools. At last voice returns to value, which shows cyclical process and these entire moves towards virtue which help to evaluate the practical aspect of head-teachers' decision.

Therefore, the role of head-teacher is important and crucial in school context because head-teachers could convince subordinates through communication, reinforcement and caring them during decision making practices in school (Brown, Trevino & Harrison, n.d.). At the time of taking action HTs could appear as a

manager, decision maker, counselor, discipline in-charge, coordinator, sweeper, cleaner, teacher, trainer, leader and so forth. Therefore, HTs have to perform all these and many more, which is helpful to establish sound cultural environment in schools.

Decision making practices are connected with everyday functioning of community schools where head-teachers would be under pressure to make common decisions. Sometime, changing rules and regulations of government created difficulties during the time of making and implementing decisions in community schools. Regarding this GON has given authority to local body for monitoring community schools. In the recent time, the elected people of local authority doesn't have clear concept regarding salary, grade, allowance, etc. of school teachers, somehow such condition of local authority creates problem in community schools.

Chapter Summary

At the beginning of this chapter, I have presented some logic regarding how I had collected and analyzed data for the purpose of exploring new knowledge in decision making practices in community schools. The first part of the chapter was concentrated on research questions and method I had adopted to reach up to this phrase of academic research. The following section of the chapter is concentrated on major findings based on previous chapters of the study. The finding of the research is presented based on different models of ethical leadership, Chanakya Niti and Ramayana. The research shows that practical aspect of decision making had a lot of challenges because of the existing situation of community schools. Therefore, ethical decision making practice of head-teachers is mostly connected with knowledge, volition, action, situation and interaction among subordinates for shared meaning process within community schools.

CHAPTER VIII

REFLECTION, CONCLUSION AND IMPLICATION

In the previous chapter, I presented detail information about discussion of findings. This chapter begins with reiterate the journey, conclusion reached from submerging inside meaning and draws some implications for ethical decision making practices in community schools. At first, I presented personal experience, why did I keep this particular area under my consideration? Then, I have drawn conclusion from ethnographic tales, which is based on lived experiences of my participants within the premises of ethical leadership models.

Reiterate the Journey

At the beginning, I planned to see school leadership based on ethics but later I changed my mind to see ethical decision making practices in community schools. When I read books, journal, periodicals, articles, etc., it helped me to make clear concept on this specific issue. Then, I made plan to collect lifelong experiences of school head-teachers and their ethical decision making practices within community schools. In my experience, sharing, and observation, decision making is the strategy which is adopted by head-teachers at the time of sharing common agenda among subordinates in community schools.

For this purpose, I went through the journey of qualitative research, it helped me to be familiar with everyday activity of school leaders and their decision making practices. The lifelong experiences of school leaders helped me to add knowledge in the arena of school leadership. The study explored lived experiences of my participants via interview, observation, sharing, and formal/informal interaction with them.

At the time of data collection, I gave emphasis on academic, financial and administrative decisions of head-teachers and its practices in community schools. The main concentration was given on head-teacher's decision and its ethical prosperity in school. The data had been collected from rigorous sharing, and observation. Every day, I wrote brief information on whatever I saw or experienced in the field. The overall procedures of data collection had been conducted for the purpose of gathering valuable information which assisted me to analyze HTs' decision making practices in community schools. Thus, this study helped me to explore how and why such practices were taking place in school. The rigorous discussion and interaction helped to develop new concept regarding decision making practices in community school.

Conclusions

Although community school head-teachers grow up in similar cultural setting but their relation with SMC, PTA, local authority, government office, donors, well-wishers etc. differ in many cases. Consequently, it causes differences in their way of thinking about ethical decision making practices in schools. The ways of leading and ethical decision making practices are different among novice and experienced head-teachers in community schools. In practical life, head-teachers have their own approach of perceiving the 'common good' for ethical decision making practices in schools' context. Qualified and experienced head-teachers are free for ethical decision making practices as compared with recently appointed head-teachers in schools. Decision making practice is connected with subordinates understanding and meaning making process in community schools. The continuous interaction with subordinates and others help to generate new meaning in academic field. This process helps to develop consensus and find suitable alternative if there are multiple perception among teaching faculties in school's context.

Therefore, novice head-teachers need to consider subordinates and connected people before ethical decision making in community schools. Head-teachers mentioned that they want to consult subordinates and seniors before making decisions but lacks in practical life. Head-teachers can understand the core area of knowledge, volition and action, which are consequently constructed and revisited in particular schools. Head-teachers also use their own ideas and strategies to understand meanings through sharing, and cope with the situation of ethical dilemmas.

