LEADERSHIP PROCESSES AND SCHOOL EFFECTIVENESS

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ABSTRACT

The major purpose of the study was to contribute to enhancing understanding of school processes, particularly in relation to the leadership processes that accounts the most for school's effectiveness. The specific purposes included, exploring the head-teacher leadership processes in terms of: initiating school development, implementing learning focused strategies, managing for results and strengthening the community network.

This study is based on four case schools: two effective schools and two comparison schools. The effective schools- one urban secondary and the other rural primary were selected mainly based on their performance and social image. Two other schools were selected as comparison schools from the same community and with the same grade level of schooling.

The HT leadership processes were studied using multiple perspectives: the perspectives of the HTs themselves, that of the teachers, parents, and supervisors. In-depth interviews were collected with the HTs. The perspectives of teachers and supervisors on HT leadership, particularly on the side of instructional management were collected through a scale called Principal Instructional Management Rating Scale. The information from these multiple sources were put on the framework and analyzed on the four aspects of leadership processes: initiating school development, promoting learning, managing for results, and strengthening community networks.

It was found that the continuity of leadership has been observed as a characteristic feature of effective schools. The study also revealed many differences in

the leadership processes of the HTs in the effective schools as compared to their counterparts in the comparison schools. Besides showing learning orientations the HTs of the effective schools were found in control of maintaining order and stability in the school, more confident, and believed on their capacity to make change.

The emphasis of the HT varied by level of schooling: with the HTs on the secondary school focusing more on management aspects; and by level of development- with more focus on instructional aspects in the beginning.

One of the characteristic features of the HTs in the effective schools is their capacity to mobilize community for development of the school. It was found that, the network grew stronger with improved performance and image of the school. Thus, gaining confidence is important for leaders to mobilize support from the community.

The study concluded that demonstrating results is important for leaders to gain confidence of the community and that confidence was further utilized for school development. However, the HTs also face challenge to to respond to the changing expectations of the community they serve. The study has implications to both policy and practices including implications for future research.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

Nature of the Study

It has long been a matter of interest to educationists as to why some schools are more effective than others (Scheerens, 2004). 'What works' in schools or what makes a school more effective than others has still remained an important question. As a result of the intellectual curiosity and practical usefulness, a significant number of studies have been carried out internationally exploring different dimensions of school effectiveness. The increased interest in this area inspired people getting organized and work together in professional forums. The emergence of forums like *International Congress for School Effectiveness and Improvement (ICSEI)* (*www.icsei.net*) and publication of international journals like *School Effectiveness and School Improvement* is the result of such organized activity.

While tracing back the development of the concept of school effectiveness, Scheerens (2000) mentions about the widely cited "equal educational opportunity research", popularly known as Coleman report (1966). According to Scheerens, though the main purpose of the research was 'to show the extent to which school achievement is related to students' ethnic and social background, the possible influence of the school factor on learning achievement was also examined' (p. 36). It was found that, the learning attainment was highly correlated with socio-economic and ethnic family characteristics (SES) compared to small influence from the school.

Making contrast with the position taken by researchers like Coleman et al. (1966) where they established importance of family factors (SES) over school factors on student outcomes, Reynold and Teddlie (2000) summarize the status, the ground covered and the direction of school effectiveness research in recent years:

> From the position 30 years ago that "schools make no difference".... there is now a widespread assumption internationally that schools affect children's development, that there are observable regularities in the schools that "add value" and the task of educational policies is to improve schools... (p. 3)

After the Coleman study and some other similar studies (e.g., Jenks 1972; Houser, 1971; Houser et al. 1976), researchers were interested to study schools that were doing exceptional jobs of educating students from very poor SES backgrounds. The main purposes of those studies were to establish the effectiveness of those schools with low SES student population and then describe the processes ongoing in those schools (Reynold and Tedlie, 2000, p. 7). Scheerens (2000) considers this research tradition that starts with identifying and studying unusually effective schools as the 'core of school effectiveness research' (p. 43).

Though the issue of school effectiveness originated in the developed world, it has gained increased attention in the developing countries (Fuller, 1987; Lockheed & Hanushek, 1988) in recent years. Scheerens (2000) has made elaborate review and meta-reviews of these studies from Hanushek (1995), Fuller and Clarke (1994), Scheerens (1999). The knowledge base of such studies has provided grounds for school improvement initiatives.

Effectiveness has really become matter of urgent attention in the case of community schools in Nepal. First, I would like to share how community schools are losing students in general, and provide specific evidences for Kathmandu valley.

According to the Nepal Living Standards Survey (NLSS III) the attendance in private schools and colleges have increased from 16.7 percent in 2003/04 to 26.8 percent in 2010 (GON, 2010). The growth in share in secondary schools in urban areas is still higher; e.g., the share of private secondary school enrolment in Kathmandu valley has increased to over 65 percent in 2010 from 48 percent in 2004 (DOE, 2010).

There are evidences of concomitant decline of student population in community schools. In one of the community secondary schools in Kathmandu, I found that, the total student population has declined to 900, from 1700 a decade ago. It is not because there is decline in the population growth nor there is sudden decrease in demand for education services. It appears that the school is losing public trust and confidence. I was surprised to see the dramatic decline in the student population and it raised a question- is the public education system failing? I further asked with the officials from the District Education Office (DEO) Kathmandu. They told that many of the community schools in the urban areas, where there are choices available for parents, are losing students (discussion notes, DEO Kathmandu, 2010). Does it mean that all the community schools are in decline? They said – 'there are some schools where there is far high demand for admission than seats available'.

Then I went to one of the second, i.e., a better category school. The Head Teacher (HT) shared that they admitted about 350 students out of 1,100 applicants. 'There is always pressure for student admission and we can take only one third of the applicants'- the HT said.

I further asked the HT about the reasons for the trust and confidence of parents in the school. He said, 'we have regular classes, and more importantly, it is because of our performance'. By performance he mainly meant the performance of the school in

the national School Leaving Certificate (SLC) examinations- conducted at the end of grade 10. He was proud to share his school's performance. He told that the school result has never been below 90 percent in the last 14 years and a few students who could not succeed in the first go- get through the compartmental examinations and none of the students had to repeat the whole year. Thus, he claims, the school has 100 percent success rates consistently over the period. He further shared that his school is successful in winning the 'excellent performing school award' every year from the District Education Office. Moreover, the school has won the national and regional awards '*rastriya shield*' and '*dhwoja*' for securing the best results amongst the community schools.

Thus, one can observe a considerable disparity in the level of performances among community schools. By a coincidence, both these schools are situated in the same locality and serve the same community. These schools are governed and supported by the same system and have the same testing and accountability mechanisms, perform in the similar socio-cultural milieu and receive similar inputs. But still their performance is far from comparable. These preliminary observations has generated a lot of curiosity in me, as to what makes some schools effective than others? The story from these two schools might have answers to many problems and issues that the country is facing in the education system. In fact, these issues deserve an in-depth analysis, contemplations, and serious attention.

At the international level, attempts have been made to establishing some association between the school factors and processes with school outcomes and demystifying the puzzle of effective schooling. In an attempt to uncover the reality, the 'organization, form and content' of unusually effective schools were studied

(Scheerens, 2000). The findings of these studies were popularized by Ronald Edmund (1979) in the name of five-factor effective schools formula and the factors included were: a) strong leadership by the principal, b) high expectations by teachers for student achievement, c) an emphasis on basic skills, d) an orderly environment, and e) frequent systematic evaluation of students (Hoy and Miskel, 2001).

The first of these factors i.e., the strong leadership by the principal, has consistently stood as one of the major contributors of school effectiveness in many of the review studies (for example, Purkey and Smith, 1983; Levine and Lezotte, 1990; Scheerens, 1992, cotton, 1995; Sammons, et al., 1995). The review from Sammons et al. (1995) used the 'professional leadership' as a qualifier of leadership correlating with school effectiveness.

The area of 'leadership and school effectiveness' has received sustained importance as a topic for future research in the recent years as well. For example, Teddlie and Reynolds (2000) attempted to establish current topics and approaches in School Effectiveness Research (SER). For that they utilized both the review of past studies and collected expert opinion to rank future research topics in the field in order of importance and found that 'role of leadership' has stood consistently as one of the most important topics for future research.

These reviews provided a basis for focusing my attention to the school leadership in connection to the school effectiveness. Further, because of the centrality of headteacher in school leadership in Nepal, I specifically focused on HT leadership.

Having established the importance of HT leadership for school effectiveness, the matters of prime interest to the researchers are the aspects of school organization they intervene and the way the leaders make influence on the school processes. For

example, Hoy and Miskel (2001) summarized previous findings and pin pointed the knowledge gap specifically as: 'nearly all studies of effective schools support the importance of principal leadership, but limited accords exists on the behaviors and practices that characterize leadership for enhanced academic achievement (p. 302).

Bossert (1988) has provided four characteristics of principals that are typically associated with effective schools: 'goals and production emphasis; power and strong decision making; effective management; and strong human relations skills' (Hoy and Miskel, 2001, p. 302). This has emphasized on 'power and strong decision making' as one of the main characteristic features of principals associated with effective schools. However, Teddlie and Reynolds (2000) highlighted the change in the notion of effective leadership over the years, from 'assertive leadership' during 1980s to more participatory leadership in the later years with emphasis on teacher ownership of instructional processes. Thus, the notion of principal leadership associated with effective schools, rather than being static, is itself changing with time and context.

Thus, while the contents of leadership may remain the same, processes and practices change. Thus, the 'how' part of leadership captured my interest.

In the context of Nepal, there are not many studies that try to open the 'black-box'. How do these leaders make an impact on school performance? What leadership processes they use to make these schools effective? How the contexts like the size and location of schools affect leadership processes? These and many other questions made me believe that leadership processes and effective schooling is an important area for pursuing a research.

So, the nature of my study is more like an exploratory study, with an intention to explore the HT leadership processes in relation to effective schooling. Further,

following the traditions of 'effective schools research' (Teddlie and Reynolds, 2000), my study is based on the study of two information rich effective schools from urban and rural community. Moreover, for reference purposes, a typical school for each of the effective schools is studied. These typical schools represent the same community as that of the effective schools and resemble in terms of governance structure and level of schooling.

Significance

Effective schools offer an opportunity to learn and enhance understanding on many of the aspects of school management and such studies have some intrinsic values. Besides, there could be instrumental values as the knowledge on 'what works' in schools could be of value to improve schooling practices and enhancing student learning. Thus the study is expected to contribute to the national policy makers and planners, and help improve the school governance and management system. Ultimately, the knowledge base will help improve the schooling practices and millions of children in the schools will benefit from it.

Knowledge of 'what works' in education has tremendous value especially in developing countries like Nepal where there is a huge disparity in school performance- implying inefficiency from planning perspectives, and lost opportunities from the perspectives of the children studying in under-performing schools. School Effectiveness Research (SER), and particularly, the effective schools research provides opportunities to look into critical school processes and draw lessons.

Purpose of the Study

The main purpose of the study was to contribute to enhancing our understanding of school processes, particularly in relation to the HT leadership

processes that accounts the most for school's effectiveness. The specific purposes include, exploring the head-teacher leadership processes in terms of: initiating school development, implementing learning focused strategies, managing for results and strengthening community networks.

Statement of the Problem

Schools are differentially effective - that does not sound like a problem. It becomes a real problem when we think of students and families whose future success is determined by the schools they choose to attend, or they happen to get admitted. It also becomes a matter of real concern for the society, when there are many under-performing schools. Hence, it has significance both at individual and society levels.

As discussed earlier, school leadership is one of the five factors (Scheerens, 2000, 2004) contributing to effective schooling. Moreover, the other factors viz., i) emphasis on acquiring basic skills, ii) an orderly and secure environment, iii) high expectations of pupil attainment, and iv) frequent assessment of pupil progress, are not independent from the leadership factor. I believe that HT leadership processes set the scene and has a lot of effects on these four factors. Hence, leadership is not only 'one of the' factors, it is the key factor.

However, what is not known is- how do these leaders influence on school performance and make the schools effective. Hence, the main research problem is: to identify the HT leadership processes that are associated with school effectiveness.

Research Questions

1. What leadership processes are practiced by the school heads in the selected effective and typical schools?

2. How leadership processes (such as initiating school development, promoting learning, managing for results, and strengthening community networks) are influencing school effectiveness?

3. How do the teachers perceive the HT leadership practices in relation to school effectiveness?

While selecting effective schools, I used both objective measures- like the school performance in the public examinations and the subjective measures like public perceptions towards the school. I selected a secondary school as an effective school based on its performance in the national examinations and also its perceived higher performance by the stakeholders including the education administration. Similarly, an effective primary school is selected from a rural setting mainly on the subjective perception on school performance as perceived by the stakeholders including the education administration. Then a comparison school for each of those schools was selected based on three criteria: physical proximity, same level of schooling, and similar governance system, i.e., governed by same legal bases.

Based on reviews and my past experiences I hypothesized four major areas of HT leadership influences: a) school development- that is more than regular operation and maintenance- providing a vision and direction to the school community; b) promoting learning at all levels- basically instructional side of leadership; c) managing for results that includes providing order and stability as well; and d) strengthening networks with the community.

The first of these areas, i.e., initiating school development, includes building and communicating vision and designing the future of the school and setting directions for all important activities. The second aspect relates to promoting learning

that is core of instructional leadership and includes promoting student learning, supporting for teacher professional development and facilitating organizational learning. The third aspect relates to the managerial leadership where the leader aligns resources with objectives, mobilizes resources, monitors performance and makes people accountable for results. The last one is related to strengthening community networks, mainly external to schools, and includes building networks and working with parents, community, and education administration for school development.

Besides, I have used Principal Instructional Management Rating Scale (PIMRS) as developed by Hallinger (1982), to assess the instructional leadership processes as practiced by the headteachers and as perceived by stakeholders like- the teachers and the supervisors.

Delimitations

The scope of study is defined in such a way that- it includes four community schools with variations on school location and levels (primary and secondary). Thus, private schools are not included in the study. Besides, considering the importance of leadership in school effectiveness, the study has deliberately delimited itself in analyzing HT leadership processes.

Organization of the Document

I have organized my writing into eight chapters. The first of these chapters is used to introduce study including its objectives. The second builds on the review of related literature and situates the study in the context of School Effectiveness Research (SER). The third chapter presents the methodology of the study.

After this introductory part, the fourth and the fifth chapters are devoted to presenting the schools cases: first, the fourth chapter presents the cases of urban

secondary schools- one effective and one a typical reference school. Similarly, the next chapter presents the cases of two rural primary schools, one effective and a comparison school.

The sixth chapter is used for analyzing data generated from the Principal Instructional Management Scale (PIMRS). Though, it is basically a quantitative presentation of perceptions of teachers and supervisors on headteacher leadership, attempts have been made to embede with the findings from observations as well. After these analyses the next two chapters, chapter seven and eight are allocated for presentation of findings, analysis, and conclusion of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The main purpose of this chapter is to situate the research in terms of conceptual and theoretical understanding of the field and research traditions, and thus provide a basis to carryout the research. I have reviewed the concept of school effectiveness and the developments of School Effectiveness Research (SER). Next, the leadership models for schools have been reviewed, with focus on managerial, instructional and transformational leadership. Further, reviews helped to establish how school leaders make influence in school effectiveness, thus, the notion of school effectiveness and leadership processes are studied together. Finally, the context factor in SER is discussed and these concepts and discussions have been summarized.

School Effectiveness and School Effectiveness Research

The concept of effectiveness is related to production of results, and attainment of goal/s. In the case of schools, effectiveness is understood by the degree to which schools achieve their goals (Scheerens, 1999, 2000, 2004). However, the definition and consensus on goals is again a difficult task in education.

The next way to define effectiveness is through the perception of the stakeholders, often referred to as the 'client satisfaction model' of school effectiveness (Hoy and Miskel, 2001). Again the perception of stakeholders may vary complicating the conceptualization of effectiveness. For example, comparing the

perceptions of students, teachers, parents and head-teachers as reflected in the ratings about the importance of school effectiveness indicators, Gaziel (1996) found that each of the stakeholder groups have different meanings of effectiveness and they attach different levels of importance across the aspects like school processes and school outcomes. In his study, parents were found specifically attaching more importance on school outputs such as academic achievement and client satisfaction, whereas students were more concerned with processes like teaching skills. Likewise, teachers were found attaching more importance on diffusing values among students and HTs on collecting inputs which can fuel into school processes.

The alternative way to conceptualize school effectiveness is through describing the characteristics of effective schools rather than indulging into providing a specific definition. For example, Department of Education, Science and Technology, Australia (2004) has provided a list of characteristics of effective schools that included: a) strong focus on teaching and learning, b) meaningful and positive leadership, c) shared vision of the school community for the school.

Attempts have been made to draw lessons from organizational effectiveness models. For example (see table 1), Scheerens (2000) has provided a summary of effectiveness criterion according to theoretical background.

Table 1

Organizational Effectiveness Models

Theoretical background	Effectiveness criterion	Level -effectiveness question is asked	Main areas of attention
(business) economic rationality	Productivity	Organization	output and its determinants

Organic system theory	Adaptability	organization	acquiring essential inputs
Human relations approach	Involvement	individual members of the organization	motivation
bureaucratic theory	Continuity	organization +individual	formal structure
political theory on how organizations work	responsiveness to external stakeholders	sub-groups and individuals	independence, power

Source: Scheerens, J. (1999, p. 43).

As described in the table, there are different effectiveness criterion and levels of study according to the theoretical background employed. For example, from the economic rationality perspective, productivity is the major criterion. On the other hand, from the organic systems perspective, adaptability of the organization and capacity to acquire essential inputs are major concern. When there are choices available for students and parents and the acquisition of essential inputs is contingent upon student enrolment size, then the effectiveness is connected, in line with the organic systems theory, to trust and confidence of parents to the school services. My study has mainly utilized this aspect as a criterion for effectiveness.

According to this 'organic systems model' of effectiveness, organizations, have to acquire essential resources from the environment that is contingent upon fulfillment of the needs and requirements. Thus, it utilizes the concept of 'productivity' plus some other values that are considered important by the constituency. So, I have considered this model more encompassing and so appropriate for studying school effectiveness.

Measuring School Effectiveness

School effectiveness is generally understood as a relative concept, comparing performance of schools that are under similar conditions and serving similar student populations. Here, the consideration of student population has special importance and comparison of schools without adequate consideration for balancing the student characteristics is under risk of reaching an unacceptable conclusions.

Mortimore (1993) gave a strong emphasis on the characteristics of student intake in his definition of school effectiveness. He defined effective schools as ones in which 'students progress further than might be expected from a consideration of intake'. He has introduced a criterion of progress- with consideration of intake- the concept often referred to as 'value -addition' by schools. In this consideration attempt is made to objectively establish the value addition by schools, with due consideration for intake differentials in terms of Socio-Economic Status (SES) of parents and student's prior academic achievement. From this conceptual orientation, attempts are made to establish degree of effectiveness of different schools in question. This sort of orientation is not very much helpful for my study because my purposes are not to establish degree of effectiveness of schools, rather it is to explore the processes involved in the schools that are established as effective.

Traditions of School Effectiveness Research (SER)

Reynolds and Teddlie (2000) outlined the historical developments of the field of study of SER and noticed the gradual change on focus, orientation, and processes of research in developed and developing countries. Accordingly the early research studies were more focused on identifying malleable school factors that are associated with student achievement. The first of these studies, as reviewed by the authors

includes the Coleman's research (1966). The study concluded in favor of familial rather than school effects on student achievement and stated that: 'schools bring little influence to bear on a child's achievement that is independent of his background and general social context' (as quoted by Reynolds and Teddlie (2000, p. 6)).

Besides the Coleman report, the studies from Jenks et al. (1972), Hauser (1971), and Hauser et al., (1976) converged around similar conclusion that variance between school performance is attributed more to the Socio-Economic Status (SES) of student population rather than school inputs and processes. These conclusions or subsequent interpretations, as they were assumed as 'schools make no difference' (Reynolds and Teddlie, 2000), generated much debate.

As a result, many studies emerged specially in USA and UK, to disprove the conclusions that 'school make no difference' and to prove that schools did have effects on their students. Now, there is a wide spread assumption internationally that schools make difference, they 'add value' and that it is possible to improve all schools utilizing the knowledge generated from such studies (Reynolds et al., 2000).

Through review of SER research traditions, Scheerens (1992, 1999, 2004) and Reynolds et al (2000) provided two different ways of classifying the research according to the purpose and methods employed. For example, Scheerens (2004) have used the association of outputs or outcomes of schooling to some antecedent conditions (inputs, processes or contextual) and classified the studies into five major groups- a) research on equality of opportunities in education and the significance of schools in this, b) economic studies on education production functions, c) the evaluation of compensatory programs, d) studies of unusually effective schools, and e) studies on the effectiveness of teachers, classes, and instructional procedures. He

further noted that the studies in the developing countries were dominated by the second- i.e., education production function type and relatively few of these studies were expanded to include school organizational and instructional variables.

Unlike the grouping from Scheerens (2004), Reynolds et al (2000) have grouped these large numbers of studies into three strands. Again, the studies are grouped according to the distinctive features in terms of purpose and methods employed and have also provided a basis for further study and assessment. Specifically, the three major strands of School Effectiveness (SE) Research are: a) School Effects Research, b) Effective Schools Research, and c) School Improvement Research. In the School Effect Researches large scale and quantitative designs are utilized to measure contribution of different school level variables in explaining student achievements. 'Effective Schools' research focuses on processes associated with successful schools. Hence, they try to go deeper into the school processes to explain 'what works' in a small number of effective schools. The third strand, i.e., School Improvement Research focuses on processes involved in school change. Through a longitudinal study of selected successful or failing schools, they try to unravel how schools change over a period of time. As my study is mainly concerned with the second strand, I have reviewed further in this strand.

Effective Schools Research

'Effective Schools Research' as categorized by Reynolds et al (2000), is concerned mainly with explaining the effectiveness processes and considered by Scheerens (2004) as the core of SER. The main concern of these studies is to try to dig-out the school processes that have close connections in making the schools effective. Summarizing the general characteristics of five types of School-

Effectiveness Research Scheerens (2000), describe 'effective school' research as based on interdisciplinary pedagogy that uses case study approach to establish association between process characteristics of schools with the achievement level.

The effective school studies emerged in response to the findings established by studies like Coleman et al. (1966) and Jencks et al. (1972) where the findings were interpreted as - schools did not matter very much in making differences on student achievement. Scheerens (2004) considers that the titles of studies like "school can make a difference" (Brookover et al., 1979) and "School Matters" (Mortimore et al., 1988) in themselves show defiance to the earlier findings and claim for effects of schools on student achievement.

In this exploration process, the researchers in the 'effective school' tradition often take the cases of extremely effective schools and explore internal processes that are considered important for the level of school performance. Also, these researchers study in-effective schools to establish evidences through comparison. Because of use of such extreme cases for comparison purposes, these studies are often referred to as 'outlier studies' in the school effectiveness literature. Teddlie et al., (2000) provided reviews of authors (like Klitgaard and Hall, 1974; Purkey and Smith, 1983) who criticized this phenomena of using extreme cases and contended to use a 'typical' or average school for comparison with the chosen effective schools.

Reynolds and Teddlie (2000) further provided review of some classic studies in this research tradition and established distinct features of these studies. Among these, the Weber (1971) study was based on the case studies of four low-SES inner city schools with high achievement. Unlike the historical Coleman studies, that emphasized on static school resource characteristics, the emphasis of the study was on

actual school processes like- strong leadership, high expectations, good atmosphere, and a careful evaluation of pupil progress.

The contribution from Edmonds (1979) for popularizing the processes of effective schools known as five factor model is acknowledged well by many (e.g., Scheerens, 2000; Reynolds & Teddlie, 2000; Liu, 2006). Utilizing findings of his own studies of four inner city schools that were serving poor and minority children and successfully demonstrated high performance, Edmund (1979) further popularized the processes of effective schools in the name of five factor model- 1) strong educational leadership, 2) high expectations on pupils' achievement, 3) safe and orderly environment, 4) an emphasis on acquisition of basic skills, and 5) frequent monitoring of student progress (Liu, 2006). The findings of most of the early Effective Schools research converged around these five factors (Scheerens, 2004).

School Processes and School Effectiveness

From the Total Quality Management (TQM) perspective, quality and effectiveness are the results of improvement in process. Deming's 14 principles of (TQM) include 'the constancy of purpose for improvement', and 'putting everyone in the organization to work to accomplish the transformation'. Thus, the distinctiveness of TQM lies in two major features- a commitment to continuous improvement and involvement of all members of the organization (Oakland, 1993 as cited by Mukhopadhyay, 2002). Both of these features rely on bringing improvement in the processes so as to improve performance and quality.

Hofman et al., (2008) discussed the quality management processes in schools from two distinct dimensions- accountability and school improvement. They found

that schools with 'advanced quality management' were active in both the dimensions and they applied 'integrated quality management approaches' (p. 295).

Importance of school processes have also been recognized in school improvement literatures as well. In this regard, Reynolds (1995) has compared the school improvement paradigms of 1960s with the new paradigm and revealed a number of distinctions that have been made in the field. The major distinctions that evolved over the years are related to- targeting for school improvement and outcomes of school improvement initiative. In the early initiatives- the target to improve was on organization and curriculum areas, with pupil oriented outcomes in mind while in the later years- the target for school improvement was process based and targeted outcomes were also school processes.

Citing Reynolds (1985), Ninan (2006) indicated the importance of the processes adopted by the school and consistency in the results. For him, the processes are important which result in observable positive outcomes in its student population consistently over a period of time. So, exploration of process aspects is much more important to unravel the issues of school effectiveness.

Leadership Models for Schools

Leadership is generally considered as a process of influencing people (Yukl, 2002; Gardner, 2000) and achieving group and organizational goal is the main objective of the process. In this regard, the roles of managers and leaders may appear similar. This pushes for making distinction between the two roles and processes. Acknowledging the contributions from Gardener (2000) Klingismith (2007) describes leaders as placing an emphasis on "the intangibles of vision, values, and motivation" whereas the managers are seen as being more tightly linked to the organizations and

aiming at maintaining stability in the organizations (p. 17). However, Klinginsmith (2007) presents arguments from others (e.g., Bass, 1990; Hickman, 1990; Mintzberg, 1973) who viewed the two as distinct but not incompatible processes (P. 18).

With the growth in size and complexities in the organizations the role of leadership became prominent. The developments in the theories of general management like scientific management contributed to the developments in the field of educational management as well. Because of this bearing on principles of general management, the concepts like formalization, control, efficiency were borrowed to education sector from industry.

Reviewing growth of education in USA, Klinginsmith (2007) argues that the growing discontent with schools that emerged during 1950s challenged managerial leadership paradigm. The trend continued, and during 1970s, and 80s there were studies (Brookover and Lezotte, 1977; Edmunds, 1979) that highlighted the characteristics of successful schools. Among the characteristics of the successful schools, the studies included the roles of principals as instructional leaders and focused on instruction, discipline, and evaluation of student progress.

Standards-based education movement demanded more than looking on the routine instructional matters and school principals were expected to take leadership to restructuring and transforming schools (Hallinger, 1992). This helped the emergence of the third paradigm of principal leadership – the transformational leadership which addresses the follower's sense of self-worth and to engage the follower in true commitment (Bass and Riggio, 2006) The new expectations emerged out of the changing situation of school restructuring, which required teachers to be innovative, rather than simply following the directions designed by the head-teacher.

Building on the arguments of Hallinger (1992), and Wilmore and Thomas (2001) Klinginsmith (2007) asserts that there are three paradigms- managerial, instructional, and transformational leadership that have been evolved as three predominant models of principal leadership since the separate role of school principal emerged over a century ago.

Though the case of successive development of these models logically may lead to the conclusion that the later models are superior to the preceding ones, it is not the case. Instead, it was later established that the school leaders has to act variety of role orientations in order to be successful (e.g., Hallinger, 1992). So, all these models will be discussed separately with particular focus on the roles of principals.

Managerial Leadership

The growth of managerial paradigm of leadership is linked to the era of industrial revolution and got its popularity in military organizations; and specialization, standardization, and use of systematic training were described as the characteristics features of the paradigm. Accordingly, to be successful, a managerial leader is expected to focus on such tasks and functions that could facilitate the work of others in the organization (Leithwood, Jantzi, and Steinbach, 2000).

Managerial leadership has theoretical bearing on different organizational and management theories including the classical, scientific, and bureaucratic management theories. Organizational efficiency was the success criteria during the period and the experts guided by the principles of scientific management (e.g., Taylor, 1911) were in search of finding standard technical methods for designing jobs and managing people.

After the contribution from Max Weber during 1930s, the bureaucratic theories of management gained space in literature. The bureaucratic management is

characterized by detailed rules and regulations, and fixed division of tasks, and hierarchical supervision with emphasis on precision, speed, regularity and efficiency (Morgan, 1997).

The contributions from the human relations approach to management highlighted the importance of human factor for leadership over and beyond the task and structures in the organizations. Reviewing Valentine et al., (2004) Klinginsmith (2007) asserted that because of the developments of human relations approach in management, principal managerial theory also began to become more democratic and more humanistic after the 1930s.

Antonio (2008) discussed democratic leadership as a strategy to gaining higher commitment from the members and described processes as increased participation of members in decision making, and providing autonomy to be innovative in their work. Based on the experimental research she established higher levels of commitment, and empowerment among the participants who experienced democratic leadership.

Thus, as managerial leaders, principals have to take responsibility to providing order and stability, aligning activities and resources with results, coordinating different activities, disciplining, involvement in staff selection, and instituting organizational control. Based on these reviews, I have included one of the four leadership processes as 'managing for results'. It is based on the understanding that principals as managerial leaders are not only responsible for maintaining order and stability but also for efficiency, accountability and result focused practices.

Instructional Leadership

The issue of student learning in America during 50s came into surface after the publication of *Why Johnny Can't Read* by Flesch, 1955 and aggravated after

launching of Russian satellite Sputnik by Russia in 1957. Klinginsmith (2007) further argues "schools were widely perceived as a locus of both societal problems and solutions" (p. 34). This change in social perception of schools also challenged the traditional roles of the principals and called for active role on instructional matters.

There is no dearth of literature on the role of principals on instructional matters. In this regard, Klinginsmith (2007, p. 35) quotes Finn (1987) as "principalship is probably the single most powerful fulcrum for improving school effectiveness". Similarly, Lezotte (1991) included instructional leadership as one of the seven correlates of effective schools.

What constitutes instructional leadership? What roles are expected from principals to act as an effective instructional leader? These questions are further explored through reviews and Bossert et al. (1982) identified four specific areas of principal leadership: a) Goals and student achievement emphasis: Setting instructional goals and performance standards, and expressing optimism about the ability of the students to meet the goals; b) Power and decision making: understanding community power structures and maintaining good relationships; and getting involved in decisions relating to curriculum and instruction; c) Curriculum organization / coordination: observing classroom instruction, getting involved in conversations with supporting teachers etc; d) Human relations: recognizing unique style and needs of teachers and helping them achieve their own performance goals.

Through a review, Hallinger and Heck (1996) observed instructional leadership as the most prevalent perspective adopted by researchers studying principal leadership. This tradition of research is further facilitated through the development of Principal Instructional Management Rating Scale (PIMRS) by Hallinger in 1992. He

reviewed 25 years of research, conducted between 1983 and 2008 using PIMRS- and

discussed the scope and methodologies of such research traditions (Hallinger, 2008).

He claimed PIMRS as one of the most popular tools for studying principal

instructional leadership.

The PIMRS instrument is based on a conceptual framework with three

dimensions of instructional leadership: a) defining the school's mission, b) Managing

the instructional program, and c) Promoting a positive school learning climate. Under

each of the dimensions, the instrument includes a number of leadership functions, ten

in total. It is to assess the leadership behavior in terms of extent of involvement of the

leaders in the given functions.

The first of the dimensions is more related to 'mission'; the second on the

'instructional program' and finally the third is related to 'climate' and support from

the principal for improving learning. The Scale provides a basis to measure leadership

behavior as practiced (through self-assessment) and as experienced- as rated by the

teachers and supervisors.

Reviewing Valentine and Bowman's Audit of Principal Effectiveness (APE)

(1988), Klinginsmith (2007) has described two distinct factors relating to instructional

leadership. Accordingly, the factors are 'instructional improvement' and 'curriculum

improvement'. Under 'instructional improvement' some of the knowledge aspects are

described as: knowledge of general goals and objectives of the curricular areas and

varied teaching strategies; knowledge of recent research about the learning process.

Similarly, principal behavioral aspects presented under instructional improvement

include possession of general observational skills to assess teaching process; regular

and active engagement in the observations and assessment of classroom instruction;

possession of effective techniques for helping teachers including the skills to providing suggestions. Finally, it includes commitment of principal for instructional improvement (Valentine and Bowman, 1988, as quoted by Klinginsmith, 2007, p. 41).

Likewise, the 'curriculum improvement' factor is related to the knowledge and understanding of the principal as well as the behavior and practices. The principal actions are described as: developing educational goals and objectives based on societal needs and trends; applying appropriate instruction to meet the individual and group learning needs; administering school wide curricular program and monitoring of student achievement; using objective data to bring change in curriculum and staffing; and applying systematic process for program review and change (Valentine and Bowman, 1988, as cited by Klinginsmith, 2007, p. 42).

Reviewing literatures from OECD countries Pont et al., (2008) have acknowledged the contribution of school leadership for improving classroom practices, school policies and connections with the outside world. Further, they identified four major domains of responsibility of leaders: supporting and developing teacher quality, defining goals and measuring progress; strategic resource management and collaboration with external partners (p. 19).

Johnson et al., (2009) discussed the three layer model of learning: a layer of student learning; a layer of professional learning and a layer of system learning (p. 218). Accordingly, I have included 'promoting learning at all levels' as one of the most important leadership processes in principal leadership. Under this heading, I have included promotion of learning for the students, teacher professional development and promoting organizational learning. I am interested to explore how the headteachers lead so as to promoting learning at all levels.

So far I have reviewed the managerial and instructional leadership. Now I am reviewing the next important dimension i.e., transformational leadership.

Transformational Leadership

Reviewing Fowler (2004), Klinginsmith (2007) describes the emergence of standards based education and accountability measures as a response to discontent of public education in USA. Thus, it was not enough for the school principals to implement the programs as given or just react to the context. Rather they were required to be innovative and design school programs according to the contextual demands so as to meet the accountability requirements. Thus, the instructional leadership paradigm was no longer appropriate for school success (Leithwood, Jantzi, and Steinbach, 2000), and that led to the development of new model of principal leadership, called transformational leadership.

The model of transformational leadership was developed by McGregor Burns (1978) and according to him it is uplifting because "it raises the level of human conduct and ethical aspirations of leader, led and thus, has a transforming effect on both" (Burns, 1978, as quoted by Kilnginsmith, 2007, p. 46).

Bass and Riggio (2006) discussed four components of transformational leadership: Idealized influence (II); Inspirational motivation (IM); Intellectual Stimulation (IS); and Individualized consideration (IC). According to them, these leaders are admired, respected, and trusted and considered as role models by their followers. There are two distinct aspects of *Idealized Influence*- the behaviors of leaders and the elements that are attributed to the leader.

According to the Bass and Riggio (2006) the second component of the Transformational leadership is the *Inspirational motivation*. It is more than simple

social exchange, giving one thing for something else; rather it is envisioning a desired future state jointly with the followers; it is co-creating the desired state. Thus role of the leaders lies on providing meaning to the work they do and challenging the traditional way of doing things.

The third component of the transformational leadership is the *Intellectual Stimulation*. The first element is about commanding trust and confidence, whereas the third component is about empowerment of the followers. Accordingly, "transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways" (Bass & Riggio, 2006, p. 7). Thus, creative solutions to the problems are sought from the followers; thus developing self-confidence among followers and helping them to reach to a new level where they are no longer simply implementers of the given solutions, rather they become designers of the solutions.

Finally, the fourth component of the transformational leadership is the *Individualized Considerations* which emphasizes on paying special attention to the individual needs for achievement and growth. Accordingly, by acting as a coach or a mentor, the leader helps followers develop successively to higher levels of potential.

Through a series of studies, Leithwood and his colleagues (1996) identified three common goals of principals who acted as transformational leaders and they have further provided six factors of transformational leadership. As reviewed by Klinginsmith (2007) the three goals are: 1) to help staff members develop and maintain a collaborative school culture, 2) to foster teacher development, and 3) to help them be more effective problem-solvers (p. 48).

Jorgensen et al. (2009) reviewed distributed and transformational model of leadership and derived that both the models are important for sustaining reform in schools. While distributed or devolved model operates on empowerment with focus on involvement of teachers in decision making, transformational model focuses on providing intellectual stimulation and inspiration to these participants. They further provided evidence from a case school that demonstrated successful implementation of reforms where teachers felt they were valued and heard.

With increased demands from school leaders, *Distributed leadership* took space as another convincing model (Spillane et al., 2001), which is based on the premise of social distribution of leadership where the leadership function is conceived as distributed or stretched over the work of a number of persons. This, however, did not diminish the role of the principals as leaders, rather, they are expected to develop and implement the distributed leadership through the creation of appropriate structures and climate in the schools (Harris, 2007, p. 322).

Collaborative leadership is another model gaining popularity in recent years. According to Slater (2005) principals engage in four distinct supportive behaviors to promote collaboration in schools: modeling; communication; valuing others and advocacy. She further highlighted the importance of emotional domain of school leaders to furthering collaboration amongst the staffs.

The transformational leadership model has provided a sound basis for developing my conceptual framework. Actually, the role of the principals as transformational leaders is important in developing vision and setting goals and priorities for the school. At the same time developing teachers and staffs and promoting learning at all levels help not only solve present problems but prepare for

coping with any problems that come in the future. Holding high performance expectations is connected to result oriented actions from the principal as well.

Through reviews Klinginsmith (2007) have established that all of these three models of principal leadership- managerial, instructional and transformational are associated with school effectiveness. The principals as school leaders focus on one or the other aspect depending upon the organizational context and individual capacities and orientations. So, there is no one model complete in itself and superior to the other for all situations. With these reviews I am concentrating my attention on HT leadership processes that encompass on all of these aspects.

I will now connect the concept of school effectiveness with HT leadership.

Leadership and School Effectiveness

Leadership has stood as one of the most important contributors in school effectiveness in the international literature in SER. There may be some variations in the use of terms and focus on leadership such as 'educational leadership', 'instructional leadership', 'professional leadership', 'strong educational leadership'(Scheerens, 2000), it has emerged consistently in almost all the studies, whether it be the studies of developed or in the developing countries.

Teddlie et al. (2000) made an attempt to explore the potential topic areas for future research in SER traditions. Based on several rounds of survey, they made a summary of potential key topic areas that included leadership as one of the key topic areas under process issues.

Leadership has also received importance for its indirect contribution to effectiveness through other factors- like school culture (Sun, 2003). He reviewed a number of literatures (e.g., Brookover et al., 1979; Rutter et al., 1979; Stringfield et

al., 1992) and established that the unique culture in each of the school makes impact upon the quantity and quality of instruction received by students and principals can have significant influence in the school culture:

> School principals are in an almost ideal position to shape the culture of their schools through careful hiring, … targeted staff development, program coordination and judicious use of rewards.. (p. 8).

Taking reference of Purkey and Smith (1983), and Scheerens and Creemers (1989), Scheerens (2000) considers schools as a set of 'nested layers' and the effects of different layers are studied on the overall achievement. Accordingly, the processes at the student level, classroom level, school level and context level are studied in an attempt to explain differences in outcome. Further, the processes at the classroom level have greater level of impact on student progress than that of the school level (Sun, 2003 taking reference from Creemers, 1994; Hill et al., 1995; Sammons, 1999; Hill and Rowe, 1996). At the same time the higher levels are considered important for making influences to the lower level conditions (Scheerens, 2000; Sun, 2003). Thus a principal, who is acting at the school level, can have important influences to the processes at the classroom level.

The meta-analysis of school effectiveness studies in developed world from Scheerens (2000) revealed consistent influence of principal leadership on school achievement. He analyzed the review studies from Purkey and Smith (1983); Levine and Lezotte (1990); Scheerens (1992); Cotton (1995); and Sammons, Hillman & Mortimore (1995). The analysis established achievement orientation, educational leadership and frequent monitoring as prime factors with greatest consensus among the reviewers (Scheerens, 2000, p.46):

The divergence in the operationalization of these concepts adds complexity in interpretation of these factors. To dealing with these problem in meta-analyses Scheerens , (2000) discussed the need for using actual questionnaires and scales and provided the components of each of these factors. For example, under the 'educational leadership' factor, he found components like general leadership skills, participative decision making, and time spent on educational and administrative leadership (p. 47).

Besides 'educational leadership' as a separate factor, all other factors appear within the area of influence of the principal. For example, the components like- types and frequency of meetings and consultations; opportunity to learn; creating an orderly and conducive school climate; use of pupil monitoring systems; emphasis on parental involvement; monitoring of absenteeism are certainly within area of influence of school principal. However, the way they make influences in these components and extent and impact of influence are not that clear.

How do Principals Make Influence?

Thinking and Action. There are efforts made in the past to explore how principals make influence in the school achievement. For example, Leithwood and Steinbach (1995) analyzed how principals think and act. According to them what principals do depends on what they think. These researchers compared problem solving processes of expert and typical principals and provided a model of problem solving acts consisting of six constructs defined as: a) interpretation, b) goals, c) principles/values, d) constraints, e) solution processes, and f) affect.

According to these authors, the first and the foremost construct is the understanding and interpretation of the problem. Based on the interpretation they set goals and in this respect their value preferences and perception of constraints come

into play in their decisions and actions. Moreover, value premises and perceptions together with the repertories of knowledge solution processes are selected and utilized. Similarly, the feelings and sense of self confidence, as defined under 'affect' influence the actions in the problem solving process.

Direct Effect or Mediated Effect? Taking reference of Bossert et al., (1982); Heck (1990); Leithwood and Montogomery (1986); and Pitner (1988) Leithwood and Steinbach (1995) reassert that the effect of principal practices on students is largely indirect. It is not easy task to trace effects of principals through a chain of intervening variables and firstly the identification of these variables in itself is not free from risks and criticisms. In their study the authors utilized three sets of intervening variables: school culture (both content and form of culture); teacher development- changes in their attitudes and behaviors; and teachers' perceptions of helpfulness of the principal's leadership. In an attempt to establish relationship between the principals' patterns and school outcomes, the authors used both quantitative and qualitative information and found the strength of relationship as moderate in all three intervening variables with the school outcomes.

Following Pitner (1988) Hallinger and Heck (1998) tried to associate the principal leadership effects on student outcomes through the review of a number of studies carried out during the period 1980s- 1995. Moreover, it tried to establish mediating factors at the school and teacher levels that the principals attempt to make influence on. While Pitner (1988) identified five different approaches that could be used to study administrator effects (direct-effects; antecedent effects; mediated effects; reciprocal effects; and moderated-effects models) Hallinger and Heck (1998) regrouped and classified these into three major models: Direct effects model;

Mediated effects model; and Reciprocal effects model. In the direct effects model, the

principals' actions are considered to influence school outcomes directly, while in the

mediated effects model the principals' actions are expected to affect outcomes

indirectly through other variables. Similarly, in the reciprocal effects model, it is not

only the principals' action making impact on other variables; instead the principal

actions are reciprocally related to the actions of the other, and the outcomes are

affected through this inter-action between leadership, mediating variables, and student

outcomes. The authors however, found no studies that applied reciprocal effects

model. Most of the studies they reviewed were of the 'direct-effect' type and they

established insignificant effects of leadership on student outcomes. The mediated

effect type studies, on the other hand, produced consistent positive effects. They

concluded as (Hallinger and Heck, 1998):

> The general pattern of results … supports the belief that principals
> exercise a measurable, though indirect effect on school effectiveness
> and student achievement. While this indirect effect is small, it is
> statistically significant, and we assert, meaningful. (p. 186)

In my study my focus is mainly to exploring the leadership processes adopted

by the HTs in the selected effective and typical schools in different contexts. So, I am

looking for how the HTs make influence to the teachers' practices and how do they

mobilize the community and ultimately contribute to school effectiveness. Thus, it is a

case of mediated effect though I will not be utilizing quantitative analysis to establish

the significance of different interventions for school effectiveness.

Leadership Influence in Organizational System. Hallinger and Heck

(1998) have utilized theoretical leadership frameworks as provided by Leithwood

(1994) and Ogawa and Bossert (1995) for exploring leadership effects and organizing

the findings of their study. The framework describes how leadership operates within an organizational context and influences the organizational system. The frameworks hypothesize four areas through which leadership may influence the organizational system: 1) purposes and goals; 2) structure and social networks; 3) people; and 4) organizational culture (p. 171). The main argument is that leadership not only influences people, it influences the organizational system. I will now briefly touch upon these four domains of leadership influence separately.

Purpose and Goals. It is considered as one of the most of important source of principal indirect influence on school outcomes and Hallinger and Heck (1998), through their reviews, found consistent support to this argument. They assert- "the most important findings among the studies support the view that principals' involvement in framing, conveying, and sustaining the schools purposes and goals represent an important domain of *indirect* influence on school outcomes" (p. 171). The authors have offered some further elaborations of the purposes and goals and included: identifying and clarifying of school's vision and mission, setting high academic goals and engaging in teacher selection and gaining staff consensus.

Hallinger and Heck (1998) reaffirmed the importance of goal cohesion but made a conceptual distinction between the goal setting processes adopted by instructional and transformational leadership models. In the instructional leadership models, the 'goals are viewed as an instrumental agent used by instructional leaders to narrow the attention of staff, … on a limited range of activity', whereas in the transformational leadership models- 'the leader seeks to stimulate people to arrive at new (and higher) goals for personal and professional development' (pp. 172-173).

Structure and Social Networks. Hallinger and Heck (1998) have described the domain of leadership influence through interplay between the organizational structures and social networks. Leaders act within the organizational roles and networks of relations- both internally and externally. Within the organizational context, part of the relationships among the participants are regularized and framed under structures. Crediting the work of Ogawa and Bossert (1995), the authors assert that leaders, through influencing these social structures try to attain desired results.

The review from the Hallinger and Heck (1998) provided following evidences on influence of principal leadership through structures and networks (pp. 174-175):

- Principal support of teachers and proactive stance on problem solving were areas that separated effective from typical elementary schools (Weil et al., 1984). Providing support to individual teachers, fostering cooperation, and assisting them to work together toward the fulfillment of identified school goals are used as the descriptors of transformational leadership (Hallinger and Heck, 1998, p. 174).

- Through reviews of a number of studies from different country contexts such as Singapore (Heck, 1993), Canada (Leithwood, 1994), and Hongkong (Cheng, 1994), the authors provided evidences in favor of collaborative and participative decision making and described greater involvement of teachers and parents in decision making as characteristic feature of higher producing schools.

People. Utilizing several leadership frameworks, Hallinger and Heck (1998) assert that administrative activity is largely directed at people like students, teachers, parents and community, and district personnel. And, the basic definition of leadership- 'a process of influencing people' also confirms the importance of this domain of influence. Bass and Riggio (2006) make a distinction between transactional and

transformational leaders and argue that transactional leaders lead through social exchange, 'exchanging one thing for another'. Contrary to this, the role of transformational leaders appears more important in developing and inspiring people and thereby achieving organizational results. They argue:

> Transformational leaders... stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. ..they help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization (p. 3).

Thus, 'people effects' is described as cornerstone of transformational leadership model. Hallinger and Heck (1998), established a number of findings related to 'people' as domain of influence for the principals (p. 175-76).

- A major impact of principal efforts is to produce changes in people and many of the outcomes of interests in terms of restructuring schools are teacher effects (e.g., changes of behavior, adoption of new programs, teaching techniques).

- A conclusion drawn from Leithwood (1994) is that transformational leadership has an impact on teachers' perceptions of school conditions, their commitment to change, and the organizational learning that take place.

- Using instructional leadership model , Heck et al. (1990) found that principals in the higher producing schools spent more time than their counterparts in low-producing schools in direct classroom supervision and support of teachers, working with teachers to coordinate school's instructional program, solve instructional problem collaboratively, help teachers secure resources, and provide in-service and staff development activities (p. 176).

It is established through these reviews that the 'people' are the main domain of influence for the principals. Moreover, it appears that the influence on goals, or the structures and networks, distil down to 'people' before they make impact on school processes and outcomes. The next domain of influence for these writers is 'organizational structure'.

Organizational Culture. Campbell-Evans (1995) have highlighted and the importance of consistency in visionary and cultural messages and ensuing actions for school effectiveness. When it lacks consistency in messages, the vision statements just become rhetoric rather than guides to practice. Thus for him, "culture of a school is important as it is the demonstration of the school community's conception of the desirable, the practice" (p. 106).

Sergiovanni (1984) has described culture as "the collective programming of the mind that distinguishes the members of one school from another" (p. 9). Similarly, Leithwood et al. (1993) regarded it as widespread agreement about norms, beliefs, and values and proposed school culture as a central element for achieving the coordination necessary to implement change. It is through impacting culture, principals were found 'to impact a range of restructuring outcomes including program, policy, teacher behavior, and students' (Hallinger and Heck, 1998, p. 178).

Hallinger and Heck (1998) highlighted the importance of developing shared meaning and values for effective organizational functioning. And for that purpose, 'leaders operate within environmental and organizational cultures and affect how other participants interpret organizational events and thus influence how they behave'.

In their review, Hallinger and Heck (1998) found very few studies that tried to associate principal influence in school culture and thus contributing to school

outcomes. However, they found some distinct evidences from study by Weil et al. (1984), showing how principals influence culture and impact on school outcomes: a) effective and typical schools differed in several important respects in their organizational processes; b) principals in the effective schools were seen by teachers as more supportive; c) the learning climate in these schools appeared to be solely a function of the leadership climate (p. 177).

The consideration of contextual differences in school effectiveness is another area of prime interest. In this regard, I have reviewed literatures for evidences on the importance of context factors on leadership processes and school effectiveness.

Context Factors and School Effectiveness

Gradual Development

In the history of SER, the importance of context factors is lately recognized (Teddlie et al, 2000) and many of the studies in SER traditions were criticized for their inability to include the context factors. When these factors were included in the analysis, the studies yielded differential results. Also, the inclusion of context factor is not free from risks as it may lead to 'proliferation of context variables', and 'Balkanization' of the field, as the writers argue. With these considerations, Teddlie et al., (2000) provided the definition of context as follows:

> The study of context in SER refers to the differential effects associated with certain variables (Specifically SES of student body, community type, grade phase of schooling, and governance structure) upon the scientific properties of school effects, the characteristics of effective schools, and the school improvement process (p.163).

The definition has identified four context variables. But the variable of interests may differ according to the country traditions. The early studies in USA and

UK 'concentrated on SES of student body as the context factor of interest' (p. 164). In the developing countries, the writers argue, 'community type may be the most important context variable because differences between lesser developed rural areas and more modern urban areas are so great' (pp. 164-65).

Slater and Teddlie (1992) developed a different theoretical proposition called the Theory of School Effectiveness and Leadership (TSEL) that incorporated both the contextual and process considerations (Teddlie et al., 2000). In the TSEL 'process' is meant to describe the phase of development of schools; where the assumption is that schools are continually going through stages in which they are either 'improving' or 'declining'. Moreover, the TSEL described context as a process of interaction:

> The TSEL consisted of three elements or 'levels': management and leadership (at the school level), faculty preparedness (at the classroom level), and student learning readiness (at the individual level). For these authors, 'context' meant the interaction between any two or more of these three elements (p. 163).

Outside school context

Based on the models from Pitner (1988) and Hallinger and Heck (1998), Levacic (2005) constructed a causal model depicting a set of relationships between leadership and norms and values of teachers, and student outcomes. It is based on the assumption that principals influence behaviors of teachers through affecting their incentives, opportunities, dispositions, attitudes and beliefs. Moreover, the context factors set the scene for the actors to act upon and includes: school governance, policy environment, economic environment and funding, community and neighborhood.

In this regard, Tornsen (2009) has discussed Frame Factor Model and described these context factors as the frames for leadership. Accordingly, there and three components of the Model: viz., the *frames*, the *processes*, and the *results*. The

frames are the environmental factors as well as the fixed factors that have direct influence on the school functioning. The Frames are further classified as constitutional frames (including the legal, ideological- e.g., curriculum; financial, and requirements for inspection and external control); organizational frames (e.g., financial, physical facilities and structures); and individual level frames (e.g., the knowledge of an individual). Thus, the frames are important to the extent they provide or do not provide opportunities for the processes but they do not cause to the process (Lundgren, 1999, as cited by Tornsen, 2009).

These constitutional frames delineate the roles, responsibilities and authorities of the HT. In the case of the community schools in Nepal, the Education Act and Regulations and directives set the frame of governance of schools including the roles of the HT. National curriculum provides ideological frame and there are instruments to guide evaluation and inspection measures. Thus, the leaders in community schools have almost the same constitutional and ideological frame. But organizational context may vary and so I have deliberately included schools from urban and rural environments with different levels of schooling.

School Mix

Thrupp (1999) considers school mix as a context factor of school effectiveness and defines it as social class composition of student body. He suggests that:

> Many school processes, which have been identified as contributing to student achievement, may be less independent of school mix than researchers have typically allowed. Instead, aspects of schooling such as student relations, classroom instruction, and school organization and management may be powerfully influenced by school mix (p. 5).

Thrupp (1999) further describes the implications of school mix on school effectiveness. He argues that it is hard to replicate the findings because of the

uniqueness of school mix in each of the schools. He considers that even the school ethos, culture or climate is not independent of the school mix. Furthermore, he warns against the assumption which considers teaching and learning as one way directed activity that is planned and implemented by the principals and teachers, where students are just passive recipients. Instead, he advocates the negotiated order of the schools, where students have roles to play in the process. This highlights the importance of uniqueness of school context that is made up of school mix together with other important contextual elements.

Research Traditions and Context Factors

Teddlie et al., (2000) have discussed the use of context factors for different traditions of SER. In the case of the effective school studies, the social context is operationalized as the Socio Economic Status (SES) of the student body of the schools and included as a factor in analysis. Teddlie, Stringfield and Reynolds (2000) argued that effective schools varied strategies depending on the SES context of the school mainly in these six areas: promotion of educational expectations, principal leadership styles, the use of external reward structures, emphasis on the school curriculum, parental contact with the school, and experience level of the teachers.

Based on these discussions and reviews, I have chosen two context variables for my study: School location (i.e., rural and urban context; also related to the community type); and level of schooling (primary and secondary). The SES factor is not that clear in the context of Nepal, and I have deliberately chosen community schools (as opposed to private schools). So, student populations going to the private schools are already separated from the study. Secondly, governance type could be the next context variable that may serve some interest. It is considered for my study, as I

believe the community schools are governed by the same governance and management framework. Finally, the remaining two aspects, location (signifying the community type as well) and level of schooling are included in the design.

Thus, I have reviewed the literatures in four major themes: a) school effectiveness and school effectiveness research; b) leadership models for schools, mainly the managerial, instructional and transformational leadership models; c) leadership and school effectiveness- and in this discussion I have reviewed how leaders make influence in schools; d) finally I have reviewed literatures with regard to school effectiveness and context factor.

Through these reviews I have drawn important lessons for progressing towards the research. As presented by Scheerens (1999), the goals are always important as criterion of effectiveness but at the same time the organic systems model provides some insight. Accordingly, effectiveness is also related to the ability of an organization to acquire essential inputs from the environment. When these resources are linked to the students enrolled, winning trust and confidence of the parents stands out as a main criterion of effectiveness. Hoy and Miskel (2001) highlights the important of satisfying parents under his client satisfaction model.

In this respect, I have utilized both the objective measure as observed in performance and the subjective measures of stakeholder perceptions that are associated with their trust and confidence of parents. Regarding the traditions of SER, as suggested by Reynolds and Teddlie (2000), for exploring the school processes 'the effective schools research' appears the most appropriate model for my study.

Further, reviewing Klinginsmith (2007) I have noted that it is not the one of the models of leadership, managerial, instructional and transformational leadership,

but all these models are utilized by leaders in effective schools, to a greater or lesser extent based on the context. This has guided my conceptual framework of leadership processes in schools.

Next, I have reviewed literatures that discuss the ways leadership operates in organizational context and make influence in the organizational system. In this regard, I have extensively discussed the framework provided by Ogawa and Bossert (1995), that proposes four areas of leader influence: a) purposes and goals; b) structure and social networks; c) people; and d) organizational culture. Finally, I have reviewed literatures on 'context' factors in SER.

Based on the reviews on leadership processes on schools, I have focused my attention on exploring the contribution of HTs on:

a) School development (related to the goals in the Hallinger and Heck's classification, and providing vision and direction in the model provided by Leithwood and Steinback, 1995).

b) Promoting learning at all levels. This is one of the most important aspects for school effectiveness as it includes programs for learning for teachers and staffs, students and the school. Using the Deming's phrase- 'Instituting a vigorous program of education and self-development' is crucial for an effective school (Crawford et al., 1993).

c) Managing for results. Allocating resources, aligning school processes to the strategic goals, institute mechanisms for accountability and solving problems are important roles that HTs can play to make the school effective.

d) Strengthening school community networks. Mobilizing support from the

community is crucial for school effectiveness. There is a need to further explore

how do HTs influence in strengthening the networks.