Therefore, head-teachers are the decision makers in community schools. They perceive that ethical decision making is the way of establishing sound culture in schools. For this, knowledge, volition and action play important role for ethical prosperity in schools. Knowledge of the HTs assists to select appropriate decision, and motivates subordinates to work out on it. In ethical decision making practices coordination, sharing and discussion develop harmony among team members and assist to achieve school's goal. It helps HT to be familiar with inner as well as outer journey of ethical leadership via value, vision, voice and virtue.

The main thrust of ethical decision making is to motivate subordinates towards targeted goal of community schools. It is concluded that trust, respect, honesty, harmony and dedication are the basic tools for ethical decision making in community schools. Even though it is very difficult for HTs to make acceptable decisions for all in school context, rigorous sharing and interaction with subordinates help to develop closeness among them and act accordingly. There's no fixed role of HT in school that would be as an administrator, worker, facilitator, helper, cleaner, counselor, and leader. Anyway their responsibility is to build trust among team members and make conducive environment within school. The outcome of school is judged by the strategy adopted by head-teachers in community schools.

In school, power and authority go side by side in academic field. The proper management of power and authority lead schools towards success where every member feels proud on their respective duty and responsibilities. Consistency is needed during the time of making and practicing sustainable decisions in community schools. The positive thinking and coordination among school team help to establish sound environment in academic field. Thus, ethical decision making practices are contextual, changeable, identical and flexible within community schools.

Implications

My learning of decision making practices can be implemented in four different ways: implication in community schools, school leadership (HTs), policy makers and research methodology. I have discussed each of them below separately:

Implication in Community Schools

The finding of the study would be helpful for community school head-teachers, and their subordinates for ethical decision making practices. Head-teachers will be benefited from this research by enriching and widening their knowledge and understanding about the concept and importance of ethical decision making practices in schools. This study would be helpful to transfer knowledge, volition, sharing into action. Thus, it would be helpful for developing innovative strategy for running community schools.

Implication for Practice

The post of head-teacher is the top level administrator in community school. Head-teacher is given authority to make decisions and monitored decisions to achieve organizational goals. Head-teacher is the key leading professionals, and teachers are the active members to follow decisions (Lee, 2012). Head-teacher and teachers can

modify the culture by focusing on ethical decision making practices in community schools.

Implication on Policy Maker

Education regulations have made provisions about the selection and appointment of head-teacher from among the teachers who works in the same organization or different as well. But it hasn't mentioned about visionary plan of school teachers. On the basis of this study, policy makers can get insights to identify academic, financial and administrative decision making practices in community schools. Similarly, this study will support policy makers to make some provisions about decision making practices in community schools. In addition, policy makers can develop some policy guidelines for acceptable decision making practices in schools.

Methodological Implication

The methodological standpoint of my research could be implicated to the field of ethnographic research. My ethnographic inquiry constitutes of multiple ways of thinking through lived experiences and constructed them as tales in the research site which gives the direction for future ethnographer to conduct similar types of research. In ethnographic study, I have portrayed that socio-cultural meaning of research agendum can be constructed through ethnographic tales that represent the cultural site of three community schools. The other important learning from this kind of ethnography is 'multiple thinking' like the thinking of autobiographical thinking, narrative thinking etc. Implication of multiple thinking in this kind of ethnographic research would be an ethnographer to construct multiple meanings from the cultural formation of community schools.

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APPENDIX I

Focused Area of Study**1. How do the school principals make decision on the physical development of the school?**

- Infrastructure development
- Classroom management
- Teacher's room management
- Preparing space for modern technology
- Making good library
- Preparing plan for overall development of school

2. How do the school principals make decisions on financial management of the school?

- Generating fund
- Supply of the fund
- Giving salary
- Making fee structure
- Buying books, computer, and other materials
- Evaluation system of financial allocation

3. How do the school principals make decisions for academic strength of the school?

- Recruitment of head-teacher (qualification, character, social status, political belief, courage, dedication, strength, experience etc)
- Preparing academic calendar
- Teacher selection process
- Preparing code of conduct
- Task allocation
- Students' achievement evaluation
- Professional development of the teacher
- Reinforcement for both teachers and students
- Collaboration with stakeholders (teachers, students, parents, SMC, DOE, MOE, HSEB and other sector if necessary)

4. To what extent public school principals involve with subordinates during the time of decision making?
 - Teachers
 - Students
 - Parents
 - SMC
 - PTA
 - SSs
 - RP
5. How do school principals/head-teachers tackle with the challenges and maximize the opportunities in schools?
 - Pre-decision making
 - While decision making
 - After decision making

Perception and Practices of Ethical Decision Making

1. How do head-teachers coordinate with the teachers and students about their duties and responsibility?
2. Why decision making is important in school?
3. What is the role of school management committee during the time of decision making?
4. What are processes of making decision in schools? What is the role of stakeholders/teachers?
5. What is the role of ethics during the time of decision making?
6. How do the school leaders/principals implement their decisions in everyday life?
7. What ethical issues are confronted by school principals as they perform their responsibilities?
8. How do the school leaders tackle with ethical issues?