Conceptual Framework

Conceptual Framework: Connecting HT Leadership Processes with Outputs
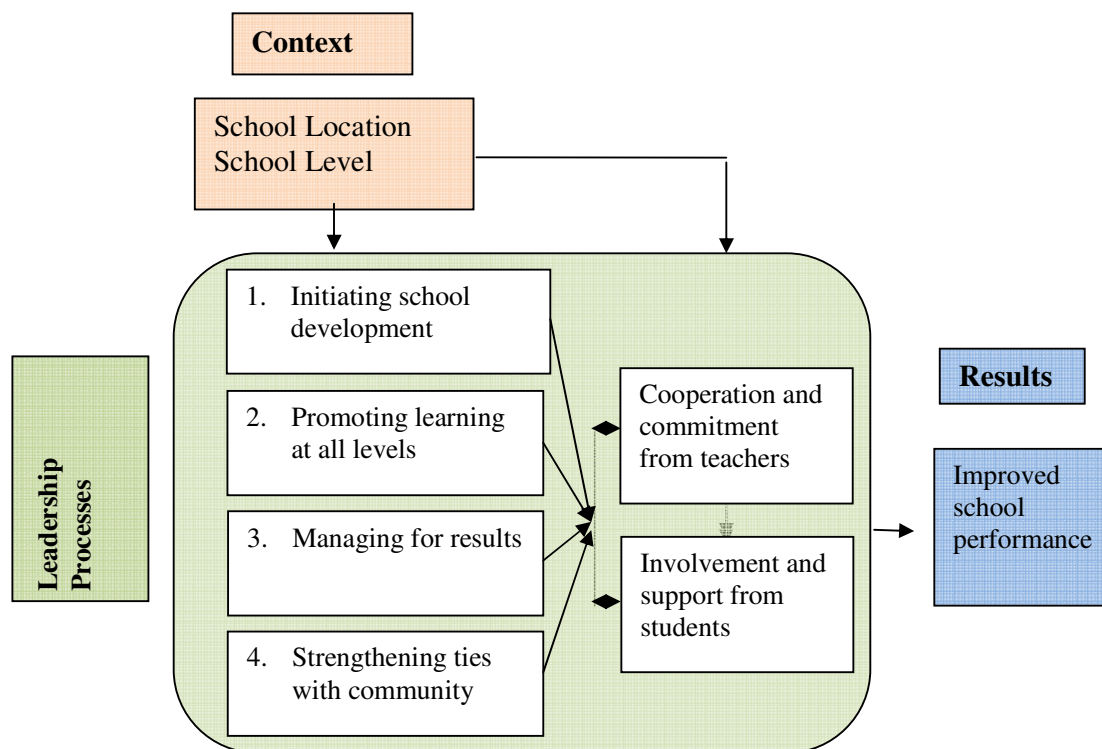
Thus, the review helped me draw the conceptual framework, deciding the

selection of methods and determining parameters for further analysis. The conceptual

framework for this study has some foundation on the classic production function

model that embodies input, process, and outputs. The framework begins with

anticipated output(s) in mind and maps backwards to see apparent association with

process variables and connects it with contexts.

As an important determinant of effective school, the model emphasizes on HT leadership which is essentially a process variable. In exploring the HT leadership processes, analysis have been carried out at four main aspects:

a. <u>Initiating School development</u>: The principals' values, understanding of the nature of the problem, and corresponding goals in response to the problems provide foundation for leadership behaviors. These interpretations of the problems and subsequent immediate purposes make up the vision of the head-teacher for school development. The focus may vary as per the values and vision in areas like-improving external outlook of the school; focusing on wellbeing of children; achieving excellence in the external examinations; promoting equity and inclusion, and emphasizing on team-work and satisfaction of teachers and staffs. The excessive focus on demonstrating results in the external examinations may force the HTs to adopt strategies like screening students during admission and during the pre-stage of public examinations. Similarly, depending upon the focus HTs may adopt different strategies. Hence, school development is considered as the focus areas for HT leadership processes.

b. <u>Promoting learning at all levels</u>: One of the main roles of the HT is related to ensuring continuous school-wide focus on student achievement. With regard to making decisions on curriculum, assessment, teacher development, allocation of resources, and community mobilization the central concern is contributing to development of the individual child to the fullest potential. Head-ship is also about building a learning community. Keeping keen interest for self-learning and development and helping others learn and develop forms a sound basis for continuous school development. This practice lead to high expectations of the HTs

from teachers, staffs and students on the one hand, and contributes to building

morale and commitment from the teachers and staffs on the other.

c. <u>Managing for results</u>: The HT as a manager engages in setting standards, in

strategic planning, allocating resources, instituting measures to assess

performance and taking corrective actions. All these management functions

appear to have strong association with improved performance. The use of power

bases, the encouragement for taking initiatives, the adherence to accountability

measures are some of the important aspects in the context of managing for results.

d. <u>Strengthening school community</u>: Building and strengthening community

networks helps mobilizing continued support for school development. There may

be cases of mobilizing support for school development and at the same time

sharing experiences with professional community. Again, the role of the HT is

critical for strengthening school community.

Hallinger and Heck (1998) have reviewed the studies to establish contribution

of HTs on school effectiveness. In their attempt, they developed models - like direct,

indirect and reciprocal effects of the HTs on student performance. My framework has

closer ties with indirect and reciprocal effects since, the commitment and cooperation

of teachers and staffs and motivation and involvement of students are assumed to be

affected and has an effect on leadership processes. These effects have been further

analyzed through the case studies.

<u>The Context</u>: the context factors are receiving increasing importance in recent

times in the 'effective school' studies. So, two context variables are considered:

1. The location of school: The location of a school in Nepal means many things

including extent of competition and student composition. In the urban areas,

because of presence of the private schools and some other schools in the area- the catchment area of the schools overlaps, and both schools and students have choices thus, making possible for student segregation; and creating problem in defining school community. Moreover, one can expect differences in the home and school environment of students in urban and rural settings.

2. School Level: With regard to the leadership role of the HT, primary schools, because of their size, are significantly different from secondary schools. Moreover, as primary schools educate children at their early years, prior achievement differential is not that critical as compared to the secondary schools.

Thus the study focused on analyzing HT leadership processes to unravel the dynamics of effective schools. The four areas of leadership processes are selected as generic and encompassing ones contributing to increased commitment and confidence on the part of teachers, staffs and students. The interplay of context variables, like the level of schooling and the school location, on HT leadership processes has further been analyzed to explain school effectiveness.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

The methodological design is based on literature and conceptual framework as discussed earlier. Further, specific research questions guide the selection of methods and tools for the research.

The research primarily follows qualitative design, however, to supplement the qualitative inquiries relevant quantitative information are also utilized. Further, case study in particular is selected to meet the specific requirements of *effective schools* research tradition found in the literature. The chapter describes the appropriateness of case study for this type of research.

The chapter is organized in such a way that research paradigm, and methodological considerations are discussed first. Then, case study as a research strategy is introduced and appropriateness of the method is discussed. Finally, the detailed research design is presented including quality and ethical standards.

Research Paradigm

There are a number of contrasting views regarding objective / value free research and subjective and value laden nature of research (Griffiths, 1998). Can or should the researcher detach from the research to be objective or engage in the discourse of knowledge generation as an active participant utilizing own points of views and positions? Basically the question is whether we look for finding a value

free neutral facts or constructing a socially embedded reality through research. These are some of the fundamental questions in conducting a research.

Guba and Lincoln (1994) describe paradigm as a set of basic beliefs that deals with ultimate or first principles (p. 107) and underscore the implications of paradigmatic view of the researcher on the design and conduction of any research. In this regard, they have discussed three fundamental questions that elicit basic beliefs defining the inquiry paradigms: the ontological questions, Epistemological questions, and Methodological questions.

The ontological questions: these questions are concerned with the nature and form of reality. Whether one assumes the reality as nomothetic single or ideographic; whether one assumes actor and context dependent subjective reality and aims at exploring it or believes on an objective reality; whether one holds deterministic views of human nature or voluntary view. In my research, I am trying to explore- how leadership processes contribute to school effectiveness and generate knowledge that can be of use in schools in similar context. In other words, ontological position for this research is: one, it is ideographic, two, it is exploring context dependent subjective reality, and finally, it is guided by the voluntary view of human nature.

Epistemological questions: these questions are concerned with the nature of relationships between the knower and what can be known. The acceptance of existence of multiple realities assumes the knower as a part of the knowledge construction process and so does not support the view that is guided by knowledge-knower duality. My research is not a value-free research and researcher's own values influence in the overall knowledge construction process.

Methodological questions: these questions are concerned with the processes adopted by the inquirer in finding out what is not known. The intent and ability or inability of the researcher in controlling the knowledge construction process is determined by these methodological stances. I conducted my inquiry in the natural setting, with minimal disturbance in the regular routines of the schools. It was not my intention to manipulate the school processes, rather my study was focused on observing the functioning; collecting perceptions and views of the participants on issues that are considered important for the framework, generating information from school records and artifacts, and reflecting upon the data generated from these multiple sources. My research mainly followed qualitative research methodology, with some scope for quantitative analysis of the perceptions of participants.

Research Methodology

Denzin and Lincoln (2005) have described the characteristic features of qualitative research as 'situated inquiry' and 'interpretive-naturalistic approach'. Further they offered specific descriptions to distinguish quantitative from qualitative studies. Accordingly, quantitative studies are described as those that 'emphasize the measurement and analysis of causal relationship between variables, not processes' and operate within a value-free framework (p. 10). In contrast, qualitative researches are described as stressing on socially constructed nature of reality with focus on 'how' part of the experience creation process. Thus, the choice of methodology is directly related to paradigmatic positions of the researcher and the research questions.

My research questions demand exploration of leadership processes and the focus is to look for how and in which areas the headteachers make influences in school functioning. Specifically, the areas of special interest are school development,

promoting learning, result focused management and strengthening community networks. All these are discussed in relation to school effectiveness. Besides, the third question is related to perceptions of teachers and supervisors on HT leadership.

The first question requires study of the HT leadership practices in the selected schools- both 'leadership as practiced' and 'leadership as experienced'. It requires understanding of what processes are adopted- under what conditions and contexts; it requires interpretation of the practices from multiple perspectives. Hence, the question calls for an in-depth study of the school contexts and leadership processes.

Likewise, the second question requires exploration of how the school leaders operate in the given context and how do these processes influences the effectiveness of the schools in question. There are four specific areas of leadership processes that are to be studied to seek answer to the research question.

Finally, the third question requires understanding the perception of teachers on HT leadership processes in relation to school effectiveness. The perception of HT leadership by teachers is considered important for school effectiveness by many studies. For example, based on a meta-analysis, Hallinger and Heck (1998) established that the HTs influence on student outcomes is significant in the *indirect effect* models, mainly through teachers. Hence, information from observation and informal interaction with teachers add value in exploring the perceptions of teachers.

Besides, it is convenient to use instruments to measure perception of teachers on leadership processes. Again, these instruments are more structured, are based on some theoretical assumptions, can be administered to a large group and generate quantitative information. The instrument would mainly support measuring perceptions and also help exploring 'what' part of leadership processes. Thus, by the very nature

of the research questions qualitative research methodology, specifically, case study method and interpretive inquiry became the choice to study leadership processes. However, there is scope for quantitative methods in supplemental role and so the study falls under mixed method.

Creswell (2009) has defined mixed method research as 'an approach to inquiry that combines or associates both qualitative and quantitative forms' (p. 4). Accordingly, it draws from both the traditions and emergent methods and pre-determined methods are utilized and both text and statistical analysis are made use of. He has discussed four aspects in distinguishing the design of procedures of mixed method inquiry: timing; weighting; mixing; and theorizing.

I employed procedures to collect data almost concurrently. Though my first job was to studying the nature of the case school, I didn't wait long to collect information from the Rating Scale (PIMRS). My research is primarily a qualitative hence, the weight is more on the qualitative side. In my study, as discussed by Creswell (2009), I am 'embedding' the quantitative data mainly for supporting role. At the time of analyzing the quantitative data, I am again reflecting upon the experiences from the qualitative source.

The research is guided by the traditions of effective school studies, thus utilizing case studies of some extreme cases. Thus, qualitative procedures are inherently part of these designs. Besides, I have utilized quantitative data mainly to respond to third research question so as to bringing in perception on instructional leadership of the head-teachers.

Thus, the intent of this concurrent mixed method study is to learn about effectiveness of schools as organizations. I have primarily utilized qualitative

interviews and observations as the key strategies for data collection. Besides, scales are used to measure perceptions and conduct analysis from multiple perspectives, viz., from the perspectives of the teachers, supervisors and the self-assessment of the headteachers. Thus, the data from the two sources are combined and converged to better understand leadership processes and concurrent embedded strategy (Creswell, 2009) is adopted to analyze the issue from multi-levels (Tashakkori and Teddlie, 1998, as cited by Creswell, 2009).

Case Study Method

Yin (2003) described case study as 'an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when- the boundaries between phenomenon and context are not clearly evident' (p. 13). He further discussed the features of the inquiry as 'relying on multiple sources of evidence, with data needing to converge in a triangulating fashion' (p. 14).

The focus of my study is mainly on exploring school- processes, particularly leadership processes, which has to be studied in real-life context and studied from multiple perspectives. Thus, the case study strategy is purely a methodological choice.

Based on the interests to pursue a research, Stake (2005) identified three distinct types of case studies: a) intrinsic- where the particularity and ordinariness of the case in itself, draws interests; b) instrumental: where the case is of secondary interests, and facilitates understanding of something else; and c) collective: where there is even less interest in one particular case and a number of cases are studied jointly in order to have better understanding about a still larger collection of cases. He further discussed the possibility of combined purpose. (p. 445-446). My study starts with intrinsic interests in some particular cases- the effective schools. Then it takes

typical or reference schools so as to facilitate understanding the phenomena of effective schooling at large.

There are three important considerations in these studies: a) determining criteria and selecting effective schools, b) determining processes and unit of analysis for exploration and analysis, and c) determining context variables. I have used two basic criteria for selecting effective schools- i) school performance, and recognition from the District Education Office (DEO), and ii) confidence of parents as reflected by increased demand for services.

The identification of reference school or comparison school is equally important after the selection of effective schools. Instead of taking extreme cases based on performance, proximity from the effective schools and similarities in terms of governance structure, and school size were considered appropriate for better comparison. This has also been supported by Klitgaard & Hall, 1974; Purkey and Smith, 1983 (as reviewed by Teddlie, Reynolds, and Sammons, 2000, p. 59).

Identification of processes is the next issue for in-depth studies. The choice of leadership processes as the focus of study provided a definite direction to the inquiry. However, my unit of analysis is the school itself, and not the head-teacher.

Finally, effective schools studies are based on the premise that the knowledge generated are context dependent. So school processes are studied as an attempt to explore not only 'what works' in schools, but under what conditions or contexts as well. For this purpose, I have mainly included two context variables- a) location of schools (urban or rural) and b) level of schooling (primary or secondary).

The inclusion of school location as a context variable is based on the assumption that school effectiveness has bearing on the student composition and

community contribution. In the rural setting, students are allocated to schools mainly based on distance- without other major reasons for school selection. There may be many considerations other than distance, in urban areas, in student allocation decisions. Similarly, the definition of school community is not that clear in the urban areas as it may be in the schools in rural areas.

The level of school determines the size and complexity of management that has direct connection with the role of the HT. In the primary schools, the HTs are mainly teachers with some additional roles of management, whereas, in the secondary schools with many students, the management role of the HT becomes prominent.

Appropriateness of Case Study Method

For the topic in concern, I consider the Case study method is more appropriate than other methods. There are certain arguments to establish the appropriateness:

- Yin (2003) describes the distinct advantages of case study strategy when 'a how and why question is being asked about a contemporary set of events, over which the investigator has little or no control' (p. 9). He argues that the use of certain strategy is mainly determined by the choice of research questions.

- Case study method is considered appropriate for *effective schools* tradition of researches. For example, Scheerens (2000) described 'effective school' research as a type of study that uses case study approach to establish association between process characteristics of schools with the achievement level.

- Including the *five factor* model as popularized by Edmund (1979), many large-scale studies have established principal leadership as a major factor for school effectiveness (e.g., review from Scheerens, 2004). However, by their very nature of extensive coverage these studies are good only to identifying these variables

rather than explaining the 'how' part of the question. As my study focuses on addressing the 'how' part, case study method, in particular, is considered more appropriate for this purpose.

- Through a meta-analysis of research studies conducted during 1980-95 to explore the principal's contribution to school effectiveness, Hallinger and Heck (1998) considered direct, indirect and reciprocal effect models to analyze effects on student outcomes. The studies using indirect effect model established significant contribution of the principal leadership on student outcomes. Meaning that the principals make effect on the student outcomes mainly through teacher related intervening variables. This again leaves questions on how part of the HT leadership process and for which case study is more appropriate.

- The effective schools are studied because of particular interests in those schools. Apart from that, these cases are studied in context with reference cases so as to recognize the specialties of these cases and aimed at generating context dependent knowledge. All this establishes appropriateness of case study as a research strategy (Stake, 2005).

- Regarding the issue of selecting cases, Flyvbjerg (2004), argues- 'cases are selected on the basis of expectations about their information content' (p. 426). He further suggested to using extreme cases and variations to obtain information on unusual cases and variations. Hence, as per the purpose of my study the study of selected effective schools from diverse contexts is more important than studying a number of randomly selected representative schools.

- Yin (2003) discussed three traditional prejudices against the case study strategy: the lack of rigor; limited basis for generalizations; and the generation of massive

unreadable documents (pp. 10-11). He described these as challenges and

cautioned researchers to consider these while designing a case study. Flyvbjerg

(2004) responded to another criticism against case study: subjective bias towards

verification- a tendency to confirm the researcher's preconceived notions. He

provided many research instances where the researchers end up revising the

hypothesis rather than confirming them. And he discussed rigor in case study to

ensuring- the credibility and trustworthiness of research findings.

- To understand and learn about the phenomena being studied the researchers place

  themselves in the context being studied, this proximity to reality makes it possible

  for them to achieve the most advanced form of learning (Flyvbjerg, 2004). This is

  an important justification for the selection of case study design.

Detailed Research Design

Yin (2003) defines research design "as a logical sequence that connects the

empirical data to a study's initial research questions and ultimately to its

conclusions"(p. 20). He has further described the design as a logical plan with five

important components in it: i) a study's questions; ii) its propositions, if any; iii) its

unit(s) of analysis; iv) the logic linking the data to the propositions; and v) the criteria

for interpreting the findings (p. 21).

As of now, I have already restated the research questions that guided my

choice of research methods. Next, instead of stating propositions in the strict sense, I

utilized research purpose to guide the area of attention and defined HT leadership

processes as the major area to explore in relation to school effectiveness.

Thirdly, the school as an entity is the unit of analysis and HT leadership

processes as the domain of analysis. Further, two schools of the same level and from

the same context are studied together and analysis is done at some higher level as well. Having established the unit of analysis, a boundary for the study is created from temporal perspective and the field work was conducted within a period of one year starting from February 2010.

The conceptual framework is developed so as to linking data to my study purpose and for interpreting the findings. In this regard, Campbell (1975) (as cited by Yin, 2003, p. 26) has discussed about *pattern matching* as an approach to linking several pieces of information generated from the same case to a theoretical proposition. Thus, the research design provided a basis for collection and interpretation of data.

Yin (2003) has further made distinction between single and multiple case designs and holistic and embedded designs. Herriott and Firestone (1983) (as cited by Yin, 2003) has highlighted the advantage of multiple case design over single case and stated that the evidence from such designs are more compelling (p. 46). My study follows a multiple case design without any sub-units of analysis, thus resembling with the multiple case -holistic designs.

Yin (2003) clarified the logic behind selection of multiple cases in such studies and he stated that it is the replication logic rather than sampling that guides the decision. According to him, it is like replication of experiments in different contexts, rather than use of multiple respondents as it is done in survey research. Thus, he highlighted the importance of careful selection of cases so as to predict similar results (literal replication) or contrasting results (theoretical replication) (p. 47).

Stake (2005) argues that though multiple cases are studied together, they provide narrow grounds for strict comparison. He raised epistemological question and

considered 'formally designed comparisons as competing with learning about and from the particular case' and citing Geertz (1973) presented comparative description as opposite of *thick description* (p. 457). However, he highlighted the importance of studying a number of cases in multiple circumstances as exemplars so as to generate 'valued and trustworthy knowledge' (p. 458-459). Thus, I designed the study so as to learn about the case and from the case rather than focusing on strict comparison.

School Selection

I utilized both objective criteria of past performance and subjective criteria of popular perception while selecting the effective schools. Both of these schools were demonstrating outstanding performance consistently over the last five years and successful in winning awards and gaining recognition from the community and education authorities. The richness of information and potentiality for maximum opportunity to learn was the main consideration for selecting the case schools. Besides, the practical possibility for conducting in-depth study was equally important. Next, one reference school each for the selected schools were selected with major consideration of geographical proximity after meeting two criteria: with similar governance structure and same level.

For selecting schools, I visited District Education Offices from Kathmandu and Kavre and gathered preliminary information about high performing schools. Based on school performance and use of processes like child friendly strategies, the DEO provided a list of successful schools. I discussed with supervisors and gathered additional information about these schools and finally visited few of those schools and organized consultation meetings with the head-teachers. In those meetings, I discussed about school performance and role of the school HT.

Based on the visit and consultations I perceived some of those schools richer in information in my area of interest and selected two of them as effective schools (name changed): Chetana Secondary School (School A1), which is an urban community school from Kathmandu with almost 2000 students; and Adarsha Primary School (School B1), which is a rural community school from Kavre with about 200 students. Both of the schools are well known at the district level for their excellent performance. I observed that the school community, especially in the rural area, and even the neighboring schools show high regards to those schools.

The first school is located in a densely populated city area, with many private and some other community schools in the neighborhood. The rural primary school is about 20 KMs east from the district head-quarter Dhulikhel of Kavre Palanchowk district with very few private schools that are recently started. Both of these schools are successful in attracting many visitors every year and both have received extensive media coverage. The HT and teachers feel proud of their school.

I selected Saraswoti Secondary School (also referred to as School A2) as a reference school to School A1, which is the closest community secondary school from School A1. I found some students in School A2, who were admitted there after they failed to get admission in School A1. Similarly, I selected Balsudhar Primary School (also referred to as School B2) that is the closest community primary school from School B1. Thus, there are four schools in the study:

Table 2

Frame for School Selection

School effectiveness parameter	Case Schools by Location and level	
	Urban Secondary	Rural-Primary
Effective school	School A1- Chetana	School B1, Adarsha
Reference school	School A2, Saraswoti	School B2, Balsudhar

Selection of Participants

As the study is concerned with leadership processes, the HTs in the four schools comprised the core of participant groups. Moreover, the perception of teachers was collected to measure HT leadership processes. Besides, students in higher class in each of the sample schools were also the source of information to substantiate the findings on HT leadership. In addition to these, Supervisors, Resource Persons, parents and School Management Committee (SMC) members were also consulted to draw their experiences regarding the HT leadership processes.

Data Sources and Instruments

The study required both the primary and secondary data sources. As a primary source, interview and observation with the HTs comprised major part of information. Besides, the leadership as practiced by the HTs, the leadership as experienced was explored from multiple perspectives. Hence, teachers, students, supervisors, parents, and members of the School Management Committee (SMC) also constituted as a source of information. The observation of the school context provided a wide range of information that helped understand the actual leadership situation. Apart from that, I have utilized the secondary sources like school publications, school databases and reports from the concerned district authorities. The details of design for data collection are provided in Annex 3-1.

As described in the methodological discussions, this study mainly used un/semi-structured interviews, observations and document study for data collection. Observation of leadership behaviors of HTs in contexts like school meetings, or assemblies, or official ceremonies, when appropriate were the main focus. Informal talk with the teachers provided valuable insights about the leadership practices in the schools. Similarly, the School Supervisors, including the Resource Persons- who are placed closed to the HTs and expected to support on pedagogical matters, have provided useful information about the HT leadership processes. Moreover, information from parents, community people and members of the School Management Committee (SMC) were also obtained.

Moreover, some school profile related information was generated through survey and perceptions on instructional leadership practices were collected using Principal Instructional Management Rating Scale (PIMRS).

The PIMRS, as published by Hallinger, (1982) (philip@leadingware.com) was the main instrument to measuring the perceptions of teachers, supervisors and the resource persons. Moreover, the self-assessment Scale for the HTs contain the same statements as that are used for teachers and supervisors.

The Scale consists of ten leadership functions grouped into three main dimensions. Each of the leadership functions are measured through five behaviorally anchored items, which intend to measure the extent of involvement of the HTs in the selected functions. There are five points in the Scale: '*almost never*', '*seldom*', '*sometimes*', 'frequently', and '*almost always*' represented by numbers 1 through 5 in order: thus, '5' indicating the most and '1' indicating the least involvement of the HTs in the selected measures.

The Scale was originally in English language and I first translated them into Nepali. To ensure that it carried the same intent and meaning I utilized translation-back-translation method (Vijver & Leung, (1997), as cited in Sharma, 1999) and seek support from professionals to retranslate the Nepali version into English. Then I myself, the translator and another professional held a consultation session to revise and improve the Nepali version so as to carry the same intent and meaning as in the original version. The instrument is provided in Annex 3-2.

Data Collection

Apart from the initial visit for selecting study schools, I visited the schools at least four times spread over a period of almost a year and length of stay varied from a day to three days. I managed my visits in such a way that the effective school and reference school were studied together as they were from the same community.

I utilized my first visits to develop rapports with the HTs and teachers. My long association with education administration also helped establish good rapport and facilitate to gain access to information. Then, I gathered preliminary information about the school from school records like the School Improvement Plan; Flash report (Statistical Report of the School); and from the school contexts. I captured school context information in my camera from the office room, the class rooms, the library and the play grounds. I had initial interview with the HTs. The in-depth interview data were recorded with prior consent of the participants. I was consciously working with the HT and teachers- so as not to disturb their routines.

As I captured pictures of important school documents that I could use to study and record in textual descriptions in the evening. I transcribed the audio records and recorded the notes into my computer. I was conscious not to lose any important piece

of information. At the same time, it was really difficult to manage the huge pile of information generated through multiple ways- notes, pictures, audio and video records, and school documents and many other unrecorded piece of visual memories. I made best efforts to record all important information in keynote 1.6.5 in textual descriptions that helped generate many different themes afterwards.

Thus, I could visit the school second time with basic understanding and with some important questions. The second visit was for two days and I collected detailed information from the HTs on leadership processes. Also, I administered the scale.

After the second visit- I prepared some initial descriptive information about the school- that I could share with the HTs as *member checks* in the next visit. In that visit I was looking for additional information to confirm or disconfirm what was noted earlier. I could get access to some important sources like the records of the School Management Committee (SMC) meetings and Staff meetings and similarly to reports of the Social Audit. These documents provided useful insights to understanding the leadership issues and processes in the school.

As I was exposed to huge amount of information, and sometimes it was difficult to set a boundary for data collection. However, the design prepared for data collection helped me focus on important areas. As the HT leadership process was my area of attention, I tried to judge the usefulness of information from that perspective.

Data Analysis

Using typology of School Effectiveness Research from Scheerens (2004) by level of analysis, my study mainly falls under school level as the focus is on organizational processes. Thus, the unit of analysis is school itself with leadership processes as the main domain of analysis. First, the processes are analyzed separately

for each of the four schools under some parameters and then studied together in two blocks: urban secondary and rural primary.

After initial treatment, data generated from multiple sources were pooled together to give meaning and grouped under different themes. These themes formed a basis for further analysis and knowledge construction.

The data generated from the PIMRS was analyzed separately. There was separate analysis for data generated from teachers, supervisors and the HTs. The responses of the teachers were analyzed in percentages, whereas the perceptions of the supervisors and the HTs were analyzed based on their actual ratings.

At the second stage, the responses for each of the schools were presented in a table so as to make possible to compare the ratings of the teachers, the supervisors and the HTs themselves. Next, there were comparison tables constructed so as to analyze the differences in ratings between the effective schools and reference schools.

The findings from the interview, observation, survey data, and the Scale were put together against the four leadership processes as identified in the framework.

Quality Standards

The goodness or quality criteria for qualitative inquiry are trustworthiness, and authenticity rather than objectivity, reliability and validity. Hence, I used strategies like 'member checks' by the participants for verification at important steps. I shared my understandings with the participants in writing and sought further clarification.

The strategies offered by Maxwell (2004) have provided insights to guide my study with regard to quality considerations. The author favored 'modus operandi approach' (rather than looking for controlling the extraneous variables, deals with them as natural processes), 'use of discrepant evidence' (rather than ignoring the data

that does not confirm to hypothesis, rigorously examine them), 'triangulation' and 'member checks' as the strategies for dealing with issues of causal validity. Reflexivity has helped maintain the quality standards.

The research took an evolving process. I visited the schools, at least four times. Thus there was opportunity to observe school in developmental perspective. I could correct myself, substantiate the information, or interpret the event in different ways after these series of visits. I attended different school functions and followed a sequence of events- like start of training event- or hot discussion with the parents and SMC in some other school. I noticed many changes over time- in one case I observed the HT showing his frustration.

Since there was a sequence of visits, nothing was taken for granted from the first observation. The contradictions between the interview and behavior were looked for and even, the general contradictions that appeared between the informal talks and interview were recorded and reflected upon. Further, the multiple perspectives as provided by the teachers, HTs, supervisors and parents were analyzed to generate meaning with regard to leadership processes. This triangulation of information helped enhance the credibility of the study.

Ethical Considerations

Kvale (1996), (as cited in Awasthi, 2004, p. 174) has summarized ethical considerations for seven different stages of research process: thematizing; designing; interview situation; transcription; analysis; verification; and reporting. During thematizing phase, the conscious attempt from the researcher is important so as not to misrepresent the ideas from the participants. While designing, the considerations are such that the research in no way jeopardizes the interests of the participants.

During interview situation taking informed consent from the participants is important. Moreover, they were assured of confidentiality of information to safeguard from undesired consequences. While transcribing the information seriousness is required not to lose the intent of the participants. Similarly, during analysis I was aware enough to make deeper and critical analysis of the interviews. The second visit provided opportunity to verify factual information and thus enhance trustworthiness.