Cultural of the School

1. How do the leaders motivate teachers towards their responsibility?
2. What are the possible determinants of decision making in schools?
3. Is there any connection of decision making with ethical dimension?

4. How do principals share information with subordinates?
5. Why is it necessary to have ethical prosperity in school?
6. What are the processes of promoting good culture in schools?
7. What are the consequences of implementing decisions in schools?
8. In what ways do school leaders consider their work as a school leader to be moral and ethical in nature?
9. Are moral considerations and judgments unique to this profession?

Challenges and Opportunities

1. What are the contemporary challenges for school leaders?
2. How are leaders responding to these challenges?
3. How do the leaders tackle with challenges and maximize opportunities?
4. What are the ethical dilemmas and underlying values involved in decision making?
5. How do the leaders cope with the challenges?

APPENDIX II

Observation Check List (Only for Key Points)**School: S1 / S2 / S3 / S4 / S5**

Area of Study	Time 1	Time 2	Time 3	Time 4	Time 5	Remarks
Knowledge and Skill of Head-teacher for decision making						
- Communication skill						
- Management skill						
- Task allocation						
- Evaluation of task						
- Experience and social status						
- Monitoring discipline						
- Creating cooperation						
Involvement in Decision Making Process						
- Head-teacher's role						
- Chairperson's role						
- SS's & RP's role						
- Teachers' involvement						
- Social workers/political leader's role						
Implication of Decision Making						
- Head-teacher's role						
- Teacher's role						
- Chairperson's role						
- SS's & RP's role						
- Social workers						
- Action on decision implication						
- Evaluation procedure						

- Giving feedback						
Volition (Strong Determination)						
- Timing & punctuality						
- Evaluation system of work						
- Keeping records of work						
- Assisting subordinates						
- Organizing refreshment program						
- Providing feedback						
- Active participation for making decision and implication						
Context (Who make decisions?)						
- Physical development (Overall Physical development of the school i.e. building, compound, furniture, teaching aids, library, labs, painting, ground maintenance, cafeteria, and so on)						
-						
- Financial development (Annual fee preparation, searching budget, teachers' salary, coordinating with donors, searching sources of finance)						
-						
- Academic development (Teacher selection, task allocation, routine development, conducting						

terminal & final exams, sending students to participate different programs)						
Socialite and Cultural Earning						
- Role of head-teacher						
- Relation with subordinate						
- Involvement in social activities						
- Coordination with parents						
- Political influence in decision making						
Power and Authority						
- Coordination with DEO						
- Role of SS						
- Role of RP						
- Chairperson and social workers						
Risk Taking						
- New decision making						
- Convincing authority						
- Existing challenges						
- Maximizing opportunities						

APPENDIX III

Table 2.1

Methodology Summary

	Study Area – 1	StudyArea – 2	Study Area – 3
Location	PSS, Sinamangal	RSS, New Baneshwor	ASS, Bhojpur
Participants	Head-teacher School Teachers Students		
	Phase 1		
Data Collection	In-depth Interview (Search for Cases and Lived Experiences) -Knowledge and Skill -Volition -Context (Academic, Financial and Administrative Decisions) -Socialite and Cultural Earning -Relationship with the Subordinates -Power and Authority -Risk Taking -Coping with Challenges and Maximizing Opportunities		
Analysis	Transcribe Discourse Analysis of the Participants Voice Reflective Writing		
	Phase 2		
Data Collection	Informal Interaction/Interview		

	<p>Observation (Collecting Cases)</p> <p>Discussion</p>
Data Analysis	<p>Reflective writing</p> <p>Thematic writing</p> <p>Narrative writing</p>
	Phrase 3
Data Collection	Visiting Field (Observation and Informal Discussion)
Data Analysis	<p>Categorize Collected Cases/Activities</p> <p>Explore Practice of Ethical Decision</p>
Report	Develop a Report

APPENDIX IV

Teachers' code of conducts as outlined in the seventh amendments of the Education Act and the following regulation, Article 133

The seventh amendments of the Education Act and the following education regulation have outlined the code of conduct for teachers. The provision 133 (1) states the list of guiding codes of teacher conducts that should be abided by teachers (GON, 2002, pp. 120-122). The codes are:

- a) To carry out prescribed tasks at the place where he/she is assigned
- b) To be present in school regularly in the prescribed time and sign on attendance register mentioning time of coming in and going out, and shall not be absent in school without getting prior permission for leave,
- c) Not to influence or attempt to influence anybody politically with the intention of fulfilling vested interest in connection his/her service.
- d) Not to publish an y article in his/her real or nick name or give an y information, statement or speech to communication media like press or radio or television or an y other media jeopardizing the harmonious relation between His Majesty's Government and the people and the relation of Nepal with an y foreign country,
- e) To regard teaching and study as his/her main with the objective of making students good citizen,
- f) To encourage obedience, discipline, good faith, co -operation, morality, sympathy, patience and good conduct,
- g) Not to spread feelings of hatred against any language, religion or amongst teachers or students,

- h) Teacher working in a community school shall not work outside the school where he/she has been appointed without taking permission from Management Committee and District Education Officer,
- i) To work for bringing emotional unity in the country having raised national spirit through the medium of school or educational institution,
- j) Not to hold demonstration Gherao, strike, lock- up, so as to undermining the sovereignty and integrity of the Kingdom of Nepal or disturbing public peace and security, foreign relation, public decency or resulting in contempt of court, or causing obstruction to any government authority or officer in performing his/her duties as provided by law,

APPENDIX V

**Head Teachers' code of conducts as outlined in the seventh amendments of the
Education Act and the following regulation, 2002**

Education Regulation 2002 lists the rules and responsibilities of a head teacher in provision 94 (GON, 2002, p 88-92) as follows:

- a) To maintain academic environment, academic quality and discipline,
- b) To create an environment of mutual co -operation having coordinated with teachers, other employees, among teachers and other working staff, students and guardians, schools
- c) To carryout necessary functions for maintaining discipline, good moral character, politeness etc. in the To prepare programs for running class in the school in consultation with teachers, and supervise whether or not the classes have been run as per the program,
- d) To prepare programs for running class in the school in consultation with teachers, and supervise whether or not the classes have been run as per the program,
- e) To make or cause to make provision for sanitary and other extracurricular activities in the school,
- f) To operate administrative functions of the school,
- g) To admit students in school and cause to conduct examination,
- h) To give transference and other certificates to the students,
- i) To keep records of significant works and activities of the school,
- j) To recover losses incurred to school property from salary if any teacher causes such loss knowingly or negligently,

- k) To take departmental actions including dismissal from the service on the recommendation of the Management Committee, against any teacher or employee appointed on the school on its own resources who do not perform their official duties,
- l) To maintain records of the punishment given to teachers and other employees and to show such records to District Education Officer and Supervisor when they want to see,
- m) To submit reports relating conduct, behavior and work performance of teachers and other employees to District Education Office and Management Committee,
- n) To make recommendation to Management Committee and District Education Office for reward and punishment to teachers,
- o) To hold teachers meeting at least once a month, have discussion on the school related subjects and to maintain record of such meeting and discussions,
- p) To submit salary reports of the teachers and other employees appointed on own resources of the school to the Management Committee for endorsement,
- q) To restrain any mischievous activity in the premises of school and hostel,
- r) To prepare annual programs of the school and to implement it having got it approved by the Management Committee,
- s) To prepare monthly, half yearly and annual programs relating to teaching and learning activities in the school and to implement such programs,
- t) To send teachers to District Education Office for training having got it approved by Management Committee,
- u) To expel any student violating discipline from the school,
- v) To implement the curriculum and textbooks prescribed by His Majesty's Government in the school,

- w) To spend bud get according to direction and powers entrusted to him/her and to maintain or cause to maintain accounts of income and expenditure,
- x) To conduct or cause to conduct periodical examinations to be held in school in regular, fair and well -regulated manner,
- y) If more than fifteen percent of students fail in an y subject taught b y an y teacher for a consecutive period of three years or if any teacher commits any act with negligence or against discipline, to suspend the grade of such teacher for a period of two years,
- z) To take or cause to take classes in the school daily as prescribed by the Ministry,
- aa) To send salary report of the teachers working in the school under the posts approved by His Majesty's Government to District Education Office for approval,
- bb) To prescribe functions and duties of the teachers and other employees working under him/her,
- cc) To abide or cause to abide b y the directives given by Management Committee and the District Education Office,
- dd) To send details and statistics relating to academic progress of the school having it certified by the Inspector in the format and within the time prescribed b y the Ministry;
- ee) To fill in the work performance evaluation forms of teachers appointed on the school's own resources and to submit them to the Management Committee.