Finally, during reporting phase, I considered the question of consequences of the published report to the participants and to the institutions they represent. All these ethical considerations guided my field work and reporting. The criteria like- informed consent and confidentiality was strictly maintained.

CHAPTER FOUR

LEADERSHIP PROCESSES IN URBAN SECONDARY SCHOOLS

The chapter presents case study of two schools: first the Chetana Secondary School (School A1) and then Saraswoti Secondary School (School A2). Summary of general information for these two schools is provided in Annex 4-4. The case studies provide general general introduction to the school and analyze instructional and management practices in relation to HT leadership.

Chetana Secondary School

As described earlier there are three sub-sections: general introduction to the school; instructional practices; and school management practices and HT leadership. The purpose of the first section is to introduce the school, present why and how it is effective and set stage for discussing the leadership processes in the school.

General Introduction

This is one of the high performing schools in Kathmandu which has won national, regional and district levels awards for record performance in the national examinations, mainly based on its performance in the School Leaving Examinations (SLC), a national public examination, conducted at the end of grade 10 in Nepal. The school has remained a centre of attraction[1] for researchers studying management of community schools in the context of Nepal.

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[1] The school was studied as a case of successful schools in the SLC Study 2005.

Location, Historical Perspectives. The School is located in western part of Kathmandu metropolitan, and serves children mostly from the same neighborhood. The area is inhabited mainly by Newars, the major ethnic group of Kathmandu valley.

The school was established in BS 2020 though it was upgraded to a secondary school only on BS 2038. In the initial years, the school had to face sanction[2] of cut in the Grants in Aid (GIA) for low performance. As a response, the school leadership started pre-primary program so as to better prepare students for primary level.

Stability of leadership is a unique feature of the school. The former HT remained in leadership for 14 years with the present HT as assistant head for 12 years. After his retirement, the then assistant head in the lead role for 16 years. Moreover, the same person has remained in the chair of the SMC for more than 23 years.

Material Condition of the School. It is one of the biggest schools in Kathmandu with nearly eight ropanies[3] of land and two buildings of its own, one fairly new three story building, and one two-story building that was constructed about 20 years back. Still, there is a construction work going on for a new building. The school organized *Saptah Mahayagya*[4] two years back and raised 12.5 million rupees for construction. The school has a reasonably good library and a science lab.

School Performance and Basic Indicators. This section paint a general picture of the school's current status, showing how it evolved from being one of the worst to one of the best public schools in the district. Along with the improved

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[2] There is a provision in the education regulations that requires community schools to meet minimum performance requirements in the public examinations. Failing to meet the requirements for three consecutive years results in penalties, including cut in the GIA.

[3] *ropani* is an unit for measuring land and it is equal to the area of a square with a side length of 74 feet.

[4] It is a kind of religious ceremony conducted for a period for seven days, where religious epics are recited, and the devotees are encouraged to donate for some cause. That time the school organized *Mahayagya* from BS 2065/05/16 to 05/23 for constructing its new building.

reputation, there is increased enrolment and there are nearly 2000 students in total

including nearly 400 students in the pre-primary level. According to the HT, the

strength of the school in terms of enrolment and performance is the pre-primary

group. He describes the importance of the pre-primary group as:

> Because, we have good numbers at the pre-primary section, we can be
> selective to enroll in the later grades. Moreover, we can groom them
> from the early grades and we can take responsibility for these children.
> [HT expressing his views on student body and school performance]

I observed an advertisement for new admission when I visited the school

during first week of February (nearly 2 months before the new session). I asked the

HT about the banner:

> The private schools have already started advertising and taking
> admission. So, we cannot wait because, we have to get students from
> the same community. [The HT on student admission]

According to the HT, along with the improved reputation, the school is in

advantageous position to select students and the selection ratio is almost one in three.

In the education market, parents also select schools for their children. Under

the competition and choice, students are segregated mainly on economic grounds.

> The student population is mainly composed of children from local
> farmers, street vendors or migrant workers, laborers and transport
> workers. Besides, there are about 300 students (nearly 15 percent) who
> are *domestic workers*[5]. [BS 2066/11/25: The HT responding to a
> question on student composition]

The HT has confidence even on these domestic workers. He shared that six of

the 30 students who passed SLC with distinction last year, were from that group. The

school requires these guardians to commit to provide minimum support at home.

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[5] These children leave their family, live with other family and help in their household chores and in
return the house-owners support for their education.

Besides, there are about three percent of the total students from the *Dalit*[6] community. The HT seems very much alert to make sure that these students do not lose confidence. He told that he observes students closely and counsels them.

> When you are neat and tidy you look more confident. So, I observe clothing during assembly. When I notice students wearing torn ones I call them at my office and counsel, and ask them to have new shirts and even call to their parents. If they found really poor to afford to I provide them from the school's source. Every year, the school provides 8-10 shirts to the students. [BS 2067/10/17: The HT, describing support to economically poor students]

Internal Efficiency. The school *Flash Report*[7] BS 2067 shows that, the promotion rate for the primary level is about 94 percent and the remaining drop out. Again, according to the HT, many of the students transfer to a new school as their parents shift to a new location.

The promotion rates at the lower secondary and secondary levels, when counted among those who appeared in the exam, are 95 percent and 98 percent respectively. There were 17 students in total who were retained at the same grade in the last year's final exam, which is slightly below one percent. And the HT shared the target to reduce it gradually to zero percent.

School Performance. The performance of a secondary school is judged mainly by the results in the SLC examinations. The school has demonstrated consistent performance in the examinations for the last 15 years with an average pass rate of almost 94 percents. Besides, more than 64 percent of these students passed with merit[8]. According to the HT even the students who could not pass in the regular

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[6] The most disadvantaged social groupings in the Hindu caste system.
[7] The Flash Report is a kind of School Return Form that is developed centrally by the Department of Education and collected two times a year. It includes different information relating to the school.
[8] When students score more than 60 percent in aggregate they are declared as pass in first division and the score is generally considered as cut-off point for merit.

exam, they succeed to get promotion in the same year through the subsequently

conducted compartmental[9] examinations.

According to the HT, the year BS 2051 brought a quantum jump in school
performance.

Fortunately, the result was above 90 percent the same year I took the
responsibility as a school head. It was not a miracle from me, in fact it
was because our first group of pre-primary students reached grade 10
that year. [BS 2066/11/25: answering a question on school success]

The school has reached several important milestones. It has won national and

regional level awards from among the community schools. Besides, the school has

consistently received *cash award*[10] of Rs. one hundred thousand for last five years.

The Learners. There are 1936 students in total, with slightly more (51 %)

girls. The learners are organized by levels and learning groups. Accordingly, some

389 students in pre-primary level are divided into 10 groups; and 730 students in

primary level are divided into 13 groups. Likewise, 500 and 310 students at the lower

secondary and secondary level are divided into nine and six groups respectively.

The Teachers. There are 66 teachers: 33, 15 and 18 in primary, lower-

secondary, and secondary levels respectively. In total, 62 percent are female, and with

greater share (79%) at the primary level. Again, 39 of the teachers are in government

approved positions, four in temporay positions and 23 are on schools' own source.

There are 39 teachers in the government approved positions, four teachers in

rahat[11] and *PCF funding*[12] and 23 teachers in school's own source. Among the

teachers recruited on school's source, 14 are in primary alone. Unlike others, the

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[9] The government policy is such that students failing in only in two or less subjects at the regular SLC
exam would be given a second chance to pass in those subjects through the compartmental examination
held within two months. If students pass the 2nd time, they could join grade 11 in the same year.
[10] The DEO provides cash awards to community schools, based on SLC results & process indicators.
[11] Temporary teacher positions created and supported by the government, to supply teachers.
[12] A flexible grant tied to student numbers provided to schools for teacher management. On top of the
approved teacher positions, schools use these funds to recruit additional teachers based on STR norms.

teachers employed in the government approved position have a career, and are entitled to pension and other benefits.

Most of the teachers have long experience with mean around 17 years and a minimum of five years. All teachers meet minimum qualification requirements and majority of them have professional degrees on teacher education.

For assigning jobs, the pre-primary and primary teachers are lumped together and similarly, lower and secondary teachers are treated together and are assigned to groups based on need, interest, and capacity of the teachers. The average workload for teachers is 22-23 for primary and secondary teachers. It is 27 periods for teachers teaching grades four to eight.

The Headteacher (HT). Mr. Satyal (name changed) joined the school some 28 years ago (BS 2039) as a secondary teacher. He had previously worked as a head-teacher of a public secondary school in rural area of western Nepal. Within two years in the school, he was given the role of assistant head. He worked as an assistant head for 12 years till taking leadership role after the retirement of the former HT.

One of the assistant heads, who has long been in the management positions, recalls the context of appointment of the school head and gradual improvements in relations as:

> There was some resentment among the staffs when the SMC appointed
> him (the HT). Because of his friendly attitude, and management skills,
> it didn't take long for him to gain confidence from the teachers and
> staffs... He has very good communication skills …has good network
> and that is quite helpful for generating support for the school.
> [Assistant head in an interview BS 2067/3/29]

The HT reaches school before assembly and spends whole day in the school, except when in outside meetings. The HT shared his attachment as:

I have emotional attachment with the school. It gave me a job when I really needed it. And now my prestige is associated with the prestige of the school. I can work longer hours- without any claim for additional incentives. [BS 2067/03/21: The HT described this with some feelings]

The HT takes two classes a day. Besides, he is seen attending visitors, walking around the classes, visiting the teachers' room, and dealing with the students in the ground. Besides, he attends other meetings outside school.

When called on the next day the SLC result announced, he was quite happy because there were 29 students who passed with distinction[13]. Among the 150 students appeared in the examinations, 110 others passed in first division and eight students in second division. There were three students who failed in the exam.

He expressed that reaching a target of 100 percent pass is not that difficult for the school. If that was considered really important, the school could easily have retained about eight students in the send-up exams. That would have meant a trophy for the school and loss of one year of those students. The choice was made to make all students pass in the send-up examinations because he thinks, saving one year time of these students is certainly more precious than holding a trophy. This is very important value premise that guides the actions of the HT for setting direction.

For him, two things that are critical for the success of a HT are: positive frame of mind; and the skill to balancing interests preserving self identity. Being positive to every situation helps winning confidence of others.

Instructional Practices and HT Leadership

Under instructional leadership the following areas are explored: a) Beliefs on learning; b) Implementing curriculum; c) Student management; d) Provision of

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[13] When students pass the exam with 80%+ aggregate score, they are recognized as 'distinction'.

assessment and feedback; e) Teacher professional development; f) Working with

parents for improving learning.

Beliefs on Learning. In an interview the HT was sharing his experience how

the temperament of a teacher is important for student learning. He first described a

case that shows his closeness to students; his patience to listen to students; and his

dealing with the teachers. Further, he drew an inference from the case that

disciplining students is associated with competence of the teacher on instructional

matters. He presented importance of teacher temperament with conviction:

I was walking on the school ground; one little girl approached me and complained that her sisters were not allowed to stay inside the class,

rather their bags were thrown out. Soon, the other sisters joined and reported that they were called by the account section to make

correction in the registration form. And they were late to the class by 10 minutes and Mishra sir didn't allow them to stay inside.

I assured them that I will talk to Mishra sir. While I was talking to them the class bell rang, Mishra sir came out of the class and saw me talking

to the students. I met Mr Mishra in my office and asked about the incident. He was very angry with the students. He argued that these students

often bunk off the class. They left their bags inside and went. They were late and so he didn't allow them to enter into the class.

I tried to convince him, he blamed me that I always take side of the students. [Based on interaction with the HT on BS 2067/3/23]

Based on the case he narrated his understanding about importance of teacher

temperament for student learning.

when a teacher fails to engage students in learning and generate
voluntary participation, they may engage in some other activities and
teacher may get irritated...So, a teacher needs to be cool and at times,
show a sense of humor to create conducive environment for learning.
[BS 2067/3/23: The HT shared it emphatically as if it is his thesis].

The HT showed his firm belief that students cannot learn when they are in

fear. He shared a case on how the school came to a decision to banning punishments:

> It was some 10-12 years back. We had an English Teacher sincere in his duties, but very much strict. One day, he punished a 4ᵗʰ grader girl student
>
> for not doing homeworks. He used to take stick with him and that day he hit her with the stick at the back of her head. Her eyes were dislodged
>
> because of the hit on the back of the head. It was a serious case and she was immediately taken to the hospital. Fortunately, that was not an

After that the school decided to ban corporal punishment in the school. The HT considers that the situation has now completely changed. Here is his remark:

> Over the years we have learned that it is not punishment, but trust and confidence and respect that make them responsible. We realized that insult does not lead to progress[14]. They start hating teachers instead of respecting them. [BS 2066/11/25: The HT on learning]

It is not only the physical punishment but acts that lead to mental torture are considered unacceptable. Based on the learning, for the last four years, they have started addressing students with '*tapain*[15]', a respectable word for addressing people.

He was very much clear on conditions of learning: fear and insult does not help in learning; it is the mutual trust, confidence and respect between teachers and students that is pre-condition for effective learning. The HT described that he spends a good sum of money for the play materials for the pre-primary groups. It is based on the belief that students learn more while playing.

Implementing Curriculum. Reference books are decided by the staff meeting so the matters are transparent. The instructional organization is decided at school level. It is now more than 10 years that the school has adopted grade teaching in pre-primary and in grades 1-3. The minutes of staff meeting provide evidence of conduction of workshops almost every-year before the start of the new session when teachers prepare annual teaching plans.

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[14] Translated from a statement in Nepali language: *beijjatile bacchako unnati bhayan.*

[15] There are different Nepali words for addressing people; generally 'timi' is used for the juniors, and students; even to colleagues. 'Tapain' is used for showing respect to the seniors.

The school starts at 10:00 hours with morning prayers and continue till 17:05 for the senior grades. There are measures to maximize instructional time. The HT has assigned one of the assistant heads to prepare the daily instructional schedule. Only when there is a need, he reviews it together with the concerned assistant head.

There are a number of records in the minutes of staff meeting indicating the practice of reviewing instructional practices at the end of the terms.

> BS 2064/09/06: The meeting reviewed and analyzed the results of the second term. ..It is observed that achievement level of students in major subjects is not up to the expectation. It was decided to put special efforts to improve instruction.

The HT, however, admits that the teaching in the school is mainly lecture based. He mentioned the following as the priority areas for instructional improvement: lessening the use of lecture and increasing the use of projects; increasing use of instructional materials, making home-works check and feedback a regular process; being friendly towards students and respecting them; driving out fears and abandoning any kind of punishments; eliminating student retention (fail).

Student Management. The school tried with ability grouping to give special coaching to meritorious students. Contrary to their expectation, the grouping strategy proved counter-productive. He shares:

> Both teachers and students were dissatisfied: teachers did not enjoy with last groups and students felt like they were underestimated[16] and neglected by the teachers and treated unfairly. It did not worth continuing. [BS 2067/12/10: the HT on student management]

The school learned quite quickly and adopted mixed ability grouping. According to an assistant head, weaker students are provided extra coaching to

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[16] The HT said- students complained him by saying that teachers labelled their class as '*thotro'* (without any worth).

prepare for the SLC exams. According to the HT, students, monitors in particular take

role in managing classes, including handling classes when teachers are absent.

Besides, they are the source of information to the HT.

> Records of a teacher workshop agreed to show respect to students:
> There are cases of showing disrespect towards weaker students. It is
> not going to help grow these students. Hence, it is agreed to identify
> the potentials of these students; encourage them and find alternative
> ways for supporting them. [Teacher workshop record: 2065/12/30-31]

The 'class teachers' look into the matters of monitoring student progress and

coordinating with the parents. The HT also gets information on student progress from

the class teachers, the monitors, and even from the parents.

> One of the parents informed that his son was found involved in
> undesirable activities after school. I contacted the class teacher to
> monitor and support him. I personally did some counseling. The
> student again started doing well. [BS 2067/3/21: the HT responding a
> question on student management]

Based on his experience early detection of such problems have helped

reaching to desired improvements. He has started making the class teachers

responsible for continuous tracking.

Provision of Assessment and Feedback. According to the HT, the school

has adopted some form of Continuous Assessment System (CAS) at the pre-primary

and early primary grades. The experience with grade teaching in these early grades

has helped implementing the CAS. Besides, the school also conducts terminal

examinations for formative purposes.

The HT holds a strong conviction that forcing students to repeat does not help

much and he has arguments with his senior teachers on this matter. Here is a case:

It was 9 years ago; teachers were preparing results for the final term. Teachers reported that 19 students were likely to be retained. After some arguments, it was agreed to promote all on a conditional basis. Parents and students were cautioned to work hard. They were monitored and supported. In the first term exam- 23 out of the 137 students failed- and none of them were from the 19- who got conditional promotion.

The HT considered it as an important learning for management. He shared his firm belief that students can improve a lot given they are encouraged and closely monitored. Checking homework is one of the ways to provide regular feedback, where, he admits, there are still problems in effective management.

"It is the only complaint that we receive from the parents"- says a teacher. She described difficulties to providing feedbacks to a large numbers of students.

Teacher Professional Development. Through creating opportunities for Continuous Professional Development (CPD) the HT provides a basis for motivating teachers, developing capacity both at individual and organizational levels, and developing a sense of collegiality among them. It is also a strategy to reflecting upon the current practices and devising strategies for the school-wide reforms.

According to the HT, there are a number of initiatives taken by the school for teacher professional development (see annex 4-2). These initiatives include organizing short training courses to encouraging teachers to join professional forums and supply required materials needed for instruction.

I observed one of these training events organized to prepare teachers for English medium instruction. There was some reluctance from the aged teachers, the HT managed to convince them. All this shows the commitment of the HT to respond to the market challenges and make deliberate attempts for that.

I don't think that teaching in English medium will be that difficult to our teachers. What is important is collegiality among us. We need to

support each other and learn from each other. We need to build confidence and drive out fear. [BS 2066/12/10: The HT addressing the opening session of the training]

The HT, however, admitted that the instructional supervision is minimal from him. Similarly, one of the teachers mentioned that there is no one to supervise him in the past many years. Thus such visits are very few and informal, without post observation feedback session so as to contribute to professional development.

Working with Parents. There are regular parent-class teacher interaction-sessions organized in the school. According to the HT, the teachers take it as normal now, though there was some resistance in the beginning. According to him, they also utilize the session to counsel parents on creating conducive learning environment at home; monitoring their wards' behaviors and communicating to the school; building their confidence etc. In case of weaker learners parents are consulted in person, and discussed about the performance problems.

School Management Practices and Headteacher Leadership

The HT has important roles in day to day management of a school under general direction of the SMC. The Education Regulations have conceived the HT both as administrative chief and an instructional leader. In this context, the discussion will cover four areas: the general organization and management aspects; teacher management; the management of facilities and initiatives for school development.

School Organization and Management. The School Management Committee (SMC), the HT, two assistant heads forms the core of the management. Moreover, there are in-charges for primary and pre-primary sections. Besides, faculty heads and class teachers play important roles on instructional matters. Teachers are

represented in management decisions through the SMC, the Social Audit Committee, and other school committees.

Students are represented in management in the form of class monitors. There are four class monitors in every learning group (section). Besides, students are trained to take important roles on special occasions like the school day function.

The School Management Committee (SMC). The SMC is mandated to perform important roles by the Education Acts and Regulations. It approves budget, mobilizes resources, endorses decisions taken by the HT, and reviews and takes actions on audit reports. Similarly, the Committee has important roles with regard to teacher management. The records of the SMC meetings reveal that there were 10 and 12 meetings of the Committee in the last two years (BS 2065 and 2066) and the focus is on infrastructure development.

One of the features of the school is stability of SMC- the same person is serving as SMC chair for the last 23 years. Records show that he has donated for school development and he is observed in the school library for his contributions. I observed the HT and the Chair publicly exchanging words of appreciation.

Image and Confidence of the HT. The HT is very much confident on his capacity:

> An HT cannot make any excuses that he did not get support from the
> SMC or from others. In fact, it is the responsibility and skill of the
> head to mobilize these people and resources... I have never
> experienced any difficulty in approving any agenda from the SMC.
> [The HT in an interview: 2066/11/25]

Over the years he has earned good reputation within and outside school community. He has remained member of important Committees including the SLC Examination Committee; and Subject Committees at the Curriculum Development Centre. He also shared his sphere of influence among the HTs in the district.

Despite all these, there are aspects that curtail his full influence over the staffs. Firstly, he is not one of the most senior teachers in the school and so he cannot use management devices like performance appraisal to control senior teachers. May be because of this, he has developed some sort of suspicion among his colleagues.

> I frequently visit to the teachers' room during breaks. This helps checking teachers from engaging in political debates or backbiting. And I can redirect their discussion to some instructional issues (The HT sharing his daily business)

I sensed his suspicion and insecurity through the use of the word 'backbiting'. In some other occasion he mentioned that he invites some outsiders like supervisor, resource person or head of another school to attend staff meetings. According to the HT, the presence of an outsider has helped raise the quality of discussion in the meetings and teachers feel more responsible in making comments. Thus, it appears that it is a strategy adopted to get rid of harsh comments.

Despite all these odds, he is well respected inside the school, more so outside. Here are the words of appreciation from the SMC chair in the school magazine:

> … He devoted himself to the task of enhancing quality of instruction, improving the image of the school.., and developing confidence among teachers... I have no words to accurately express my appreciation to his contributions. [My translation from: Article of SMC Chair MR Sharma, on the school publication, 2066 Asar].

Teachers attribute school performance mainly to dedication of teacher community. However, they consider the role of the HT as equally important.

> The HT encourages us to work in collaboration; no one is superior or inferior. It is like bees inside a hive- with the HT at the centre. He is visible everywhere. [Interview with a young teacher- 2067/3/32]

General Management Practices. There are two assistant heads for the secondary and lower secondary level. There is a clear division of responsibility between them: the

former responsible for instructional aspects and the later for administrative and

financial matters. Besides, teachers are authorized to procure instructional materials

worth up to Rs 500 and claim for reimbursement afterwards.

There are transparent management practices as seen from the audit reports. All

expenditure items are to be signed the same day by the HT. Regular social audits are

organized with active role of the PTA. The HT shares that directions from the SMC

have helped improve financial discipline in the school.

The HT claims that he has delegated authorities to his staffs. In contrast I

observed him answering to parents waiting on bus stand and in monitoring sweepers.

> The sweepers want to clean up things early so as to leave early. They
> start cleaning as soon as the junior students leave. But that may disturb
> senior classes which still continue for one more period. I need to order
> them as they do not follow the orders from the teachers. [The HT
> describing his life in a school day]

Teacher Management. The perception on teaching job determines the

dealings of the HT with his teachers. Here is a instance he shared:

> Few years back, one of the teachers asked for advance payment but
> denied by accountant. I convinced the accountant and told them that-
> 'these are the core people and they earn for us and we are here to
> support them'. [The HT describing how he views teachers]

This indicates how he valued and protected interests of teachers.

Teacher Selection. There are different rules for the selection of teachers

depending upon the service cadre they belong to. The teachers in the government

approved positions are selected by competitive examinations by the Teacher Service

Commission and the HT can assign duties to these teachers. The HT can have

influence in teacher selection decisions for temporary recruitment and for recruiting

teachers on school's sources. According to the Education Acts and Regulations,

(Sixth amendment, 2067, Rule 96 'ka'), there is a five-member Teacher Selection Committee, with the HT as member secretary for the purpose.

In Chetana School there are a large number of teachers on school's source, with potential for the HT to have substantial influence over such decisions.

Teacher Incentives and Motivation. There are a number of measures adopted by the school for teacher motivation including Teacher Welfare Fund, and incentives for additional responsibilities or extra classes. Similarly, teachers meeting minimum qualification requirements and with demonstrated competence are given opportunities to teach at higher levels. This, in itself, is a kind of recognition and they also earn extra allowance. Besides, teachers are paid with incentives for each day of leaves saved to improve teacher regularity and protect instructional time. Further, they are given some flexi-schedule where they can leave after they complete their classes.

The HT believes that one cannot expect full commitment from teachers unless they feel secured. Further, he is considerate to personal problems and he has frequent and personal communication with most of the teachers.

> Teachers who are personally disturbed cannot teach well, they get irritated by any incident and students suffer at the end. So, mental peace and emotional stability of teachers is very much important for effective instruction. [Interview with the HT: BS 2066/12/10]

He has a close relationship and knows families of many of the teachers. He often talks about personal matters like their family or children's education.

Organizing Teachers. Teachers are organized by levels, however, they are not separated into rooms by level but they chose from the two rooms available to them. These rooms, according to the HT, can be used as very important place for learning where they can can exchange ideas and share experiences.

This can be a very important place for exchanging ideas and learning. I often walk around and spend time in these rooms, especially during recess. It is useful to spend time with them as it also helps sense the pulse. [The HT describing the use of teachers' room]

Faculty meetings, commonly known as Friday meetings, are arranged for discussing instructional matters. So, there are opportunities created for 'teacher talk' though as the HT admits, the 'talk' is not that 'frequent, continuous and increasingly concrete about teaching practice' as described by Campo (1993).

Generally, the school organizes workshops once a year that provides some opportunity for 'joint planning'. However, all the critical practices of adaptability 'teacher talk, joint planning, teacher observation and teacher teaching' as described by Campo (1993) as characteristic features of successful schools are not clearly evident.

Monitoring and Evaluation. One of the assistant heads is given the responsibility to check attendance for teacher regularity and report to the HT. Besides, the HT walks around the classes to sense class ambiance so that teachers and students feel he is always close to them.

Sometimes I find teachers engaged in other activities. I call them in my room and make them realize their wrong doing. [The HT: describing use of monitoring]

There is a provision that even teachers need to make a sign in the gate before they leave the school. Thus, he seems very much strict on teacher attendance.

They can make open criticism during meeting. Sometimes they are really critical and at times I have to say sorry. And I don't hesitate to do so, because it gives me opportunity to correct my mistakes. [Interview with the HT on 2067/3/32]

It appears that the HT is ready to take responsibility on his part as well. The HT accords high value to a strong information base for effective management. So, besides personal observations, he relies on student diary and information from

monitors regarding the teachers' use of instructional time. He makes use of the information and conducts meetings with teachers in small groups.

Teacher Evaluation. The HT has authority to appraise junior teachers and secondly, the HT can get involved in evaluating teachers to reward them. For appraisal, the HT admitted that he awards full marks to all without making any distinction on performance because they have to compete with others beyond the school. In contrast, for rewarding teachers, he utilizes information from multiple sources with some objective criteria, like, regularity, and performance.

There are informal measures to make teachers accountable for their performance. After each of the terminal examinations, review meetings are organized and cases of low performance become agenda for discussion. According to the HT, teachers take responsibility performance on their courses.

Management of Facilities. The role of the HT is equally important in the management of physical facilities and financial resources. The community schools in Nepal are required to generate resources for developing facilities. And according to the HT, it is a difficult task as the schools serve economically poor population.

The School has to mobilize huge resources for paying salary and benefits to the large number of teachers and staffs employed on school's source. Student-fee is the only regular source to meet these expenses. The school charges annual, monthly tuition fees and exam fees though it is not mandated by laws. In the past he faced psychological insult from a student group for the decision, but he is firm on his decisions and he argues, 'it is not for me, it is for the school and I am ready to face such actions for the school'.

For the infrastructure development seeking and mobilizing occasional support from different sources is essential. The school community has successfully mobilized resources a number of times, from the government and non-government sources. More importantly, the school has generated some 12.5 million rupees last year from a religious event called *Mahayagya* for constructing a new building.

As the school is already short of resources to pay the contractor, as the last resort, the HT shared that he plans to raise fees to generate resources for infrastructure development. This will not be a popular decision for the SMC to make; besides, there is a danger that such fee hikes may take the school out of the reach of many low income families. Regarding the first question, he has full confidence on SMC that it will approve his proposals. He added:

> They may ask for consent from the parents group, otherwise they will easily accept my proposal. So, I have to invite parents, make all financial matters transparent, and justify the case and the need for resources. I am confident that the parents will support me. [The HT showing his confidence with the parents]

Regarding the potential impact to low income parents, he replied, the school has a provision of scholarship to some 150 students to support some needy students.

Besides raising funds from the parents, the HT has mobilized more than one million rupees from the government as special grants for infrastructure development. Through similar initiatives, the HT told, the school received a bus on donation from one of the Embassies. To meeting the operating cost, the bus is leased to a private school so that it serves another school after carrying a group of school children.

The HT shared, the best way to protect school property is letting the students take responsibility for these materials. There are fans and curtains in the classes that are bought with the matching contribution from the students. He recalls, initially it

was quite difficult to save flowers from the students. Gradually students started taking responsibility and according to the HT, there is no such problem in the garden.

Initiatives for School Development. The HT admits that the initiatives for school development was taken some 25 years back when he was assistant head and Mr. Karmacharya (name changed) was the head. The HT gives full credit to his predecessor for initiating the school development and also support from the parents. Along with improved performance there is increased confidence from parents and they have started to be regular in school meetings.

Besides direct meetings, there are strategies adopted to communicate with the parents including the use of a *Monthly Report Card.* The Card provides information on student attendance, conducts and behaviors and comments from class teachers together with fee details as signed by the account section. According to the HT, this system has helped enhance school-home communication and student regularity.

Relations with the Administration. The school has successfully mobilized additional resources from the government for infrastructure development. This can be interpreted as condition of effectiveness as described under System Resource Model.

> The most effective schools sustain growth or minimize decline by advantageous bargaining with parents, students, and legislators (Hoy and Miskel, 2001, p. 292).

People in the educational administration are quite positive towards the school. This is one of the best performing schools and is often approached by the authorities to organize visits from outside including some from international visitors. The details of initiatives for school development are presented in annex 4-1.

School Improvement Plan. The school does not have a long-term perspective plan. The annual plans are prepared and implemented after getting approved by the

SMC. The school regularly participates in accreditation programs and has received cash awards from the DEO.

<div align="center">**Saraswoti Secondary School**</div>

The case study is described under three sections: general introduction; instructional practices; and school management practices.

General Introduction

The first of these sections introduces the Saraswoti school (also referred to as school A2) and set stage for discussing the leadership processes in the school. For this the context is described under the following headings: a) historical perspectives and gradual developments, b) Material condition of the school, c) School performance and basic indicators, d) The learners, e) The teachers, f) and the Headteacher (HT).

Historical Perspectives. The school has a history of almost six decades. It is located two KMs south west of the main city centre of Kathmandu and is the closest community secondary school from Chetana School.

The School is located in a densely populated city area that is inhabited mainly by Newars, the major ethnic group in Kathmandu valley. Besides, there are other social groups residing in the area, for business, education, or for employment.

The school was established on BS 2008 as a primary school, upgraded to a middle school in the same year and started classes in a small hut (*pati*[17]). It took six years to have its own land and a temporary shed (*Taharo*). The school was upgraded to a *high school*[18] on BS 2019, and after 11 years of its establishment, settled permanently in the present location.

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[17] *Pati* is a kind of small community hut, built to give shelter for the visitors or pilgrims.
[18] That time the school structure was: Primary (1-5); Middle (6-8); and High school (9-10).

Material condition of the School. The school has a big compound fenced by walls in all areas with 16 ropanies[19] of land. It has three buildings with 33 rooms for school education (grades 1-10). Besides, there is a small compound with two buildings with five rooms for the pre-primary section.

The buildings were constructed at different time periods[20], look different and some are in need of repair. The classrooms still lack windows to conveniently run classes during windy or rainy seasons. The school has a reasonably good science lab. Besides, it has a newly established computer lab with about 15 used computers.

The school has provided space for the Resource Centre[21]. Hence, the school has better exposure to educational services like training and workshops and better access to educational information.

In addition to the building and property in the school compound, the school has about eight ropanies of land in a commercial area. The land has been leased out to a private school and that earns about Rs 350 thousand a year.

School Performance. There are about 877 students in the school apart from the 66 students in the pre-primary grades. The students were almost double the number a decade ago. As a result, the school does not have that much liberty to be selective in student enrolment.

There are 48 teachers in total, 43 in approved positions and five in school's source. Moreover, there are five administrative staffs and eight peons in the school. Thus, the school has to bear the cost of these 18 teacher-staffs on its own source.

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[19] *ropani* is an unit for measuring area of land and equal to area of a square with a length of 74 feet.
[20] According to SIP, 2061 these buildings were constructed on: BS 2019, BS 2023 and BS 2036.
[21] A Resource Centre (RC) is a kind of service centre to a cluster of schools, headed by a Resource Person (RP).

As per the school records (Flash report BS 2067), about 90 percent of the total students get promoted in the end of year school examinations. The performance of the school as in the SLC examination is not steady and consistent. However, the average pass rate in the recent years is around 65 percent.

Apart from the pass rate, the quality of a school is often linked to the score or percent obtained by the graduates. In the recent years the pass rate with 'first division' for the school is around 30 percent. Moreover, in the same year, it was for the first time, one student passed from the school with 'distinction'.

When compared to schools in the locality, the school has very ordinary performance. For academic year BS 2065, the school stood fifth in terms of pass rate among the eight schools in the RC. Last year, (i.e., BS 2066) the pass rates of the school has improved, but still it is the lowest amongst the 10 schools participating in the SLC exams from the RC. Referring to school performance, the RP of the cluster said- "it is very difficult to justify the level of performance for a school with such a capacity- both infrastructure and human resource wise".

The Learners. The school is composed of learners from diverse cultural backgrounds. Besides some local students, there are many students migrated from different districts with different social backgrounds. Many of these students are domestic workers or support families in off hours.

The HT was highlighting the issue of disadvantages associated with the student population: 'students are irregular, they do not have time to study at home, and they do not come up with homeworks'. In the meantime a stranger peeped from the door and greeted the HT. It was learned later that he was a house owner who

rented a room to the families of those students and visited to the school to know whereabouts of the family.

The eldest of them, the eighth grader, was called. He was very much nervous to see the house owner in the office. With a little conversation it was revealed that they left the home and take refuge to one of their uncles, as their father left them and mother could not earn enough to pay the room rent.

According to an assistant HT, 25 percent of the total students are domestic workers who do not have minimum time available to study at residence. The assistant HT says "very few parents turn up in parents' meetings, because they do not have stakes associated with".

The Teachers. There are 48 teachers in total, 17 each in primary and lower secondary and 14 in secondary level. Five of the primary level teachers are recruited on school's source and the remaining 43 on the approved positions. Nearly 70 percent of the total teachers are females.

All teachers in the approved positions are permanent and full time and with minimum qualification; though only 50 percent of them are trained. (Flash Report I, BS 2067). The average weekly teaching load is 22-24 periods, with maximum of 27. However, the teachers in the administrative roles have reduced work-load. Teachers have flexi schedule and they may leave after their classes are over. I seldom observed teachers correcting student answer books.

All teachers are grouped into faculties and are assigned to rooms accordingly.

The Headteacher. Mrs Sharma in the leadership role for just over a year though she is in the teaching profession for more than four decades. After more than 20 years of service as a secondary teacher, she got additional responsibility of head of

the language department on BS 2047 and her responsibility included coordination for English and Nepali subjects. Besides she worked as an assistant head for almost 10 years before taking the role of the HT. As an assistant head, she was responsible for general administration and examinations. She used to teach different subjects like English, Nepali and Civics. In the recent years she teaches Nepali at secondary level.

She considers the role of the HT as challenging: the main source of challenge is to financial crisis caused by the staffs employed in the school's source. She believes in basics that everybody should do their job well so as to improve performance. So, maintenance and stability appear as her focus of attention.

The HT seems quite serious in her job, though she does not see much change in her role as a head, from her previous work as a deputy. Usually, she reaches school on time, teaches two periods a day, meets visitors or walks around. Though she do not enter inside and observe classes, she can feel teaching while walking.

She mentioned that whenever there is a need, she quickly consults to the assistant heads or the administrative unit. Regarding school performance- she expressed her satisfaction: "68 percent of the students passed in the SLC, with 25 in first division and for the first time, one with *distinction*[22]". Her satisfaction also describes her expectations as well.

Through further discussion it was learned that there is some screening before the SLC exams and many of the students are barred from taking SLC the same year. In another visit, the next batch of students was taking their send-up exams so as to qualify for the SLC exam. The HT expressed her expectations from the group as:

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[22] Distinction: Students who pass all the subjects and score 80 percent or more in the aggregate are certified as 'distinction'.

Probably, 75 of the 99 students will be qualified and 55 to 60 students
may pass the final exam. [BS 2067/10/9: Informal talk with the HT]

When asked about the neighbouring school (school A1), she admitted that all
152 students from that school will pass the test as that is the policy of that school.

There are two important observations from the discussion: the expectations
from the HT sets ceiling for the level of performance of the school. She expected only
75 percent of the total students to appear and about 55 to 60 students (among the 99
students) to pass the SLC. She took it quite naturally; as if that is the type of result
they are looking for. Secondly, she readily accepted her position as inferior, when
comparing to the neighbouring school. This belief and acceptance may have a lot to
do in setting direction to the development of the school.

When asked what improvements she would like to bring in the school under
her leadership, she mentioned three areas for improvement: a) establishing a canteen;
b) refurbishing the library and making the computer lab fully functional; and c) fitting
windows in the classrooms. She did not have strong views on school processes rather,
she accepted it and attributed problems to the socio-economic status of the students.

It is evident that declining student enrolment is the major concern. As a
remedy, they have adopted enrolment drive and advertisements, and did not feel any
serious need to looking back to the school processes. There is no such deliberate
effort to change the situation apart from the coaching class before SLC exam.

Instructional Practices and HT leadership

Under instructional leadership the following areas are discussed: a) Beliefs on
learning; b) Implementing curriculum; c) Student management; d) Provision of

assessment and feedback; e) Teacher professional development; f) Working with

parents for improving learning.

Beliefs on Learning. The beliefs on learning are important as they can have

important influences on instructional planning and management decisions. The

decisions on different aspects of schooling like: sequencing of curriculum and

designing of instruction, grouping of students, provision of feedback, allocation of

teachers and resources are all influenced by these beliefs.

The HT did not share any strong views on the instructional process- building

morale of the learners; motivation of the teachers or accountability systems. Instead,

she opined that everyone should work sincerely and fulfil their responsibility. She did

not perceive any need to discuss the issues on learning and there are no workshops

organized to discuss these issues.

Much of the instructional decisions are made by the assistant head. Besides,

the faculty heads coordinate courses and syllabi for each of the terms.

Implementing Curriculum. Though curriculum and textbooks in Nepal are

designed centrally, there are a number of decisions that are made at the school level.

For example, the schools decide on optional courses or use of reference books or

matters on the instructional organization.

Subject teaching organization is in use from early grades, including in the pre-

primary classes. There are eight periods a day, starting at 10:15 with each periods of

40 minutes duration. There were some experiments made to alter the frequency and

timing of short breaks out before the HT took leadership role.

The HT said that faculties are made responsible for improving instructional

matters including selecting additional textbooks, deciding the syllabi for the terminal

examinations, scrutiny of the test items, and preparing results. However, as I

consulted to one of the faculty heads and observed the records of faculty meeting,

there were only three such meeting records of the faculty in the last three years.

Almost all the meeting decisions were relating to determining syllabus for the

terminal or annual examinations.

The teaching is mainly lecture based with some opportunities for question

answer. The classes are crowded and it is not easy for the teachers to reach to the

students in the corners. Teachers were observed giving lecture, writing on the

blackboard or correcting students work. Besides, I observed a demonstration lesson in

the science lab using different materials.

It appears that conditioning students to school rules is the major focus in the
early grades:

> The students make some trouble at the beginning. But within two
> months, they get conditioned to study and they do not ask for play
> materials. [Pre-primary in-charge; BS 2067/4/17]

There are no special measures to protect instructional time. There are no

provisions for substitute teachers and classes remain vacant when teachers are absent.

Student Management. Selection and placement of students are done at the

school level and the HT can make influences on school processes through such

decisions. In the School, the learners are grouped based on rank on the annual

examination. As a result, the last groups comprise mainly the weaker students. And

teachers do not feel good to teach in groups B and C. One of the teachers in the school

shared her feelings showing motivation of teachers in such grouping:

> It is really difficult and I do not enjoy teaching mathematics in sections
> B or C because they cannot follow instruction. For example, when I
> start teaching subtraction of algebraic expressions, I ask what 3 minus
> 5 is; the answer comes 2. If we had mixed grouping, there would be

someone who could answer correctly. [BS 2067/4/6: A senior
mathematics teacher; on informal discussion]

Absenteeism amongst learners is considered as one of the most serious
problem by the teachers. The learners may be absent in classes for different reasons,
sickness, or some household chores, or because of their dislike to join classes. The
rate of such absenteeism is as high as 40 percent in some cases. The rate is higher in
groups B or C as compared to groups A.

Assessment and Feedback. There is no practice of using Continuous
Assessment System. There are terminal examinations and parents are invited for
distributing report cards. Besides, there are no such mechanisms to regular assessment
of student performance and monitoring the use of homeworks. There are no other
processes like class tests to frequently monitor student progress.

During my visit, I observed some teachers providing feedback: either checking
answers of individual students or in some cases- providing answers in the blackboard.

Teacher Professional Development. Hallinger and Heck (1998) established
through review that the effect of principal leadership on student achievement is
mainly indirect through the teachers. Again, the principal influence on teachers is
affected by the teacher relation with and expectation from the principal (Robinson et
al., 2008). In the studies they reviewed, the teachers were asked, to name the first
person they consult for help in instructional matters. In cases HTs were the first to be
consulted by teachers, the HTs had the most influence over teachers.

In the case of Saraswoti School, the teachers do not seem to have such
expectations from the HT. Neither the HT has substantial influence in teacher

selection and appraisal decisions. According to one of the assistant heads the HT cannot exercise the legal authority vested to her.

> The central anchoring pole (*miyo*[23]) should be strong enough for any system to perform... Since she followed our direction and advice, we supported her and made the HT... The HT cannot do anything to teachers though the position has authority given by law... The situation is so complex. [Ast. head in an interview- BS 2067/04/17]

The HT admitted that she seldom visits classes. However, teachers are encouraged to participate to training programs when available. Apart from that she does not see her role in teacher development. There is no training or workshops organized by the school. Whenever teachers return from training courses no deliberate sessions are organized to sharing experiences or planning for implementation.

There is some opportunity for 'teacher talk' in the school as they are grouped into faculties. However, there are not any deliberate attempts made by the HT, as Campo (1993) says, to make these talks 'frequent, continuous and concrete about teaching practice'. Moreover, the interactive and reflective practices as defined by him were not evident in the school. As perceived by a secondary teacher, the professional interaction among teachers is almost non-existent.

The HT shared she learned about grade teaching from a workshop but not sure implementing it. According to her, the main problem again is the availability of an extra teacher, because whenever there is any one of the teachers absent, it is difficult to manage replacement. She saw the only issue of replacement teachers and did not consider issues like: availability of materials, and portfolio; capacity of teachers to conduct grade teaching; or designing appropriate and diverse activities as per the

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[23] *kunai pani kam ramro sang garna miyo daro hunuparchha.* [meaning the central anchoring pole should be strong for any system to perform well]

curricular objectives. In general, the HT is limiting her role mainly to ensure that there are teachers teaching in the classes.

Working with Parents. Establishing regular communication channels with the parents, organizing frequent consultations with them, arranging meeting with the class teachers are some of the important initiatives that the HTs can take for promoting parental involvement.

I reviewed records of staff meetings and SMC minutes for the last many years. No such agenda were found that was meant to increase participation of parents on instructional matters. Similarly, the HT did not mention any efforts from her to bring parents into the board. The assistant head, however, told that the school calls parents on the report card distribution day, after each term but it is only about 10 percent of the parents come to receive the report card.

> When it is a matter of my children- I visit to school at any cost - but if it is for someone who works for me- I just try to avoid going to the school. (The assistant head, explaining the causes of low participation from guardians; BS 2067/4/17)

Besides, the assistant head viewed, many of the parents are from lower socio-economic strata and are hesitant to visit school. Thus, it seems the school has accepted the reality as it is that 'parents do not have interest to instructional matters and they do not visit to school'.

School Management Practices and HT Leadership

This section discusses school management practices adopted by the school with some analysis of role of the leadership. First, the general structure and practices of school management will be described. Furthermore, the initiatives taken by the leadership for developing school will be discussed. Then the general practices of the

school in matters like teacher and student management, and management of financial and physical facilities.

School Organization and Management. The school organization is quite simple with the SMC, the HT and two assistant heads. The SMC provides directions and approves plans for school development whereas, according to the Education Regulations, the HT is the administrative chief and instructional leader and is responsible for the day to day management of the school. There are two assistant heads and a separate in-charge for the pre-primary section assisting in the management. Moreover, there are faculties and class-teachers to assist the HT in instructional matters and administrative staffs for the general administration.

The SMC and Staff Meetings. There were six meetings of the SMC in the year BS 2066 and nine such meetings in the year BS 2067. The agenda of the meeting and decisions are given in the annex 4-3. The HT considers that organizing SMC meetings and getting approval is not that difficult.

Besides, there are four staff meetings in the last one year. Two of the meetings were completely focused on raising funds or cutting spending. The other two are on instructional side: providing school diary to students, and increasing the duration of terminal examinations by one hour. The HT is not quite sure of the effect of such decisions on student learning.

Internal Management. Among the two assistant heads one is working in the same position for nearly three decades. The other assistant head assumed the role just for a year. There is no clear division of responsibility among them. The senior of them looks after all important matters and the other often feels ignored.

> Since the HT is new and the school is in financial crisis, I need to take responsibility for all administrative, financial and instructional matters. [BS: 2067/4/17: The senior assistant head]

> It is more than one year and I have no clear responsibility given. I check teacher attendance, meet outsiders, and take few classes. I am not quite sure of my roles. [BS: 2067/4/6: The second assistant head]

The school has created an administrative unit, consisting of head, assistant heads and few other staffs. The HT and the assistant told that the 'administration' decides on all important matters. The unit might have supported the HT or curbed her leadership role. The HT considered the unit as important, whereas some of the senior teachers showed their reservations on such unit.

The teachers I met shared that they have no role in the management and they are never consulted in any important school decisions. It is the 'administration' that decides. One of the faculty heads indicated problems in management but hesitated to make that clear. The other teacher, when I met in private, expressed that even the HT has no control over school decisions and she is being run by an assistant head.

Teacher Management. The role of the HT is important in assigning classes, making resources available to the teachers, handling disputes, and making teachers and students accountable for their action. In the case of Saraswoti School, as described by the assistant head, the leadership is weak. Some of the teachers expressed openly that the HT leadership is weak to make influence to the teachers.

> It may be little harsh- but the reality is that she is just like a stick being used by others. So the HT has no control over the management. [A senior teacher: During informal talk - BS 2067/05/22]

I witnessed an instance of teachers complaining to the assistant head about the daily schedule. There was a new schedule prepared to be implemented shortly.

> I have 28 periods a week; I have classes on the first and the last periods
> and when I have leisure- there are two periods in a row. I have never
> taught Nepali grammar and I am assigned now without consulting.
> Actually, I do not feel like I am treated fairly. [Lower secondary
> teacher, complaining to the asst head]

To the complaint, the assistant head replied that it was not him that prepared the schedule and he was pointing his finger to the HT. This characterizes a weak management to demonstrate any kind of visible influence on teachers.

I reviewed SMC decisions related to teacher management. I found some decisions relating to the facilities of teachers:

> BS 2065/11/10: In place of pensions, the teachers and staffs appointed
> in the school's source will be provided a lump-sum gratuity.

Some of the teachers feel like the school is managed in the interest of a small group of people. They viewed against the employment of excess teachers and staffs. The HT also agreed but showed her inability to do anything. But, there were some decisions made to cut spending:

> BS 2066/02/22: Suspend previous decisions to promote teachers on
> school's sources; and to provide pensions to the families

The involvement of teachers in the management is very rare. The HT and assistants view teachers' role as limited to teaching.

Management of Financial and Physical Facilities. The school does not charge any monthly fees except in the pre-primary section for which the fee is Rs 150 a month. However, it charges for annual admission fees and exam fees. Thus, the total annual contribution from parents ranges from Rs. 2080 for grades 1-3 to Rs. 2,580 for grades 8-10 and Rs. 3,800 to pre-primary students.

The HT expressed her inability to provide basic minimum facilities because of financial crisis as the school is running on deficit financing.

Initiatives for School Development. The school has not been able to fix up windows in classrooms even after more than two decades of its construction. The HT receives complains from the students, in winter but she seems helpless. The school seems to be a captive of its past decisions that created a huge financial liability. The HT seems void of ideas for resource mobilization.

There are some initiatives from the students: the students from grade nine collected some money and painted their room. It was followed by one of the groups in grade eight, with the support from the class teacher. These initiatives were neither recorded in the minutes of staff meetings nor in the SMC meeting. There was no special encouragement from the school to these students and teachers.

School Improvement Plan (SIP). The school has prepared its SIP on BS 2061 in consultation with the stakeholders and finally approved by the SMC. The Plan has summarized the responses of all important stakeholders about qualities of effective school, strengths and weaknesses of the school, and ways of improving it.

It has set vision and targets for the next five years. Many of the targets set in the plan are still relevant. For example, it has targeted to repair and install doors and windows in the classrooms, repair desks and benches, and prepare a new badminton court. Further, the Plan has targeted to use student centred teaching methods, intensify the interaction among teachers and parents and upgrading the school to higher secondary level. None of these activities are taken care by the management.

There are not any goals that specifically target to improving school performance in the national level examinations. The goals mostly focus on inputs, like computers provided, windows repaired, canteen provided, and badminton court available, improved level of interaction with the parents. Besides, there are some

other goals targeting to student results (e.g., improving learning achievement to 80 percent). There is no evidence of tracking progress though the Plan document also includes a monitoring plan.

   Relations with Community. There are few opportunities for interaction with parents as very few parents turn up on limited numbers of meetings organized. The local community has special interest for promotion of local language. They organize two classes a day for primary students on local language.

   Relations with the Administration. As the school also hosts the Resource Centre, the Resource Person and school supervisor pay regular visits to the school. So, the school has good link with the administration and has easy access to information and other supports. There is not much role from the HT to improving the relations.

CHAPTER FIVE

LEADERSHIP PROCESSES IN RURAL PRIMARY SCHOOLS

The chapter presents case study of two rural primary schools: first the Adarsha Primary School (School B1) and then Balsudhar Primary School (School B2, both name changed). Summary of general information for these two schools is provided in Annex 5-1. The case studies are divided into three sub-sections- a) general introduction, b) instructional practices and HT leadership, and c) school management practices and HT leadership.

Adarsha Primary School

Adarsha Primary School is one of the primary schools in rural part of Kavre district. It has adopted grade teaching system and has promoted child-friendly learning strategies. It has demonstrated high performance and earned the recognition of a model school. As a result it has been able to attract hundreds of visitors every year. It has received a high level of recognition. Here is a remark made by a group consisting of women parliamentarians after a visit to the school:

> If we can make all schools like this, the image of public schools would certainly go up. This is the answer to many of the problems of our community schools. [BS 2067/ 05/14: Women CA members for girls' education, sharing field experiences at MOE]

It has received a lot of media coverage, may be one of the most among primary schools, in the country [e.g., the national dailies: Kantipur, Gorkhapatra, Nagarik; Education Pages and many other newspapers]. It has own awards at the Resource Centre (RC) and the district level.

General Introduction

This section introduces the school, present why and how it is effective and set stage for discussing the leadership processes in the school. For this purpose, the details of school context is presented under following headings: a) historical perspectives, b) material condition of the school, c) school performance and basic indicators, d) the learners, f) the teachers, f) and the Headteacher (HT).

Historical Perspectives. The school is located some 20 KM east of the district head-quarter of Kavre. It is in a 20 minutes walking distance, up the hill, from the Banepa-Sindhuli high way. There are two private schools and one big community secondary school in the highway area. On the West, up the hill, there is another primary school (school A2) about two KMs away.

According to a school publication, the school area is inhabited mainly by Brahmins and Kshetriya comprising more than 77 percent of total population of 1280. Besides, there are about 10 percent of dalits in the area. The literacy rate is about 85 percent. The major occupation of the populace is agriculture and animal farming.

According to a school publication '*Historical Notes about the school'*, the school was established in BS 2041 in a small hut[24] in the community public land, and supported fully by the community. As the community could not bear the cost, the school was forced to close for a year before receiving regular grants from the government on BS 2046. It took nine years to become a full-fledged primary school.

The school performance was very much ordinary before the introduction of the Resource Centre (RC) system on BS 2056. With the introduction of the RC system, the Resource Person (RP) worked as a source of inspiration to the school.

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[24] The hut was built on voluntary labor and contributions from the community people.

He used to work from early in the morning…He not only trained us he encouraged us and made confident that we can be a lot better. [The HT describing about RP in an informal discussion: BS 2067/2/18]

The school started to demonstrate performance at RC level competitions particularly in Extra Curricular Activities (ECA). Winning competitions was instrumental for raising confidence among teachers in a small school.

The HT and the teachers started taking their jobs differently and they have started thinking ways to improve on what they had been doing. And this became a continuous learning process for them, even if the RP left the system.

Material Condition of the School. The school has two buildings, with six class rooms, one library room and an office room. It has a very small play ground, barely adequate to arrange assembly. It has toilet facilities for boys and girls. However, there is no supply of drinking water in the school compound.

The school has a newly furnished library, and a desk-top computer bought with support from the DEO. In addition, there are computers provided by the Department of Education under the *One Laptop Per Child* (OLPC) Pilot program to students of grades two and four.

All the rooms, especially the rooms for KG, and first few grades, are well decorated. The classes look like self-contained rooms with all the instructional materials in the classrooms managed jointly by the teachers and students.

The school does not have space to construct a new building. According to the HT, they are now negotiating with the community to acquire land near the school.

School Performance. According to the Flash Report I (BS 2067), there are 169 students in total including 29 in the pre-primary section. New admission is

generally limited to KG; however the school takes admission with prior tests in the vacant positions in other grades as well.

As the catchment area of the school overlaps, there are students who chose to be there instead of going to other school. Further, the HT told and confirmed through discussions that there are some students in the community who chose a private school.

Because of demonstrated performance, the school has also been able to attract students from other schools in the neighborhood, including those from private schools. According to a report in a national daily (Nagarik news- dated- BS 2066/11/13) some 35, 33 and 52 students from other schools get admitted to the school in the last three consecutive years. It was also confirmed from my visit to grade five and found that seven of the students (among 25) were once in a private school. The HT further said that the transfer to other schools is negligible, though the aggressive marketing strategy adopted by a newly established private school in the area made an impact and the school lost some 13-15 students this year.

According to the Social Audit Report, BS 2066 the total numbers of instructional days was 196 and school opened for 247 days. The pass rate for the same year is about 93 percent. Since there is no external examination at the primary level, one has to rely on credibility and recognition of the school.

The increased attraction of visitors to the school and their readiness to pay entrance charges signifies its level of performance. Besides, education officials openly appreciate the performance of the school:

> If we can make all community schools like this no parents would chose private school for their wards. District Education Officer (Kantipur daily, *Balkoseli*, BS 2067/02/15, p. *kha*)

According to the HT, the visitors pay visit to the school to observe school organization and processes like the way classrooms are organized, decorated and the use of child friendly learning strategies.

The Learners. There are 16 percent students from the Dalit[25] community. From the linguistic perspective, almost all the students can speak Nepali language at the time of admission. Mostly, students are from the same neighborhood. Besides, it was observed that some of the students chose to be in the school.

The Teachers. There are five teachers, three in approved positions and two in *rahat* and PCF funding. Besides, there are three ECD facilitators. All three teachers in the approved positions have teaching experience of more than 18 years, meet basic qualifications and are trained. Besides, they have participated in training on grade teaching, and child-friendly learning strategies. The rahat teachers have four years of experience in average. The job is more than a *jagir*[26] to them.

> I worked in a private school for two years before joining here last year.
> I used to teach lessons and make students learn question answer. Here,
> I am assigned to grade three and I have to design different activities for
> different subjects. [BS 2067/02/18: informal talk with a teacher]

Both of the teachers in *Rahat* positions have completed their higher secondary education. One of them compares her previous experience with present as:

> I gradually learned from seniors to design activities. The teaching is
> different, and I am enjoying. [New teacher sharing her experiences]

The teachers share same room in the break time and take their afternoon snacks together. They often exchange support to each other and have developed

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[25] One of the most disadvantaged social groupings in the hindu caste system.
[26] Jagir is a word meaning job, not necessarily demonstration of full commitment on it.

confidence in designing child-friendly instructional activities. They feel proud to be part of the school.

The Headteacher. Mr. Hamal (name changed) joined the school some 20 years ago as a primary teacher after completing his school education. It was his first job and he was the only teacher with some 34 students in total.

He did not have professional preparation and so gradually learned from the job. He recalls the contribution of the RP in raising hope and confidence to staffs.

In the last six years the school has gained reputation as a model school. After gaining the reputation, he feels a challenge to keep the image. He considers that the school for him has been more than a job and he devoted to the school beyond the school hours. He is highly visible in school activities: from as early as 9:30 in the morning, he is observed with students, addressing assemblies, meeting visitors and preparing reports. He conducts ECA and teaches only when there are no other teachers. He showed some signs of frustration for not getting promotion.

During interaction, he showed keen interest in discussing classroom management matters and other instructional activities. He has thoroughly engaged in designing activities for grade teaching system and developing instructional materials.

> We keep on thinking about instructional materials. We make use of any material like packing boards or empty tubes of ball pens. Even at home we talk whether any object at hand can be used in the class. [The HT describing his engagement; he was referring to his wife- who is also a teacher in the same school]

According to the HT, as the school progressed in improving performance there is corresponding improvement in relations with the community. The community people started showing deeper interest in the school matters and started to expect

more. There are more than 15 partner organizations working with the school. The HT considers that though the support is not that big, it is important to build relations.

The HT is proud of the school's performance, though it is still far from the target of attaining 100 percent promotion rate. He has full confidence with the teachers but sees problem in making students regular. The attendance rate is reported as 66 percent. It is because most of the parents are farmers and during the farming season they seek support from their wards.

The HT emphasized on joyful learning than on cramming and He is happy with the team work and commitment of staffs:

> It is not simply 10 to 4 job for us; sometimes we work till late and even work on holidays. We also get support from the SMC: we discuss among teachers and forward proposal to the SMC and 99 percent of the proposals get approved. [The HT in an interview: BS 2067/4/10]

He used a Nepali phrase- '*jasle han bhanchha, usaile dhoka kholchha*', to describe the importance of taking responsibility, meaning that whoever answers the knock, has to open door. It describes his expectations from his colleagues.

Instructional Practices and HT Leadership

The following areas are discussed under the section: a) Beliefs on learning; b) Implementing curriculum; c) Student management; d) Assessment and feedback; e) Teacher professional development; f) Working with parents for improving learning.

Beliefs on Learning. He has started believing that students learn when they are happy. So, there is a lot of emphasis on designing activities based on games and songs. Alos, the teachers keep on thinking to improving practices.

The school has already declared banning punishment to the students. However, the HT admitted that there are few cases of punishment to some of the

students. He believes that it is also associated with the child rearing practices at home and matching of age and grade levels.

Implementing Curriculum. The school has developed a calendar describing the number of school and instructional days for each of the months. Accordingly, there are 246 school days and 198 instructional days in the current year.

Based on the calendar there are plans prepared at the grade and subject levels. The curricular objectives and plans are exhibited in the classroom walls. The official curriculum gets some repackaging at the classroom level through activities.

The OLPC program is under implementation and it has added a new dimension in the instructional matters. The teachers shared that laptops are used only when they think they are supportive. Students are not allowed to take laptops home.

Profiles of individual learners are maintained in the classes. There are student attendance charts, 'Star Charts', and grouping system in the classroom. Because of the small size of the school and because of the grade teaching system, the strengths and weaknesses are known to teachers. According to the HT, they assist weaker students, mainly through grouping strategies.

Teachers use Message Boards to display plan and message for the day.

[Example from grade one: "dear children: This is a season for planting rice. Today we are playing *word bingo* game. We will draw some pictures and we will have a class meeting as well. Hope, the day will be as joyful as ever. Your loving teacher- Date BS 2067/2/32"]

There are a number of objectives covered in these activities and the teachers are trained on designing such activities. Keeping students motivated in the process is equally important. For children in the KG, the usual daily routine includes: welcome from the facilitator; learning identifying objects; physical exercise; *shubhabandana*

(pray); attendance; learning time; introducing subject matters; days of the week; children's poem; free play; subject based stories; seasons of the year; khaja (snacks) break; and sleeping. In other grades, there is no conventional routine in the school.

In grade teaching organization, teachers take responsibility for the group of children rather than a course. The HT has internalized the practices well and showed his competence in discussing with the teachers.

The school has introduced an additional English course rather though the medium of instruction in Nepali. The HT thinks that they may lose core characters of joyful learning by implementing full English medium instruction. His emphasis is on use of instructional materials, games and songs which requires extensive preparation. They often utilize holidays to prepare materials or decorate rooms:

> We decided to use vacations to prepare materials and decorate rooms. We worked till late and stayed at school for three nights. [A lady teacher expressing her experience in classroom decoration]

Thus, they had their materials ready and classrooms decorated before the start of the session. Besides, they planed to compensate losses caused by strikes.

Student Management. Except for the KG, students are admitted only on entrance test. Further they are placed in grades according to their performance in the test not according to age. Students are further divided into 5-6 learning groups to take responsibility in managing instruction.

A Performance Board is used to depict the performance of students in different indicators like- regularity; neatness and cleanliness; and performance in home-work and class works. Based on the weekly performance they are given different stars and that is one way of providing feedback.

Classroom Organization and management. As described earlier, the

classrooms look like self-contained rooms. They are well decorated with instructional

materials. Teachers and students jointly take responsibility for all the classroom

materials. That is particularly useful because they have grade teaching in use and the

room belongs to a group of students and the class teacher.

> One of the students brought a nest and I told him that he shouldn't have done harm to the
> birds. But he told he made that. It was placed in the classroom and referred to in the relevant
> lessons in science, or language. One day, the materials were reorganized and the student
> didn't find his nest at the place he kept. He asked and brought to the same location. Thus,
> students take responsibility to preserving them. [The class teacher of grade five]

The major reform for the school starts with the adoption of grade teaching six

years back in the first grade. Realizing its contributions the practice of grade teaching

was extended to grade two the following year and gradually to other grades.

Quoting a teacher, the Nagarik daily (BS 2066/11/13) reported that about 75

percent of instruction goes through games and songs. I could hear students singing

songs and playing, and clapping all the day, when I was in office or in the library.

The seating arrangements in the KG and grades one and two are remodeled

and made child friendly. The classrooms are decorated with instructional materials.

Students seat on mats on the floor, there are beautiful tables arranged for grouping

students. Grouping is clearly visible in each of the classes and according to the HT

mixed ability grouping is common.

> We often switch activities to keep students motivated. Sometimes, we
> take help from colleagues on the subjects that we are not quite
> comfortable with. (A teacher on an informal talk BS 2067/4/10)

There is no office boy and students help manage the school in different ways: I

observed students helping teachers to open classrooms in the morning, and supporting

teachers in getting all important materials into the office room after use; and I also observed them cleaning rooms. Besides, there are monitors to support class teachers.

There are responsibility charts in the classrooms that describe the role of students in different areas. There are names of students against each of the activities like sharing news; telling stories; reciting poems; singing songs etc for week days.

Assessment and Feedback. The respective grade teachers are mainly responsible for monitoring student progress. The school has introduced Continuous Assessment System and student performances in cognitive as well as non-cognitive aspects are recorded in the class. Besides, there is a practice of terminal examinations to measure learning achievement in the respective subjects. There are meetings organized with parents to reporting progress after these exams.

Despite all these efforts, it is found that 12 out of the 34 students in the pre-primary level were repeaters. When asked the HT told, many of them were irregular to the class and they did not achieve minimum level of competence.

The HT told that there are regular homeworks given to the students and feedback provided. I tried to confirm and found homeworks given and signed by the teacher. However, there were not regular feedbacks given to the students.

Teacher Professional Development. All three permanent teachers are trained and they get involved in different forums organized for teachers. The practices in the school provide a good learning opportunity to them.

> There are hundreds of visitors including teachers visit our school. They try to make even better. So, we need to work harder to make it better. [One of the senior teachers, describing challenge]

Because of this motivation and challenge they take, the teachers keep on thinking to make learning joyful to students. They quickly share among themselves and seek comments or suggestions from the others.

I was observing play materials inside a classroom. It was a kind of pot with a hole at the top and another at a side. The teacher described how he made it:

> I made the magic pot using clay and some other local materials. I used it to teach different concepts: like recognizing the color or name of the objects; counting them; adding or subtracting the numbers etc. It was fun to students. Once a trainer visited the school and he also liked the game and disseminated in other trainings. It is a great satisfaction to me. [A teacher describing about the material]

Recognizing their experiences, the District Education Office (DEO) chose the school a training venue to organize training on grade teaching and the teachers were asked to share their experiences. The HT considers it as a great opportunity and recognition to their efforts that helped build their confidence and consolidate learning.

The teachers are jelled together and show learning orientation, and it seems the internal school practices serve developmental needs to a great extent. The school-workshops eventually contribute to professional development.

Working with Parents. As it is a small rural school and all parents and teachers know each other. I observed parents asking to teachers on school matters on the way to or from the school. There is a Parent Teacher Association (PTA) and I observed that the meetings are regular and participation in the meetings is also encouraging. According to the HT, parents visit to the school only on these meetings or to complain when their wards fail in the test.

The HT expects support from parents for student regularity and providing appropriate environment at home. The parent teacher meeting is also utilized for the

purposes. For example, a meeting (e.g., BS 2066/3/11) discussed on matters relating to class test and decided to request parents to make students regular.

School Management Practices and HT Leadership

This section discusses on four areas: a) School organization and management, b) teacher management, c) management of physical facilities, and d) initiatives for school development.

School Organization and Management. The school management structure is quite simple with the School Management Committee (SMC) and the HT. As given by the education regulations, the SMC provides general direction and the HT acts as an administrative chief and an instructional leader.

As the school has a practice of grade teaching in all of the grades, the teachers are assigned accordingly. There is a clear division of responsibility among the teachers. Five teachers are assigned for each of the grades, two ECD facilitators look after the ECD group and the HT for the overall management affairs.

Besides, there is a division of responsibility among the members of the SMC and PTA trough a joint meeting of the SMC and PTA. The specific responsibilities include generation of resources, classroom observation and feedback, safety and maintenance of school compound; and organizing meetings etc.

> BS 2066/03/03: For keeping up the level of performance and restoring the status of model school, the meeting decided for the division of roles and responsibilities among SMC members.

There is no clear evidence of how that contributed to the development of the school. Besides, as evidenced from school records, staff meetings are quite frequent and teachers are consulted on all important issues. I observed such a consultation

meeting to decide on selection of a girl participant to attend a week long training

program on management of child cubs. The teachers expressed their views openly.

Image and Confidence of the HT. The HT seems quite confident in his

responsibility. He appreciated teachers and boldly stated that it is more than 10-4 job

in his school. The SMC has officially acknowledged the HT for his contributions and

he has good image in the public.

> BS 2065/10/28: In recognition to the special contributions made for
> making the school a model school the HT and teacher 'A' will be
> awarded a promotion to the higher grade level, but they will not claim
> for salary increment immediately.

> I visited the school after I heard about its performance from different
> sources. I found that the school is worth visiting. My impression was
> that it is mainly because of the commitment of the HT that made the
> school different. [BS 2067/01/07: an education journalist]

General Management Practices. The records in the school are up to date. The

time I visited to the school, the school was preparing to organize a social audit. The

decisions of the SMC show clear emphasis on transparency.

> BS 2067/02/28: Making all SMC decisions public (after the meeting,
> copies of such decisions are on the library notice board).

The Social Audit Report expressed appreciation on the general management

practices. There are positive remarks for management of school property, and rated

decoration of classrooms as excellent. The rating is 'excellent' in eight out of the 11

indicators including ones for cleanliness of the classrooms and the child-friendly

classroom organizations.

According to the Report, the school remained open for 247 days against the

minimum requirement set in the regulations as 220 days. Similarly, the net

instructional days for the year was 196 and that was rated by the Report as 'good'.

The teachers were present in the school in most of the instructional days. Accordingly, except one all the teachers were reported as present in the instructional days for a minimum of 187 days and that was rated as excellent.

There were 13 meetings organized for the SMC last year and the agenda discussed in the meetings include: constituting library management committee; utilizing the SIP fund; selecting students for scholarships; endorsing social audit report; approving school calendar; and promoting senior teachers and topping up on the remuneration of the ECD facilitators and organizing parent meeting.

There were 11 meetings organized for the PTA in the year and discussed on different matters including: conducting enrolment drive; organizing 'welcome to school' program; and organizing parent teacher interaction program. Thus, the general management in the school is rated as excellent in almost all the indicators by the Social Audit Report.

Teacher Management. The HT is the senior most among the three teachers in the approved positions. They have very close family ties: one of them is his wife.

The HT has some influence in the appointment of other teachers more so in assignment decisions. However, the HT does not have authority to appraise his fellow teachers as all three of them are at the same grade level. However, he is regarded as a leader and there is no question of non-compliance.

The HT seems strict in matters of compliance and he expects teachers to be in the school beyond schools hours when needed.

Communication among teachers on instructional matters, often cited as 'teacher talk' by Campo (1993) is evident in the school. Moreover, engagement in the workshops provides opportunity for 'joint planning'. Thus, two of the critical

practices of adaptability 'teacher talk, joint planning, are observed to a large extent where as 'teacher observation' and 'teacher teaching' as described by Campo (1993) as characteristic features of successful schools are not clearly evident there.

Teacher Incentives and Motivation. The teachers in the approved positions get full salary and benefits; the *rahat* teachers do not have career employment and are not entitled to many of these benefits. The ECD facilitators do not get full salary, though the SMC has topped up a part from the school's source. Despite these different terms and conditions of service the teachers show equal commitment and motivation.

More than job, the teachers have contributed in cash or kind for the development of the school. Further, they contributed part of their remuneration to pay the substitute teacher when away for training. Also they work extra hours without claim for additional incentives.

Thus, the source of motivation to the teachers is mainly recognition from the administration and community. The education officials frequently visit to the school and thus, the teachers have good relation with the DEO. One of the teachers from the school is nominated as a member of the District Education Committee. Despite all these, the HT and the teachers showed some frustration, for not getting promotion.

Monitoring Teacher Performance. According to the HT, teachers are accountable for the students and for the course. He monitors regularity of teachers and the results of the terminal examinations. He expects teachers to follow annual instructional plans.

According to the HT in a small team one must always be ready to take any role as demanded by the situation. So, there is no question of buck-passing or blaming, rather one has to take responsibility from inside.

When I start cleaning rooms, the teachers and students alike don't hesitate to join. So, the HT should model for others to follow. And we have developed a culture where *jasle han bhanchha, usaile dhoka kholchha*[27]. [The HT describing the responsibility]

He admits there are problems on student learning. He often finds that there are a number of students, especially in KG and grade one, who do not attain minimum learning level. It is, according to him mainly because of the irregularity of students. The teachers however, discuss these matters in staffs meetings.

Management of Facilities. The HT has been working with a number of partners for the development of physical facilities in the school. He has successfully mobilized support from administration in the form of building, and computer, and sanitation facilities. The library has been recently established from the support of an INGO. The school is one of the pilot schools for the *One Laptop Per Child* program.

The school has developed partnership with some 15 partners including some community organizations like the forest user's group. There are parents' group, the VDC, the Drinking Water and Sanitation Committees; the District Hospitals and other NGOs in the health sector. Moreover, there are supports mobilized from the international organizations like the UNICEF.

The school has one building in need of repair or replacement. There is no such source with the school and it will depend on the support from the DEO. There is a need to upgrade the school to grade eight and that requires expansion of infrastructure, and the present space does not allow for it. The HT shared that he has requested to the VDC for land and to the district administration for a building.

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[27] meaning that whoever answers the knock, has to open the door.

Mobilizing resources for facilities is a difficult task to the HT. The school does not charge any annual fees, or monthly tuition fees. The 'capable ones' from the community have gradually flown away to private schools. And other partners generally do not support for infrastructure development.

Initiatives for School Development. According the HT, his school is among the first schools that prepared School Improvement Plan (SIP). The Plan has periodic updating as well and the recent one is for the period BS 2062-2066. There are targets for both the educational and physical developments. In the educational aspect there are targets to reduce Gross Enrolment Rates (GER), and improve the Net Enrolment Rates (NER) to 90 percent. Besides, there is a target to increase the learning achievement to 93 percent.

With regard to physical development the targets set in the SIP include: establishment of a library and a reading room; repairing classrooms; fencing and improving external environment; and sanitation facilities. The school has mobilized resources for the library and a toilet. The classrooms in the old building need some maintenance and the compound is still to be fenced. As there is no guarantee for funding, there is not much enthusiasm to update the Plan.

<center>**Balsudhar Primary School**</center>

There are three sub-sections: general introduction to the school; instructional practices and HT leadership; and school management practices and HT leadership.

General Introduction

It is one of the rural primary schools of Kavre district established 22 years back with initiation of the local community. The school is studied as a comparison school as it is the closest one from the Adarsha Primary School. This section

introduces the school and set stage for discussing the leadership processes. For this purpose, the details of school context is presented under: a) school community, b) historical perspectives, c) material condition of the school, d) school performance and basic indicators, e) the learners, f) the teachers, g) and the Headteacher (HT).

School Community. The school is located in a village some 19 Kilometers east of the district headquarter. The school occupies about four ropanies of public land in a terrain facing north. Like a 'nature school' it enjoys a big open space: a small pond in the west and bush in the north. According to the SIP (2061-2066), the total population in the area is 568. The area is inhabited mainly by Brahmin, Tamang and Sarki and agriculture is the main occupation.

Historical Perspectives. The school was established on BS 2043 but received government grants after two years. According the SIP (2061-2066) the school building was constructed on BS 2046 on community contributions and local bodies supported for roofing after two years. It gradually upgraded and reached grade five on BS 2050. It took seven years to reach a status of a full-fledged primary school, with its own building and teachers.

Material Condition of the School. The school occupies a beautiful site in a terrace facing North-East. It has two buildings, with six class rooms, an office room and a newly established library. There are toilets but not in condition to use because of lack of water. The water supply project completed just last year, but disrupted as the school had to share water with the villagers.

One of the rooms meant for the pre-primary children is well furnished and decorated, with some posters and play materials in it. The other rooms look doll with furniture in traditional rows and a faint-blackboard in the front.

School Performance. According to the Flash Report[28] I (BS 2067), there are 81 students in total including 17 in the pre-primary section. There are almost equal numbers of boys and girls. I observed the HT asking parents to continue to send their wards to the same school, showing loss of confidence among parents. On one day of my visit, the actual attendance was as low as 30 in aggregate. Thus, student irregularity was raised as a major issue during an interaction program. The school is losing students, because of migration of people and also because of parental choice.

To take the views of the teachers and HT, it has ordinary performance. The pass rate is about 65 percent in aggregate with 25 percent repeaters and 10 percent drop-outs. The HT and teachers attribute to the lack of support from community and NGOs for the inferior results. On the other hand, parents are not happy with the dedication and commitment of the teachers.

The Learners. The student population is heterogeneous in terms of language and ethnicity. More than 34 percent of the students are from socially disadvantaged *Dalit* community and nearly 30 percent of students speak *Tamang* language at home.

As said by the HT, parents look for some other school when some students show better potential. Thus, students are segregated and there is an issue of public confidence. The teachers requested parents to keep their wards in the same school on the joint meeting of SMC and PTA:

> 2067/1/15: The parents committed to keep their wards in the school till grade five after they are admitted in KG group. Similarly, the teachers committed to fulfill their duty honestly.

The Teachers. Including the HT, there are three teachers on approved positions and they are trained and have a minimum experience of 13 years. Besides,

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[28] The Statistical Report of the school, collected twice a year and so termed as Flash I and Flash II.

there is a teacher and an ECD facilitator appointed on school's source. The teacher

appointed on school's source has worked for more than two years. Besides, the new

ECD facilitator, teach at KG and grade one combined.

One of the senior teachers was formerly in the position of the HT for more

than 15 years. The new HT replaced him for just over a year.

The Headteacher. Mrs. Kaphle (name changed) joined the school some 17

years ago as a primary teacher after completing her school education. She considers

herself as a good student when she was in school. She is in her late thirties and she

has already worked for 16 years before taking leadership role last year.

With declining school image the community people entrusted her with the

leadership role. Thus, she had a lot of responsibility: fulfilling expectations and

working with the former HT, who is not cooperating well. Despite these odds, the HT

seems confident on her role.

She had no formal preparation for the responsibility neither had any previous

training nor any grooming during her long tenure as a teacher. She was not even

involved in the preparation of the School Improvement Plan (SIP).

She seems successful in building team spirit among the teachers. One of the

teachers expressed her feeling about the school under her leadership:

> For others, it is still an ordinary school; but it has changed a lot; previously, it
> was not even like a school; we never had a routine; no class bells; whenever
> one wants to leave the room, leave and go. So, it was total mess. [Informal talk
> with a teacher: BS 2067/4/11]

The HT expressed that she tried to make changes in few important areas:

enforcing class schedules; conduction of ECA; introduction of monthly tests and

reporting to parents; and organizing regular meetings of the SMC. In the last one year,

there were nine meetings organized. Besides, she attempted to generate greater

support from the community and to improving student regularity.

There is not much success in mobilization of the community support and

improving student regularity. According to her, it is really difficult to regain

confidence once it is lost. She found the parents very much hesitant and skeptical.

> (The HT narrating views of parents): 'they say- We did whatever we could. Now, neither we contribute a single penny, nor we are ready to work a single hour for the school. It is all over'. [Interview with the HT: BS 2067/3/28]

She expressed her worries on politicization in school. Sometimes she thinks it

is too risky to her, and even to the SMC to stand between the political interests of

dominant groups. Thus, she is unable to disciplining a teacher. I wanted to further

clarify but she was hesitant to tell much on the issue she considers it as a matter of

great risk. Despite these, she showed her full confidence on her ability to improve:

> I have committed several times; we can make this school like any good boarding school within four years time; we have that capacity; but all should be governed by one leadership. [HT in an interaction session with parents, SMC - BS 2067/2/18]

She is a full time teacher and teaches seven periods a day. She teaches

English, Science and Health Education. Further she takes responsibilities for ECA.

Besides, she is looking for building external networks, though not been that

successful. However, she is fairly satisfied on matters of internal school processes.

Instructional Practices and HT Leadership

The following areas are discussed under the section: a) Beliefs on learning; b)

Implementing curriculum; c) Student management; d) Assessment and feedback; e)

Teacher management and development; f) Working with parents.

Beliefs on Learning. She emphasizes on regularity on teaching, and making students regular. So, the focus is on basics: maximizing instructional time. She has participated in a number of training courses and thinks she has some understanding of instructional strategies. However, that is not a major concern to her at present.

She showed caring attitude towards students considered that students can ask if they feel loved and cared. I observed the HT addressing to students in loving tone, and students were close with her. She did not show any special emphasis to supporting to weaker students. I observed answer books of some of the students and they were not provided with appropriate feedbacks.

Implementing Curriculum. The school starts at 10:00 hours with prayers for 15 minutes. There are seven periods a day, with two breaks in between. The classes end at 3:30 and students go for PT for few minutes before leaving. There is an official routine to visit library as well. The visit is coordinated with the official routine so that they study the same subject in the library hour.

The school has introduced additional English for the last one year. Accordingly, students from grade two to five spend three periods a day studying English including the additional English, which accounts for 43 percent of total. Thus, the official curriculum is not well considered in the daily schedule. Despite this one cannot observe any visible change in the language competence.

Parents showed their dissatisfaction over the commitment of teachers in the school.

> They (teachers) say that- 'I have completed my period'- and they go
> away. We are *Ghansi*[29] you teachers need to teach us. ... Aren't we
> teachers, students and parents like three legs of the tripod stand in the
> process? [One of the parents in an interaction session, many others
> supported him; BS 2067/2/18]

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[29] *Ghansi* is a person who collects fodders for the animals; also used to describe illiterate person.

Protecting Instructional Time. Despite the claims from the HT, parents complained against teacher irregularity. The school remained closed for nine days in Baisakh (the first month of calendar) in connection with a-week long strike and there was no compensation plan for that.

The Report of the Social Audit Committee has recorded that the total numbers of instructional days last year were 180, and school opened for 233 days,. However, the expressions from parents do not support that.

> We admit some of the parents are not that serious to send children regularly to school. Same is the case with teachers; teachers don't stay school for the whole day- sometimes they go to feed their buffalo or sometimes go to irrigate their farm. [One of the parents expressing his dissatisfaction in the interaction session, many others supported him]

One cannot see any teacher made materials in the class or in the office though there are records of staff meeting where teachers committed to make and use them.

> BS 2067/4/2: It is decided to make use of the skills learned during training. Further it is decided to prepare instructional materials and use them… implement CAS with portfolio.

I observed the HT distributing some forms and formats for implementing the Continuous Assessment System (CAS). Together with the forms she was explaining her colleagues the way the forms needs to be filled in and recorded. The forms and formats required thorough understanding by teachers, of student achievement in a number of learning outcomes. In absence of all these recordings, I observed her just trying to comply with the requirements.

Student Management. As enrolment is very low the school has open admission policy. Students generally get enrolled in the KG group. Besides, a few students may seek admission in other grades. The school organizes enrolment drives:

BS 2066/12/25: The Joint Meeting of the SMC and the PTA reviewed the enrolment situation in the school and decided to make efforts to increase enrolment in the new session.

There is no question of grouping students, as there are not many. According to the HT, the usual attendance for any grade is not more than 10-12. Because, there are not many students in a class and there are not adequate numbers of teachers, grade one and KG are combined together and assigned to a teacher. Similarly, I observed grades two and four combined without adequate consideration of the course requirements or the learning levels of students.

Classroom Organization and Management. Mainly, subject teaching is in use. Sometimes, any two grades are combined in the same teaching organization.

The combined classroom for KG and grade one is remodeled, where students can seat in the floor, with small tables and some posters. The other classrooms look doll with empty walls.

The class size is quite small making possible to providing individual feedback. But it is not the case and the answer books of students do not show any such evidence. Student irregularity has remained a problem despite several discussions on it. Parents accepted it as a big issue on their part and also committed to improve it.

BS 2066/10/19: It is decided to consult with those parents individually, whose wards are irregular and do not do home-works. [Staff meeting]

Teachers feel some improvement in the organization of classes as they have started to follow class routines. Even the parents acknowledged to the HT and teachers for their recent efforts. However, there is not visible improvement.

Provision of Assessment and Feedback. Teachers know all the students personally; however, there is no any regular system of monitoring and recording

student progress. The school has started implementing the CAS from the current session, without much change in the instructional practices.

The HT told that they give and collect home-works. There are records in the staff meeting that describe about consulting parents for student homework. But I could not observe much improvement in the practices and results, though I did observe some notebooks with writing exercises signed by the teachers.

Teacher Professional Development. According to the HT, they organized a planning workshop last year. Apart from that, there are no efforts for teacher development. The HT has no clear idea to supporting the ECD facilitator who is new and urgently in need of development interventions.

There are some schools in the area with very good reputation but the teachers do not feel any need to go and learn from them. Neither there is any evidence of adoption of reflective observation in the school.

Working with Parents. There are not many students and the HT knows many of the parents personally. It was observed that she made some attempt to work with parents but without much success.

> They don't come to discuss on instructional matters; … they are
> interested on financial records. They don't have much concern about
> school [The HT responding to a question; BS 2067/3/28].

Thus, the basic requirement for the school is winning trust and confidence of parents and community. There is still to do a lot to develop partnership with parents.

School Management Practices and HT Leadership

The section is organized in four sub-sections: a) the general organization and management of the school; b) teacher management; c) the management of facilities and d) the initiatives for school development.

School Organization and Management. The school management structure is quite simple with the School Management Committee (SMC) and the HT. There are no further divisions and there is no further hierarchy. The HT has full teaching load and she does not see much management responsibility with her.

Subject teaching organization is common and teachers are assigned to classes or subjects based on their interest and capacity. Besides, responsibilities for managing Extra Curricular Activities (ECA) are shared among teachers. The internal management is quite simple and one can observe collegiality among them.

The frequency of staff meetings have increased in the last one and a half year. In the last six years there were only five meetings whereas after the new leadership, equal numbers of meetings were recorded.

The SMC meetings are quite regular. Altogether 12 meetings were organized in the last academic session only. Some of the decisions are directly relevant to instructional aspect:

> BS 2066/01/10: The leadership role given to new HT; it was decided to consider using English as a medium of instruction from the new session. {Instead the school offered additional English course}

Teacher Management. Though it is a small school, teacher management has remained an important issue to the HT. She complained that she has not received full cooperation from the former HT.

> If the school runs under one person's leadership, it makes progress. ..In the private schools, the principal is in command and can terminate the job the other day. So, I realize that team-work is very important. [HT in an interaction program, BS 2067/02/18]

> It is very difficult. I have asked him several times. When I ask for a meeting, he refuses; when we decide, he disowns the decisions. [HT in an interview, 2067/03/06]

The HT does not have much influence in teacher appointment or appraisal. So, the HT feels that she lacks authority to manage teachers. Giving reference of a private school where the HT can hire and fire teachers, she expressed her desire to have some formal authority over teachers.

Teacher Incentives and Motivation. Three of the teachers in the school enjoy full government salary. The remaining two do not get full salary and depend on availability of resources with the school. There is no additional incentive to teachers.

> The motivation and age-factor is important for a functioning team. I think energy and enthusiasm is also related to age factor. [HT in an interview: referring to teacher motivation.) BS 2067/3/28]

She was referring to problem of teacher burnout after a long service in the same position, and she expressed her belief as- if teachers have same age level- they can collaborate better. The HT is friendly and considerate and communication among teachers is frequent though I did not observe intense discussions on instructional matters. The joint planning is not that frequent. Apart from that, 'teacher observation' and 'teacher teaching' as described by Campo (1993) are missing out there.

Monitoring Teacher Performance. There is no monitoring from the HT apart from checking attendance. Even for that the HT has no control over the former HT. The regularity in teaching; use of appropriate instructional strategies; the timely completion of courses; provision of regular feedback to the students; and finally student learning are more important aspects that need monitoring from the HT. She relies on timely completion of courses but do not take responsibility for student performance and there are no clear ways to make teachers accountable.

Management of Facilities. The HT does not seem confident in mobilizing resources and improving facilities and the school has no other regular source of

income apart from the DEO grants and sporadic support from the Village Development Committee.

According to the HT there are two serious problems: water supply; fencing school compound. The leadership role in the development of physical facilities is not clearly evident, though the teachers feel that there is some improvement in the area. According to them they have started protecting school properties.

Initiating School Development. The school has prepared a School Improvement Plan (SIP) few years back on BS 2061. The document was prepared to comply with mandatory requirement to get the SIP fund released from the DEO.

There are targets set for development of educational and physical aspects of the school. Accordingly, the Plan has set a target of attaining 100 percent NER and zero percent repetition and drop-out rates. The HT was not involved in preparing the SIP and I found that she does not know much about the targets set in the Plan.

The HT considers that the school is losing many of the able parents. Thus, the school has gradually been transformed a place to support to ones who have no other option; who are excluded; who do not have much aspiration in their life.

> The parents, *who sell 2 litres of milk a day*[30], send children to a private school. They send to our school when they are very young, and once they start knowing letters and big enough to walk, they take out to a private school. [HT in an informal talk - BS 2067/04/11]

She thought that it is the case of many community schools in the area. However, one of the parents provided an example of a community school, where all the parents have formally decided to keep their wards in the same school. However, I did not observe urgent attention from the HT to remodeling school processes.

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[30] Selling milk is associated with income. Here, they are considered capable of paying fees in private schools.

In the Balsudhar School, there is continuous decline in student population and thus the student population has almost halved in the last six years. In such situation, fencing school compound would be a secondary goal for SIP. Parents have complaints against the teachers on keeping school time. To use the words from the parents- 'teaching is not up to the expectation'[31].

Relations with the Administration. The school has very ordinary relation with the District Education Office (DEO), though the school staffs feel that they are being shadowed by hundreds of visits made to the neighboring school.

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[31] One of the parents showed his dissatisfaction in the joint interaction program with teachers- *Padhai ali bhayan*- meaning that- you did not put adequate efforts to improve teaching.

CHAPTER SIX

PERCEPTION ON LEADERSHIP PROCESSES

The Principal Instructional Management Rating Scale (PIMRS) as provided by Hallinger (1982) was used to measure the leadership behaviors of the principals on instructional management. It is a multiple perspective analysis, which analyses leadership as practiced by the principals and leadership as experienced by the immediate stakeholders. Thus, the same scale was used for self assessment of the HT and for measuring the perceptions of the teachers, and supervisors on the HT involvement on instructional matters.

The Scale consists of the leadership functions that are measured by five behaviorally anchored items each. They measure the extent of involvement of the HT in the given functions and so there are five points in the scale ranging from almost never (1), to almost always (5). All the items in the scale are positive, thus, five indicating the most frequent involvement of the HT in the given functions. Together with the ratings, observation and interview data are also utilized to enrich analysis.

There are three dimensions in the Scale: defining and communicating school goals to the teachers and staffs; managing the instructional program through supervision or monitoring; and enabling functions of the leadership such as protecting instructional time, and promoting professional development. The analysis is presented under two sections: for the urban schools and for rural schools.

Perceptions on Leadership: Urban Secondary Schools

The Scale was administered to three groups of respondents: the teachers, the supervisors and to the head-teachers. In total 38 teachers responded to the scale from Chetana School (school A1) whereas the numbers of teachers responding to the scale from Saraswoti School (School A2) were 35. Further, the same group of people (both SS and RP) rated the HT leadership behavior for both the schools, providing a stronger basis for comparison.

I have analyzed the responses under these three dimensions.

Dimension 1: Defining the School Mission

Framing School Goals. There are five items used to measure the behavior of the leader that describe what and how of the function. These statements seek to answer the extent of involvement of the HT in developing a focused set of school wide goals, the way they are developed and clarity and understanding of the goals by the teachers and staffs. Table 3 presents the distribution of teachers' responses together with the actual ratings from the School Supervisor (SS), the Resource Person (RP) and the self-assessment from the HT.

Table 3

HT Involvement in Framing School Goals in Two Urban Schools

Dimension 1: Defining the School Mission	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT
I. FRAME THE SCHOOL GOALS	A1	**0.0**	**2.1**	**5.3**	**39.3**	**53.3**		**4.2**	**4.4**	**4.4**
	A2	**6.9**	**17.9**	**23.2**	**25.4**	**26.5**		**2.4**	**2.4**	**4.8**
1 Develop a focused set of annual	A1	0.0	0.0	2.7	37.8	59.5	37	4	5	5

#											
	school-wide goals	A2	8.6	11.4	11.4	20.0	48.6	35	2	2	5
2	Frame school's goals in terms of staff responsibilities for meeting them	A1	0.0	2.7	2.7	32.4	62.2	37	5	5	5
		A2	5.9	11.8	32.4	23.5	26.5	34	3	2	5
3	Use needs assessment or other formal and informal methods to secure staff input on goal development	A1	0.0	7.9	10.5	36.8	44.7	38	4	4	4
		A2	8.8	17.6	35.3	20.6	17.6	34	3	3	5
4	Use data on student performance when developing the school's academic goals	A1	0.0	0.0	7.9	44.7	47.4	38	4	4	4
		A2	2.9	31.4	14.3	31.4	20.0	35	2	2	4
5	Develop goals that are easily understood and used by teachers in the school	A1	0.0	0.0	2.8	44.4	52.8	36	4	4	4
		A2	8.6	17.1	22.9	31.4	20.0	35	2	3	5

As described in the table, the distribution of responses from teachers in the case of school A1 is positively skewed. That is, most of the teachers (almost 93 %) perceived that the HT involved 'frequent' or 'almost always' in framing school goals. On the other hand, only about 50 percent of the teachers rated the extent of involvement of the HT as high in school A2.

The ratings from the supervisor, the RP, and the self-assessment from the HT correspond closely with the ratings from the teachers. Though I could not observe specific sets of written goals in the schools, in the case of school A1, there are examples like, records of the teachers' workshops, the minutes of the staff meetings that show the extent of direction provided.

Communicate School Goals. The items included under the leadership function related to extent of involvement of the HT in communicating the school's mission to school community including teachers, students and other community in general using any mode of communication.

Table 4

HT involvement on Communicating School Goals in Two Urban Schools

Dimension 1: Defining the School Mission	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT
II. COMMUNICATE THE SCHOOL GOALS	A1	**0.5**	**1.6**	**11.1**	**30.3**	**56.5**		**4**	**4.2**	**4.2**
	A2	**8.0**	**21.1**	**25.1**	**28.0**	**17.7**		**2**	**2.4**	**4.4**
6 Communicate the school's mission effectively to members of the school community	A1	0.0	0.0	2.6	18.4	78.9	38	5	5	5
	A2	5.7	28.6	22.9	31.4	11.4	35	2	2	5
7 Discuss the school's academic goals with teachers at faculty meetings	A1	0.0	0.0	5.3	26.3	68.4	38	5	4	4
	A2	5.7	11.4	20.0	31.4	31.4	35	3	2	4
8 Refer to the school's academic goals when making curricular decisions with teachers	A1	0.0	0.0	10.8	48.6	40.5	37	3	4	4
	A2	11.4	20.0	22.9	31.4	14.3	35	1	3	5
9 Ensure that the school's academic goals are reflected in highly visible displays in the school	A1	2.6	5.3	28.9	39.5	23.7	38	3	4	4
	A2	8.6	20.0	22.9	31.4	17.1	35	2	3	4
10 Refer to the school's goals or mission in forums with students	A1	0.0	2.6	7.9	18.4	71.1	38	4	4	4
	A2	8.6	25.7	37.1	14.3	14.3	35	2	2	4

The involvement of the HT in communicating school goals is perceived as 'frequent' by most of the teachers in the case of school A1 whereas the share of responses on the higher side is less than 50 percent in the case of school A2.

The ratings from the SS, RP and the self-assessment from the HT correspond closely. In most of these items, the responses converge around '4' or '5', for school A1 and converged around '2' or '3' for school A2. Though, I did not observe any visible displays to communicate goals the HT in school A1 was seen communicating

teachers to attaining zero failure rates. However, I could not discern any clear goals set by the HT in school A2.

Dimension 2: Managing Instructional Program

The three leadership functions included under the dimension are: supervise and evaluate instruction; coordinate the curriculum; and monitor student progress. These functions are related to direct involvement of the HT in the management of instructional aspects.

Supervise and Evaluate Instruction. There are five statements used to measure the direct involvement of the HT in supervision and evaluation of instruction.

Table 5

HT involvement on Supervising and Evaluating Instruction in Urban Schools

Dimension 2: Managing the Instructional Program	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT
III. SUPERVISE & EVALUATE INSTRUCTION	A1	**1.1**	**7.0**	**23.6**	**33.1**	**35.2**		**3.6**	**3.2**	**3.8**
	A2	**12.2**	**18.7**	**33.7**	**24.3**	**11.1**		**2.2**	**2.2**	**4.4**
11 Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	A1	0.0	0.0	18.4	36.8	44.7	38	3	3	4
	A2	5.7	14.3	37.1	31.4	11.4	35	1	2	4
12 Review student work products when evaluating classroom instruction	A1	2.6	0.0	18.4	42.1	36.8	38	3	4	4
	A2	6.1	27.3	33.3	15.2	18.2	33	3	2	4
13 Conduct informal observations in classrooms on a regular basis	A1	0.0	16.2	45.9	16.2	21.6	37	3	3	4
	A2	14.3	11.4	31.4	31.4	11.4	35	3	2	4
14 Point out specific strengths in teacher's instructional practices in post-observation feedback	A1	2.7	5.4	18.9	40.5	32.4	37	4	3	4
	A2	14.7	20.6	32.4	23.5	8.8	34	2	2	5
15 Point out specific weaknesses in	A1	0.0	13.5	16.2	29.7	40.5	37	5	3	3

teacher instructional practices in post-observation feedback	A2	20.0	20.0	34.3	20.0	5.7	35	2	3	5

This is one of the functions, where there are fewer responses on the higher side of the scale. But still, one can observe that the teachers in school A1 perceived the extent of involvement of the HT higher as compared to the teachers in school A2.

In school A1, The SS and RP rated the involvement of the HT in the supervision and evaluation of instruction as 'sometimes' or 'frequent' category. The self-assessment from the HT also corresponds with the ratings of the supervisors. However, during interview with the teachers and HT, I perceived that the direct involvement of the HT in the supervision of instruction is minimal. For evaluating instruction the HT relies more on the comments from the monitors and sample checking of student diaries but rarely supervises classes.

In school A2, the SS and RP alike rated the frequency of involvement of the HT in supervision and evaluation of instruction as 'seldom'. Though the HT rated her involvement in supervision and evaluation of instruction as high, in an interview, she frankly admitted that she never supervises teachers' classes.

Coordinate the Curriculum. Because of use of centrally designed curriculum in use, there is not much scope with the HTs in Nepal in designing curriculum, though there is plenty of scope in coordinating the curriculum implementation.

Table 6

HT involvement on Coordinating the Curriculum in Two Urban Schools

Dimension 2: Managing the Instructional Program	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT

IV. COORDINATE THE CURRICULUM	A1	**0.0**	**2.1**	**15.4**	**38.6**	**43.9**		**2.8**	**4**	**3.8**
	A2	**12.8**	**20.3**	**23.8**	**30.9**	**12.2**		**1.2**	**2.6**	**4.6**
16 Make clear who is responsible for coordinating the curriculum across grade levels	A1	0.0	0.0	10.5	31.6	57.9	38	2	4	4
	A2	11.8	20.6	17.6	32.4	17.6	34	1	4	5
17 Draw upon the results of school-wide testing when making curricular decisions	A1	0.0	2.6	7.9	34.2	55.3	38	3	4	4
	A2	11.8	14.7	14.7	41.2	17.6	34	1	3	5
18 Monitor the classroom curriculum to see that it covers the school's curricular objectives	A1	0.0	0.0	28.9	50.0	21.1	38	4	4	4
	A2	11.8	14.7	38.2	29.4	5.9	34	1	3	4
19 Assess the overlap between the school's curricular objectives and the school's achievement tests	A1	0.0	2.7	18.9	29.7	48.6	37	3	4	4
	A2	11.4	25.7	28.6	25.7	8.6	35	1	2	5
20 Participate actively in the review of curricular materials	A1	0.0	5.3	10.5	47.4	36.8	38	2	4	3
	A2	17.1	25.7	20.0	25.7	11.4	35	2	1	4

In school A1, the frequency distribution is such that it keeps on increasing as one move along the line to the right. More than 82 percent of teachers' responses are on frequently plus categories. In contrast, in school A2, the distribution of frequencies is almost uniform, 33 percent in the lower side and 43 percent in the higher side.

Through observation and interview it was learned that one of the assistant heads is assigned the responsibility to coordinating curriculum in both the schools. Further, both the schools have departments to deal on technical issues.

The Supervisors rating is slightly low as compared to that of the teachers. Still, they rated low to the involvement of the HT from school A2. In contrast to the leadership as experienced, the HT from school A2 rated her involvement as high.

Monitor Student Progress. The items seek perceptions on the frequency of involvement of the HT on monitoring student progress through different activities.

Table 7

HT involvement on Monitoring Student Progress in Urban Schools

Dimension 2: Managing the Instructional Program	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT
V. MONITOR STUDENT PROGRESS	A1	**0.0**	**1.6**	**9.2**	**34.7**	**54.5**		**4**	**4**	**4.2**
	A2	**14.3**	**13.1**	**25.1**	**23.4**	**24.0**		**2.2**	**2.2**	**4.8**
21 Meet individually with teachers to discuss student progress	A1	0.0	5.4	13.5	29.7	51.4	37	4	4	4
	A2	17.1	17.1	17.1	28.6	20.0	35	2	2	5
22 Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	A1	0.0	2.6	7.9	39.5	50.0	38	3	4	4
	A2	14.3	8.6	40.0	22.9	14.3	35	1	3	5
23 Use tests and other performance measure to assess progress toward school goals	A1	0.0	0.0	16.7	27.8	55.6	36	4	4	4
	A2	14.3	8.6	17.1	31.4	28.6	35	3	3	5
24 Inform teachers of the school's performance results	A1	0.0	0.0	2.6	34.2	63.2	38	5	4	4
	A2	14.3	11.4	25.7	17.1	31.4	35	2	1	5
25 Inform students of school's academic progress	A1	0.0	0.0	5.3	42.1	52.6	38	4	4	5
	A2	11.4	20.0	25.7	17.1	25.7	35	3	2	4

In school A1, nearly 90 percent of the teachers perceived the involvement of HT in monitoring student progress as 'frequent' or 'almost always'. On the other hand, the share of such responses in school A2 is only 47 percent.

The rating of the Supervisor and the RP is consistent and they rated at least on 'frequent' category in all the indicators for school A1. In contrast, the ratings from the supervisors are on the lower side in the case of school A2. The self-assessment from

the HT matched well with the perception of the teachers in the case of school A1
whereas the HT from school A2 rated higher than perceived by her teachers.

The school A1 has utilized a monthly reporting system to parents that provides
information on daily attendance and general conduct in the classes. Besides, after each
of the terminal examinations report cards together with the answer books are returned
back to parents and the HT has strong views on these practices. The HT on school A2
did not express any strong views on monitoring progress.

Dimension 3: Developing the School Learning Climate

The five leadership functions included under this dimension are: protect
instructional time; maintain high visibility; provide incentives for teachers; promote
professional development; and provide incentives for learning. These leadership
functions are more related to enabling teachers and supporting to student learning.

Protect Instructional Time. Protecting instructional time from outside
interferences and buffering from external pressures is considered as one of the
important leadership functions.

Table 8

HT involvement on Protecting Instructional Time in Urban Schools

Dimension 3: Developing the School Learning Climate	Sch	Teachers' responses (%)						Actual Ratings by		
		1	2	3	4	5	N	SS	RP	HT
VI. PROTECT INSTRUCTIONAL TIME	A1	**1.6**	**5.3**	**12.6**	**30.0**	**50.5**		**3.4**	**4**	**4**
	A2	**16.6**	**23.4**	**20.6**	**27.4**	**12.0**		**2**	**2.2**	**3**
26 Limit interruptions of instructional time by public address announcements	A1	0.0	2.6	15.8	26.3	55.3	38	4	4	4
	A2	11.4	25.7	20.0	28.6	14.3	35	2	2	3

27	Ensure that students are not called to the office during instructional time	A1	0.0	2.6	10.5	26.3	60.5	38	3	5	5
		A2	5.7	34.3	8.6	28.6	22.9	35	1	2	1
28	Ensure that tardy and truant students suffer specific consequences for missing instructional time	A1	2.6	5.3	15.8	28.9	47.4	38	3	4	4
		A2	17.1	17.1	31.4	22.9	11.4	35	2	2	3
29	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	A1	2.6	5.3	7.9	28.9	55.3	38	4	4	4
		A2	28.6	20.0	14.3	31.4	5.7	35	3	2	4
30	Limit the intrusion of extra- and co-curricular activities on instructional time	A1	2.6	10.5	13.2	39.5	34.2	38	3	3	3
		A2	20.0	20.0	28.6	25.7	5.7	35	2	3	4

In school A1, more than 80 percent of the teachers perceived the HT involvement as frequent in protecting instructional time. The response distribution is clearly skewed towards the right. On the other hand, in school A2, the frequency distribution of the responses from teachers is almost like a U-shape, with 40 percent of the responses in lower side; 21 percent of the responses describing 'sometimes' and 39 percent of the responses indicating active involvement.

The supervisors perceived that the HT in school A1 makes efforts to limiting interruptions in instructional time. In contrast, the same group of respondents rated the extent of involvement in the function by the HT in school A2 as 'seldom'.

Through interview, it was learned that the HT in school A1 has used strategies to compensate losses in instructional time and teachers are incentivized to save annual leaves which is not the case in school A2. However, both the HTs monitor to ensure maximum time in instruction and such matters are raised in staff meetings as well.

Maintain High Visibility. It may also imply strong influences in the school processes.

Table 9

HT involvement on Maintaining High Visibility

Dimension 3: Developing the School Learning Climate		Sch	Teachers' responses (%)						Ratings by		
			1	2	3	4	5	N	SS	RP	HT
VII. MAINTAIN HIGH VISIBILITY		A1	**8.1**	**7.0**	**15.0**	**31.3**	**38.6**		**4.8**	**3.4**	**4.6**
		A2	**24.0**	**21.1**	**23.4**	**21.7**	**9.7**		**2.6**	**2.4**	**4.2**
31	Take time to talk informally with students and teachers during recess and breaks	A1	2.6	7.9	18.4	39.5	31.6	38	5	4	5
		A2	20.0	22.9	34.3	17.1	5.7	35	3	2	5
32	Visit classrooms to discuss school issues with teachers and students	A1	2.6	7.9	10.5	47.4	31.6	38	5	4	5
		A2	20.0	25.7	17.1	34.3	2.9	35	1	3	4
33	Attend/participate in extra- and co-curricular activities	A1	2.6	5.3	5.3	36.8	50.0	38	5	4	4
		A2	11.4	8.6	31.4	37.1	11.4	35	3	3	5
34	Cover classes for teachers until a late or substitute teacher arrives	A1	21.6	5.4	35.1	13.5	24.3	37	4	3	4
		A2	40.0	22.9	17.1	5.7	14.3	35	2	2	3
35	Tutor students or provide direct instruction to classes	A1	11.1	8.3	5.6	19.4	55.6	36	5	2	5
		A2	28.6	25.7	17.1	14.3	14.3	35	4	2	4

In school A1, the teachers perceived the involvement of the HT in direct instruction, attending in the extra/co curricular activities and talking to students as frequent. In contrast, there are only 31 percent of teachers in school A2 who perceived the HT involvement as frequent.

The rating from the supervisor and the RP appears consistent with that of the teachers. The self-assessment from the HT in school A1 corresponds closely with the ratings from these groups. In school A2 the SS and the RP perceived her involvement as minimal in maintaining high visibility but they rated high on the involvement of the HT in direct instruction.

My assessment through interview and observation also supports the ratings that the HT in school A1 is frequently and highly visible in the school. On the other hand, the teachers in school A2 perceived the HT as less assertive to make strong influence in the school processes.

Provide Incentives for Teachers. It is measured through the frequency of involvement of the HT in reinforcing superior performance by teachers; complimenting teachers for their efforts; and acknowledging and rewarding them.

Table 10

HT involvement on Providing Incentives to Teachers

Dimension 3: Developing the School Learning Climate	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT
VIII. PROVIDE INCENTIVES FOR TEACHERS	A1	**9.8**	**7.6**	**16.9**	**26.6**	**39.1**		**4.8**	**4.2**	**4.2**
	A2	**23.4**	**22.9**	**18.3**	**21.7**	**13.7**		**3.4**	**2.6**	**4**
36 Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	A1	10.8	5.4	16.2	27.0	40.5	37	5	4	4
	A2	22.9	8.6	25.7	28.6	14.3	35	3	3	4
37 Compliment teachers privately for their efforts or performance	A1	11.1	8.3	22.2	22.2	36.1	36	4	4	5
	A2	22.9	31.4	20.0	8.6	17.1	35	4	3	5
38 Acknowledge teachers' exceptional performance by writing memos for their personnel files	A1	8.1	8.1	24.3	21.6	37.8	37	5	5	4
	A2	28.6	22.9	11.4	28.6	8.6	35	4	3	5
39 Reward special efforts by teachers with opportunities for professional recognition	A1	10.8	8.1	5.4	24.3	51.4	37	5	4	4
	A2	17.1	25.7	17.1	25.7	14.3	35	3	2	1
40 Create professional growth opportunities for teachers as a reward for special contributions to the school	A1	8.1	8.1	16.2	37.8	29.7	37	5	4	4
	A2	25.7	25.7	17.1	17.1	14.3	35	3	2	5

Compared to other leadership functions, the teachers in school A1 perceived the frequency of HT involvement of in providing incentives to teachers as slightly low. This is more so for school A2. Their perception in important because sometimes how they perceive is more important than what is being provided to the teachers.

The Supervisor rated the HT involvement for school A1 as 'frequent' in all the indicators whereas the rating converges around 'sometimes' category in the case of school A2. I observed the HT in school A1 giving credit to teachers' publicly for their contribution but did not observe any instances of written letter of appreciation to the teachers. I observed the HT in school A1 taking initiatives for teacher incentives, but no such initiatives were observed in school A2.

Promote Professional Development. The indicators assess HT involvement in supporting teacher professional development that is consistent with school goals.

Table 11

HT involvement on Promoting Professional Development

Dimension 3: Developing the School Learning Climate	Sch	Teachers' responses (%)						Ratings by		
		1	2	3	4	5	N	SS	RP	HT
IX. PROMOTE PROFESSIONAL DEVELOPMENT	A1	**3.8**	**5.9**	**13.0**	**28.1**	**49.2**		**3.6**	**3.6**	**3.6**
	A2	**18.9**	**30.3**	**18.9**	**18.3**	**13.7**		**2.6**	**2**	**4.2**
41 Ensure that inservice activities attended by staff are consistent with the school's goals	A1	2.7	5.4	24.3	13.5	54.1	37	4	4	4
	A2	11.4	34.3	25.7	14.3	14.3	35	3	2	4
42 Actively support the use in the classroom, of skills acquired during inservice training	A1	0.0	13.5	8.1	35.1	43.2	37	3	4	3
	A2	14.3	28.6	17.1	28.6	11.4	35	2	2	4
43 Obtain the participation of the	A1	5.4	2.7	13.5	27.0	51.4	37	3	3	4

	whole staff in important inservice activities	A2	22.9	31.4	11.4	17.1	17.1	35	2	2	5
44	Lead or attend teacher inservice activities concerned with instruction	A1	2.7	2.7	13.5	32.4	48.6	37	4	4	3
		A2	22.9	31.4	11.4	22.9	11.4	35	3	2	4
45	Set aside time at faculty meetings for teachers to share ideas or information from inservice activities	A1	8.1	5.4	5.4	32.4	48.6	37	4	3	4
		A2	22.9	25.7	28.6	8.6	14.3	35	3	2	4

Most of the teachers in school A1 rated the extent of HT involvement as 'frequent' or 'almost always' in all these indicators. On the other hand, most of the teachers in school A2 perceived the HT involvement in the function as minimal.

The ratings from the Supervisor, the RP and the self-assessment from the HT all converged around 'frequently' category for school A1 and 'sometimes' category for school A2. I observed a number of professional development activities including training programs initiated by the HT in school A1 and such activities were absent in the case of school A2.

Further, the HT in school A1 uses his connections to help teachers gain membership in curriculum committees and other professional forums. According to him, this sort of initiative has helped teachers grow professionally and at the same time extend his influence to teachers. The HT of school A2 does not have such influence and teachers as well do not expect from her.

In the case of school A1, I also reviewed the reports of a teachers' workshop that describes reflections and commitments from all the teachers. The HT told that the workshop was useful to make teachers realize the need to improve practices.

Provide Incentives for Learning. The leadership function relates to providing incentives to students to work harder- directly or through the teachers and

parents. The indicators under the leadership functions include encouragement from

the HT to students and parents.

Table 12

HT involvement on Providing Incentives for Learning

Dimension 3: Developing the School Learning Climate		Sch	Teachers' responses (%)						Ratings by		
			1	2	3	4	5	N	SS	RP	HT
X. PROVIDE INCENTIVES FOR LEARNING		A1	**3.8**	**3.8**	**11.4**	**26.6**	**54.4**		**4**	**4**	**4**
		A2	**20.9**	**13.9**	**21.9**	**18.5**	**24.8**		**2.4**	**2**	**4.2**
46	Recognize students who do superior work with formal rewards	A1	0.0	2.7	10.8	32.4	54.1	37	5	4	4
		A2	0.0	14.3	31.4	25.7	28.6	35	3	2	5
47	Use assemblies to honor students for academic accomplishments or for behavior or citizenship	A1	2.8	2.8	13.9	25.0	55.6	36	4	4	4
		A2	47.1	23.5	2.9	17.6	8.8	34	2	2	1
48	Recognize superior student achievement /improvement by seeing in the office the students with their work	A1	5.4	5.4	10.8	24.3	54.1	37	4	4	4
		A2	14.7	5.9	29.4	14.7	35.3	34	3	2	5
49	Contact parents to communicate exemplary student performance	A1	5.4	5.4	5.4	27.0	56.8	37	3	4	4
		A2	20.0	17.1	17.1	25.7	20.0	35	2	2	5
50	Support teachers actively in their recognition and/or reward of student accomplishments in class	A1	5.4	2.7	16.2	24.3	51.4	37	4	4	4
		A2	22.9	8.6	28.6	8.6	31.4	35	2	2	5

In school A1, the responses from teachers are skewed towards right, i.e., there

are more than 80 percent of the responses on the right. On the other hand, there are

only about 43 percent of the responses on the higher side in the case of school A2.

The ratings from the Supervisor converge to 'frequent' category in school A1

and to the 'seldom' category in school A2. The self-assessment of the HTs do not

corresponds to what is perceived by the teachers and the supervisors. The HT in school A2 rated her involvement as higher as compared to the ratings from others.

There are special incentives to high performing students, particularly for their performance in the SLC, in school A1. There are no such incentives in school A2 and the HT thinks that resource crunch situation has prevented her from doing so. The photographs of high achieving students can be observed in the school calendar and in the notice-board in school A1.

Overall ratings of teachers and supervisors and the self-assessment seem to converge towards the right- mostly in the 'frequent' or 'almost always' categories for the HT leadership behavior in school A1. Comparatively, the extent of HT involvement both, as practiced and as perceived, falls on the lower side in the case of school A2. Thus, through the analysis of ratings, it is found that there is a visible and frequent involvement of the HT in providing instructional leadership to the school in the school that is considered as effective.

Perceptions on Leadership: Rural Primary Schools

The Scale was administered to six and four teachers from Adarsha School (School B1) and Balsudhar School (B1) respectively. Besides, the same person as School Supervisor (SS) and two different persons as Resource Persons (RP) rated the instructional leadership of the HTs. Also, there was self-assessment from the HTs.

Because of small number of respondents, the ratings from teachers were regrouped into three categories. Accordingly, the two of the categories on the lower side are combined and similarly, two of the categories on the higher side ('4' and '5') are combined for the purpose of analysis. The responses from the teachers are

analyzed through frequency distribution across three levels whereas in case of responses from supervisors and HT, actual ratings are used.

I have analyzed the responses under three dimensions of the PIMRS.

Defining the school mission

There are two leadership functions under the dimension: 'frame the school goals'; and 'communicate the school goals'.

Framing School Goals. The statements seek to measure the perception of respondents in the areas like: extent of involvement of the HT in developing a focused set of school wide goals; the way they are developed and clarity and understanding of the goals by the teachers and staffs.

Table 13

HT involvement on Framing School Goals in Rural Schools

Dimension 1: Defining the School Mission	Sch	Teachers' responses (%)				Ratings by		
		1&2	3	4&5	N	SS	RP	HT
I. FRAME THE SCHOOL GOALS	B1	**0.0**	**0.0**	**100.0**		**3.6**	**4.4**	**4.6**
	B2	**20.0**	**10.0**	**70.0**		**2.6**	**4**	**4.4**
1 Develop a focused set of annual school-wide goals	B1	0.0	0.0	100.0	6	3	4	5
	B2	25.0	0.0	75.0	4	3	5	5
2 Frame the school's goals in terms of staff responsibilities for meeting them	B1	0.0	0.0	100.0	6	4	5	5
	B2	25.0	0.0	75.0	4	2	4	5
3 Use needs assessment or other formal and informal methods to secure staff input on goal development	B1	0.0	0.0	100.0	6	4	5	4
	B2	0.0	25.0	75.0	4	2	4	4
4 Use data on student performance when developing the school's academic goals	B1	0.0	0.0	100.0	6	3	5	4
	B2	25.0	25.0	50.0	4	3	3	4

		Sch							
5	Develop goals that are easily understood and used by teachers in the school	B1	0.0	0.0	100.0	6	4	3	5
		B2	25.0	0.0	75.0	4	3	4	4

The involvement of the HT in school B1 in the function is consistently rated higher by the teachers and the supervisors alike as compared to the case of HT of school B2. One can observe a number of goals developed in school A1 and presented in different school publications which is not the case in school B2. Despite her commitment the HT in school B2 could not develop specific goals for the development of the school.

Communicate the School Goals. In these small rural schools, communication among the teachers is quite frequent relationship is collegial.

Table 14

HT involvement on Communicating School Goals in Rural Schools

Dimension 1: Defining the School Mission		Sch	Teachers' responses (%)				Ratings by		
			1&2	3	4&5	N	SS	RP	HT
II. COMMUNICATE THE SCHOOL GOALS		B1	**0.0**	**0.0**	**100.0**	**6**	**4**	**3.6**	**4.4**
		B2	**15.0**	**15.0**	**70.0**	**4**	**3**	**3.8**	**3.8**
6	Communicate the school's mission effectively to members of the school community	B1	0.0	0.0	100	6	4	4	4
		B2	0.0	25.0	75.0	4	3	4	4
7	Discuss the school's academic goals with teachers at faculty meetings	B1	0.0	0.0	100	6	4	4	5
		B2	0.0	25.0	75.0	4	4	4	5
8	Refer to the school's academic goals when making curricular decisions with teachers	B1	0.0	0.0	100	6	4	3	5
		B2	25.0	0.0	75.0	4	3	3	3
9	Ensure that the school's academic goals are reflected in highly visible displays in the school	B1	0.0	0.0	100	6	4	4	5
		B2	25.0	25.0	50.0	4	2	4	4

10	Refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions)	B1	0.0	0.0	100	6	4	3	3
		B2	25.0	0.0	75.0	4	3	4	3

In School B1 all the teachers rated the extent of HT involvement in

communicating goals as 'frequent' whereas it is 70 percent for school B2. I could not

observe goals reflected in visual displays in either of the schools. The supervisor

rating confirms with teacher ratings and he rated higher in favor of school B1.

In school B1 there are attempts made to communicate school goals to the

teachers and community alike through publications.

Dimension 2: Managing the Instructional Program

The three leadership functions included under the dimension are: supervise

instruction; coordinate the curriculum; and monitor student progress.

Supervise and Evaluate Instruction. It is a process of aligning school

practices with the school goals and direction.

Table 15

HT involvement on Supervising and Evaluating Instruction

Dimension 2: Managing the Instructional Program		Sch	Teachers' responses (%)				Ratings by		
			1&2	3	4&5	N	SS	RP	HT
III. SUPERVISE & EVALUATE INSTRUCTION		**B1**	**10.0**	**3.3**	**86.7**	**6**	**4**	**4.8**	**4.4**
		B2	**30.0**	**25.0**	**45.0**	**4**	**3.2**	**3.6**	**3.8**
11	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school	B1	0.0	0.0	100	6	4	5	5
		B2	25.0	75.0	0.0	4	3	4	4
12	Review student work products when evaluating classroom instruction	B1	0.0	0.0	100	6	4	5	4
		B2	25.0	25.0	50.0	4	4	3	4
13	Conduct informal observations in	B1	16.7	0.0	83.3	6	4	5	4

	classrooms on a regular basis (unscheduled, last at least 5 minutes)	B2	50.0	0.0	50.0	4	3	3	3
14	Point out specific strengths in teacher's instructional practices in post-observation feedback	B1	16.7	16.7	66.7	6	4	5	4
		B2	25.0	0.0	75.0	4	3	4	4
15	Point out specific weaknesses in teacher instructional practices in post-observation feedback	B1	16.7	0.0	83.3	6	4	4	5
		B2	25.0	25.0	50.0	4	3	4	4

The distribution of teachers' responses is clearly skewed to right in the case of school B1 whereas it is almost symmetric for school B2. The supervisor and the RP had similar rating and the self-assessment converged around the same point. However, during discussion both the HTs admitted that they do not visit to classes for supervision. Nevertheless, the HT in school B1 shared that he evaluates progress through the terminal examinations.

Coordinate the Curriculum. The task for curriculum coordination of the HT is also influenced by the instructional organization in use. There is grade teaching system in use in school B1 whereas it is mainly subject teaching in school B2.

Table 16

HT involvement on Coordinating the Curriculum in Rural Schools

Dimension 2: Managing the Instructional Program	Sch	Teachers' responses (%)				Ratings by		
		1&2	3	4&5	N	SS	RP	HT
IV. COORDINATE THE CURRICULUM	B1	**0.0**	**0.0**	**100**	**6**	**3.8**	**4.2**	**4.8**
	B2	**25.0**	**10.0**	**65.0**	**4**	**3.2**	**3.8**	**4**
16 Make clear who is responsible for coordinating the curriculum across grade levels	B1	0.0	0.0	100	6	4	4	5
	B2	25.0	0.0	75.0	4	4	4	5
17 Draw upon the results of school-wide	B1	0.0	0.0	100	6	3	4	4

			Teachers' responses (%)				Ratings by		

#		Sch	1&2	3	4&5	N	SS	RP	HT
	testing when making curricular decisions	B2	25.0	0.0	75.0	4	3	4	4
18	Monitor the classroom curriculum to see that it covers the school's curricular objectives	B1	0.0	0.0	100	6	4	5	5
		B2	25.0	25.0	50.0	4	3	3	3
19	Assess the overlap between the school's curricular objectives and the school's achievement tests	B1	0.0	0.0	100	6	4	3	5
		B2	25.0	0.0	75.0	4	3	4	4
20	Participate actively in the review of curricular materials	B1	0.0	0.0	100	6	4	5	5
		B2	25.0	25.0	50.0	4	3	4	4

In school B1 all the teachers rated the HT involvement in the function as higher whereas it is by 65 percent teachers in case of school B2. The ratings from the supervisors and the self-assessment of the HTs consistently indicate the extent of involvement of HT in school B1 is higher as compared to the case of B2.

In school B1 I observed a number of plans prepared with specification of activities and thus, the HT is seen involved with the teachers in coordinating the curriculum.

Monitor Student Progress. In these small schools, both the HTs expressed that they know most of the students by name which makes easier to monitor progress.

Table 17

HT involvement on Monitoring Student Progress in Rural Schools

Dimension 2: Managing the Instructional Program		Sch	Teachers' responses (%)				Ratings by		
			1&2	3	4&5	N	SS	RP	HT
V. MONITOR STUDENT PROGRESS		B1	**0.0**	**0.0**	**100**		**3.8**	**4.4**	**4.8**
		B2	**15.0**	**10.0**	**75.0**		**2.8**	**4.4**	**4.6**
21	Meet individually with teachers to discuss student progress	B1	0.0	0.0	100	6	4	5	5
		B2	0.0	25.0	75.0	4	4	4	5
22	Discuss academic performance results with the faculty to identify curricular strengths and weaknesses	B1	0.0	0.0	100	6	3	4	4
		B2	25.0	0.0	75.0	4	2	3	4

23	Use tests and other performance measure to assess progress toward school goals	B1	0.0	0.0	100	6	4	5	5
		B2	25.0	0.0	75.0	4	3	5	5
24	Inform teachers of the school's performance results	B1	0.0	0.0	100	6	4	4	5
		B2	25.0	0.0	75.0	4	3	5	5
25	Inform students of school's academic progress	B1	0.0	0.0	100	6	4	4	5
		B2	0.0	25.0	75.0	4	2	5	4

As in other indicators, the teachers and supervisors rated the extent of involvement of both the HTs on the higher side; this is still higher in the case of school B1. Through discussion with the teachers and HT in school B1 it was found that they actively engage in generating and using information on student progress.

Dimension 3: Developing the School Learning Climate

It is related to enabling teachers and at the same time supporting and encouraging students for promoting learning. There are five such functions.

Protect Instructional Time. For the purposes the leaders are expected to absorb any kind of external interruptions to the instructional process and maximize instructional time.

Table 18

HT involvement on Protecting Instructional Time in Rural Schools

Dimension 3: Developing the School Learning Climate	Sch	Teachers' responses (%)				Ratings by		
		1&2	3	4&5	N	SS	RP	HT
VI. PROTECT INSTRUCTIONAL TIME	B1	**0.0**	**3.3**	**96.7**		**4.4**	**4.8**	**4.4**
	B2	**15.0**	**20.0**	**65.0**		**3.8**	**4**	**3**
26 Limit interruptions of instructional time by public address announcements	B1	0.0	0.0	100	6	4	4	5
	B2	25.0	25.0	50.0	4	4	5	4

27	Ensure that students are not called to the office during instructional time	B1	0.0	0.0	100	6	4	5	5
		B2	0.0	25.0	75.0	4	4	4	4
28	Ensure that tardy and truant students suffer specific consequences for missing instructional time	B1	0.0	0.0	100	6	4	5	4
		B2	0.0	25.0	75.0	4	4	3	4
29	Encourage teachers to use instructional time for teaching and practicing new skills and concepts	B1	0.0	16.7	83.3	6	5	5	5
		B2	25.0	0.0	75.0	4	3	4	1
30	Limit the intrusion of extra- and co-curricular activities on instructional time	B1	0.0	0.0	100	6	5	5	3
		B2	25.0	25.0	50.0	4	4	4	2

There are clear cases of protecting instructing time by the HT in school B1.

They have compensation plan for the loss caused by frequent strikes. Besides, I

observed them utilizing full instructional hours. There were no such compensation

plans in school B2 and as complained by the parents, there remained many classes

vacant. Thus, though the rating is high for both the schools, the protection of

instructional time is observed as key priority to the HT of school B1.

Maintain High Visibility. It is a way influencing school processes.

Table 19

HT involvement on Maintaining High Visibility in Rural Schools

Dimension 3: Developing the School Learning Climate	Sch	Teachers' responses (%)				Ratings by		
		1&2	3	4&5	N	SS	RP	HT
VII. MAINTAIN HIGH VISIBILITY	B1	**3.3**	**0.0**	**96.7**	**6**	**5**	**4.4**	**4.6**
	B2	**15.0**	**25.0**	**60.0**	**4**	**4**	**4.6**	**4.6**
31 Take time to talk informally with students and teachers during recess and breaks	B1	0.0	0.0	100	6	5	5	5
	B2	25.0	25.0	50.0	4	4	5	5
32 Visit classrooms to discuss school issues with teachers and students	B1	16.7	0.0	83.3	6	5	4	5
	B2	25.0	25.0	50.0	4	3	4	4

33	Attend/participate in extra- and co-curricular activities	B1	0.0	0.0	100	6	5	5	5
		B2	0.0	25.0	75.0	4	4	5	5
34	Cover classes for teachers until a late or substitute teacher arrives	B1	0.0	0.0	100.0	6	5	4	5
		B2	0.0	25.0	75.0	4	4	4	5
35	Tutor students or provide direct instruction to classes	B1	0.0	0.0	100.0	6	5	4	3
		B2	25.0	25.0	50.0	4	5	5	4

All the teachers in school B1 perceived the extent of HT visibility as high. It is

also supported by the rating from the supervisor. Both the HTs are seen in all school

activities. Besides, the HT in the school B2 has higher teaching load as compared to

HT in school B1.

Provide Incentives for Teachers. It is also a way of extending influence

through motivating and managing teachers.

Table 20

HT involvement on Providing Incentives for Teachers in Rural Schools

Dimension 3: Developing the School Learning Climate	Sch	Teachers' responses (%)				Ratings by		
		1&2	3	4&5	N	SS	RP	HT
VIII. PROVIDE INCENTIVES FOR TEACHERS	B1	**23.3**	**13.3**	**63.3**	**6**	**3.6**	**4.4**	**3.2**
	B2	**85.0**	**0.0**	**15.0**	**4**	**2.8**	**4.6**	**1.8**
36 Reinforce superior performance by teachers in staff meetings, newsletters, and/or memos	B1	16.7	16.7	66.7	6	3	4	3
	B2	100	0.0	0.0	4	3	4	1
37 Compliment teachers privately for their efforts or performance	B1	16.7	16.7	66.7	6	4	5	4
	B2	25.0	0.0	75.0	4	4	5	5
38 Acknowledge teachers' exceptional performance by writing memos for their personnel files	B1	33.3	16.7	50.0	6	3	4	2
	B2	100.0	0.0	0.0	4	2	4	1
39 Reward special efforts by teachers with	B1	16.7	16.7	66.7	6	3	4	3

	opportunities for professional recognition	B2	100.0	0.0	0.0	4	2	5	1
40	Create professional growth opportunities for teachers as a reward for special contributions to the school	B1	33.3	0.0	66.7	6	5	5	4
		B2	100.0	0.0	0.0	4	3	5	1

As compared to other leadership functions, the teachers rated the extent of HT

involvement as little low. In both the case the HTs admitted that they have not been

able to reward teachers, to match their contribution. Still, the teachers in the effective

school showed some expectations to the HT and rated little higher.

Promote Professional Development. It is an area where the HT can make

influence through professional engagements.

Table 21

HT involvement on Promoting Professional Development of Teachers in Rural

Schools

Dimension 3: Developing the School Learning Climate		Sch	Teachers' responses (%)				Ratings by		
			1&2	3	4&5	N	SS	RP	HT
IX. PROMOTE PROFESSIONAL DEVELOPMENT		B1	**0.0**	**0.0**	**100**	**6**	**4.8**	**4.6**	**4.8**
		B2	**20.0**	**0.0**	**80.0**	**4**	**3.6**	**4.6**	**4.4**
41	Ensure that inservice activities attended by staff are consistent with school's goals	B1	0.0	0.0	100	6	5	5	4
		B2	25.0	0.0	75.0	4	3	5	4
42	Actively support the use in the classroom, of skills acquired during inservice training	B1	0.0	0.0	100	6	5	5	5
		B2	25.0	0.0	75.0	4	3	4	4
43	Obtain the participation of the whole staff in important inservice activities	B1	0.0	0.0	100	6	5	4	5
		B2	25.0	0.0	75.0	4	4	5	5
44	Lead or attend teacher inservice activities concerned with instruction	B1	0.0	0.0	100	6	5	5	5
		B2	0.0	0.0	100	4	4	5	5
45	Set aside time at faculty meetings for	B1	0.0	0.0	100	6	4	4	5

| | | teachers to share ideas or information from inservice activities | B2 | 25.0 | 0.0 | 75.0 | 4 | 4 | 4 | 4 |

All the teachers in school B1 have rated the extent of HT involvement in the

function as 'frequent', and I observed opportunities for professional growth through

the school activities.

Provide incentives for learning: It relates to encouraging students for higher

performance.

Table 22

HT involvement on Providing Incentives for Learning in Rural Schools

Dimension 3: Developing the School Learning Climate			Sch	Teachers' responses (%)				Ratings by		
				1&2	3	4&5	N	SS	RP	HT
X. PROVIDE INCENTIVES FOR LEARNING			B1	**3.3**	**0.0**	**96.7**	**6**	**4.4**	**4.6**	**4.6**
			B2	**25.0**	**5.0**	**70.0**	**4**	**2.8**	**4.2**	**3.4**
46	Recognize students who do superior work with formal rewards such as an honor roll		B1	0.0	0.0	100	6	4	5	5
			B2	0.0	0.0	100	4	3	4	5
47	Use assemblies to honor students for academic accomplishments or for behavior or citizenship		B1	0.0	0.0	100	6	4	5	4
			B2	25.0	25.0	50.0	4	2	5	2
48	Recognize superior student achievement or improvement by seeing in the office the students with their work		B1	0.0	0.0	100	6	5	4	4
			B2	50.0	0.0	50.0	4	2	4	3
49	Contact parents to communicate improved or exemplary student performance or contributions		B1	0.0	0.0	100	6	5	5	5
			B2	25.0	0.0	75.0	4	3	4	3
50	Support teachers actively in their recognition and/or reward of student contributions to and accomplishments in class		B1	16.7	0.0	83.3	6	4	4	5
			B2	25.0	0.0	75.0	4	4	4	4

There are higher frequencies towards right in school B1 as compared to school

B2. The ratings from the supervisors and the self-assessments of the HTs also

correspond to the teachers' ratings. In school B1 there are visual displays called- 'star charts' that show the performance of students on different cognitive and non-cognitive areas. I observed the HT of school B2 using very kind words encouraging students to work harder. She was using non-threatening tones with the students. The HT in school B1 was more assertive and may be threatening to some students.

On the whole, the HT from the effective school is rated higher in almost all the leadership functions by the teachers and the supervisors alike. The perceived superiority may also indicate his scope of influence in the school processes.

CHAPTER SEVEN

ANALYSIS OF HT LEADERSHIP PROCESSES

The chapter presents analysis of leadership processes of the case schools: first the analysis of urban secondary schools and then that of rural primary schools. The discussions are organized according to the conceptual framework with four aspects of leadership processes.

HT Leadership Processes in Urban Secondary Schools

As given in the conceptual framework the analysis is presented under the four areas of leadership processes: initiating school development, promoting learning at all levels, managing for results, and strengthening community networks.

Initiating School Development

Initiating school development involves building and communicating vision for school development, and setting directions to realize the visions. As this process is highly influenced by the context of school leadership this section is organized under three themes: the frames of leadership; building and communicating vision; and setting directions for future.

The Frames of Leadership. Generally speaking, leadership processes constitute what principals do and how do they act in a given context. But the act of leadership is guided by the governing frames, the expectations, and at the same time personal competence of the HT (Tornsen, 2009). Thus, according to the Frame Factor Model by Lundgren (1999), there are three distinct frames that provide opportunities

to leadership processes: constitutional frames (e.g., relevant acts and regulations); organizational frames (e.g., financial, physical facilities and structures); and individual level frames (e.g., the knowledge of an individual).According to Lundgren (1999) these frames are to be treated as *providing opportunities for a process not causing the process* (as cited by Tornsen, 2009, p. 14).

Being community schools both the schools are governed by the same set of education act and regulations and have vested the same position powers to the school heads. However, one can observe a number of differences on the way these leaders act in leading their schools.

Confidence to generate support is one of the most important features of the heads of the effective school. The HT of Chetana School considers that the HT cannot blame for the context as unfavorable but has to use his/her skills to make it favorable. Thus he is ready to take responsibility for the school rather than passing blames to other environmental factors to escape from it. In contrast, the HT of Saraswoti School considers the environmental constraints as far more powerful to work upon- mainly the student composition created by past managements.

As an example, the HT from Chetana was quite confident to raise fees and getting it approved from the parents' body and SMC - in spite of legal prohibitions. On the other hand, the HT of the Saraswoti felt environmental constraints as too heavy to provide space for decisions.

Thus, it was found that the HT in effective school develops confidence among the stakeholders and capitalizes it to secure personal power which they can further use for school development, which was not the case in reference school.

There are both similarities and differences in organizational frames of these schools. Both of the schools have good physical facilities. Saraswoti School has rented land as an additional source of resources, and Chetana generates more resources from the students. Chetana has significantly improved physical facilities and infrastructure in the recent years. In contrast, the Saraswoti School is facing financial crunch even to deposit provident fund in time. There are management structures (e.g., a number of committees with involvement of teachers and students) and practices (e.g., regular meetings and interaction) that have been developed in Chetana that separates it from Saraswoti.

The HTs in the effective school was found leading from the front, investing time and resources to developing physical facilities, improving internal management practices and thus contributing to enhancing school image. In this regard, the HT in the typical school was found more dependent to one of the assistant heads.

Regarding individual frame, both the HTs groomed as teachers and assistant heads but no professional preparation before taking the role of the HT. The HT from Chetana had longer exposure to management roles- few years as a HT in another school; over a decade as an assistant head in the same school and more than 16 years in present position. The HT from Saraswoti had some years of experience as an assistant head- but her role as an assistant head was limited to the examinations. Further, as revealed by the discussions with the supervisors and the assistant head, she gained the position with strong backing from one of the assistant heads and she is overly dependent to him jeopardizing her own identity.

The HT of Chetana is appreciated by the teachers and SMC as a person with vision and strong interpersonal skills. With these qualities, as expressed by one of the

heads, he managed to win confidence of all constituencies despite some controversies regarding his accession to the position. Some teachers make criticisms against him for his assertive behavior but the level of criticism is small to make impact on his image and his contributions.

The HT of the Saraswoti School is considered by teachers as soft to make strong impact. Further, there was not much expectation from her from the time she was appointed as a HT.

The conviction of a leader appears important to giving definite direction to school activities. For example, the HT of Chetana was found firm in his decisions to charge fees to students to generate resources, and he even accepted to face physical assault. He seemed ready to take challenge and often dared to work beyond the frames. On the other hand, the HT in Saraswoti was focused to maintain the system without making big changes within the remaining one year of tenure as a head.

Setting Directions. The International Successful School Principal Project (Day and Leithwood, 2007), categorized the principal's processes into five groups[32] and setting directions is the first among them. The process is described as including visioning, fostering the acceptance of group goals, and having high performance expectations on staffs and students.

The HT of Chetana School has high involvement in deciding the course of development, both physical and instructional development. He is leading the physical development of the school and at the same time challenges existing practices on

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[32] The other four processes include- a) understanding and developing people besides serving as a role model; b) redesigning the organization that involves creating collaborative cultures and supportive structures; c) managing teaching and learning program that involves planning and supervising instruction; providing instructional support, and monitoring school's progress; and d) coalition building that involved establishing relations with district staff and community groups (Tornsen, 2009, p.24).

instruction and assessment. His consistent focus on zero retention (i.e., failure) rates demonstrates his responsibility for student learning. He often restates his thesis that 'repeating the same grade did not show progresses and this has many things for the development of the school.

First, it shows the learning orientation- to learn from the past practices. Also, it relates to the high standards of performance for school practices- guiding the actions of the teachers. Finally, it is accepting responsibility for student learning, rather than transferring the responsibility to the student or family factor.

Similarly, as stated in the second category, the HT role models to teachers in many respects, particularly, in demonstrating commitment for school development. One of the teachers publicly expressed that his HT has wonderful dream and all of them are to support the HT to realize the dream.

In contrast, in the Saraswoti School, the teachers do not consider the influence of HT as significant in deciding the course of action for school development. They perceive that many of the important decisions are made before they are brought to the HT, and the HT is supposed to endorse them. The HT admitted that her focus is mainly on maintaining regular operation of the school. It seems there is not much thinking beyond the regular maintenance role.

Leithwood and Steinbach (1995) consider 'thinking' as a preceding function to 'acting'. Accordingly, the interpretation of a problem situation is important for determining goals and this process is guided by the principles and values held by the individual. Thus, the 'individual frame' is critical in the process of determining goals, setting direction and showing commitment to the process.

The HT of the Chetana School interprets the instructional practices in the school as traditional lecture based. He showed his dissatisfaction on the level and extent of feedback provided to the students. He considers that the students are forced to follow the teachers and there is not much space for creativity. Despite all these realities, he thinks his school is still one of the better schools that have shown consideration for the development of the students.

The HT of Saraswoti School does not see much problem with the processes and practices in the school. Rather, she showed her dissatisfaction against the family background of students and their poor learning environment at home. Her interpretation is such that the problem lies with the student body and she has no control over the problem. As a consequence, there is not much initiative from the HT to solve or mitigate the problem.

There are findings that support that framing and sustaining goals constitute one of the prime leadership functions that influence the school outcomes. Hallinger and Heck (1998) reviewed a number of studies and present their findings:

> …the most important findings among the studies support the view that principals' involvement in framing, conveying, and sustaining the schools purposes and goals represent an important domain of indirect influence on school outcomes. (p. 171)

Though the importance of setting goals is well established, the way goals are employed differs in different cases. Hallinger and Murphy (1986) discovered that some of the principals make use of the clear and specific goals as an instrument for coordination and control. Whereas others *employed goals in a more generative manner building upon and reinforcing important purposes that emerged from the staff and community* (Hallinger and Heck, 2002, p. 17).

In both the schools, there are no explicit goals, though there are general directions provided by the HT in the Chetana School. For example, the HT in the Chetana School holds that the school should aim at reducing failure rate to zero percent. I observed him reiterating this conviction in the formal speech as well. He was pushing teachers to work harder to facilitate all students to learn. The focus of HT in Saraswoti is to regular operation of school.

Transforming the Organization. According to Day & Leithwood, 2007; Fullan, 2000, transforming a school as an organization involves change in both the structures and culture of school (reviewed by Tornsen 2009). In this respect, the HTs try to influence through direct leadership and or through providing prerequisites. In the first case, the principals aim at bringing changes through leading teaching and learning. Secondly, it is through providing prerequisites for teaching and learning.

A natural curiosity then is, whether successful principals respond to both of these aspects together or could there be sequencing? To Elmore (2008) the choice of these aspects depends on the phase of development of the school. Accordingly, successful principals get involved directly in the core processes in the early stages of development. And with advancement in processes, and teachers taking responsibility for their own practice, the principals can attend less to the direct involvement and instead more to indirect involvement.

Both the HTs were not found engaged in direct supervision. The HT in Saraswoti is focused on regularity of classes, than on improving instruction. She considered that the teachers are experienced enough to require direct supervision. The HT in Chetana found relying on professional dialogue rather than direct supervision and control, to improve instruction.

In the Chetana School, the HT has mobilized one of the assistant heads to dealing with curriculum matters. At the same time, he is fully aware of the instructional processes, and engages in the discussions. In contrast, the HT in Saraswoti relies heavily to the assistant head.

Using Elmore's argument, the most important role of the principal is to make teachers able to take responsibility for improving their own practice. The same assertion is made by Bass and Riggio (2006) while describing the components of transformational leadership. Accordingly, the intrinsic motivation and positive development of the followers forms the core of the transformational leadership.

The HT in Saraswoti did not seem to challenge teachers and did not seem to invite them to meaningful discussions. Had the teachers been provided opportunities to present their experiences with their colleagues, the teachers might have developed some intrinsic motivation. In absence of these, her practices are almost indifferent in setting direction for school development. The teachers do not recognize the HT practices as role model.

The practices of the HT of the Chetana School, is considered as role model mainly by younger teachers, but that was not the case with the senior teachers. Some of the senior teachers are critical and label the HT practices more as authoritarian. However, I observed him utilizing senior teachers to develop younger teachers. The HT expressed that he invites teachers to share their ideas and opinions in meetings. But most of the senior teachers considered that more as a direction from the HT.

Promoting Learning at all Levels

The purpose of a school as an organization lies in fostering learning of students and teachers alike (e.g., Law & Glover, 2000). Moreover, to adapt to the

changing demands, the school has to draw lessons from its own practices and prepare itself to cope with the pressures and expectations from the environment. There are demands emanating from the market and also from the advancement of the technology and school leaders should be prepared to respond to these demands.

In this regard, Stoll et al., (2002) define the scope of the task of principals for ensuring learning as follows:

> Ensuring learning at all levels means, particularly, understanding and focusing on student learning, continuing professional learning of teachers and leaders, and organizational learning. (Stoll, Bolam, & Collarbone, 2002, p. 48)

The Principal Instructional Management Rating Scale (PIMRS) was used to measuring the instruction leadership of the HTs as practiced and as experienced, i.e., responses of the HT, the teachers and the supervisors (both School Supervisor and Resource Person) were analyzed. It is important because, as Leithwood and Jantzi (2008) report, teachers are more likely to have the most authentic information about their principals' leadership. Further the information obtained from the scale was substantiated through information generated from observation and interviews.

The leadership functions are grouped into three dimensions: a) defining the school mission, b) managing the instructional program, and c) developing the school learning climate. Further, there are processes adopted by the leader for promoting organizational learning. Hence, for the purpose of analyzing the leadership processes for promoting learning, four broad parameters are utilized.

Defining the School Mission. There are two leadership functions under the dimension and they relate to framing and communicating school goals. As discussed in detail in Chapter six, the ratings from the teachers are distinctly in favor of the

practices of HT in school A1- for both of the leadership functions. The perception of the teachers is important because it may also determine the degree of influence of the HT to the teachers.

The School Supervisor (SS) and the Resource Person (RP) work closely with the HTs and are in appropriate position to assess the extent of involvement of the HTs on these functions. Moreover, these people are working in the position for a number of years and have good observation of the HT practices. According to their assessment, the HT from school A1 has more frequent engagement in framing and communicating school goals.

The results from self-assessment of the HTs are not that consistent and the HT from school A2 often rated her involvement as higher. It may also be interpreted as relative to the understanding of the demand of the job. Further, according to Leithwood and Jantzi, (2008) the leadership as experienced has greater reliability as compared to leadership as practiced; and teachers' responses are more authentic as compared to the self-assessment.

Both of these schools do not have any written or explicit goals that are few in number and specific enough to guide the behaviors of individual teachers and staffs in the schools. Neither these goals are highly visible as it is described in the Scale. However, the supervisors could observe and distinguish the signals provided by these HTs in giving directions for school development. They distinctly perceived greater involvement of the HT in school A1.

Managing the Instructional Program. The three leadership functions under the dimension are: supervise and evaluate instruction; coordinate the curriculum; and monitor student progress. It was found that the teachers rated the involvement of the

HT in school A1 as consistently higher in all these functions so is the ratings from the SS and RP. The self-assessment shows somewhat different picture: the HT from school A2 rated her involvement as consistently higher in all of these functions as compared to case of school A1.

The findings from the interview do not support the reports in the Scale. Both of the HTs admitted that they do not supervise teachers often. In the case of school A1, the HT reported that he visits to the classes on request or whenever there are some complaints about teaching. He further mentioned that he walks around the classes to feel what is going on inside. Besides he consults with the students to assess their level of satisfaction. He has delegated task to coordinate the curriculum, though he involves himself in monitoring student progress.

In school A2, the HT does not see any such need to supervise classes. She has delegated the task of coordinating curriculum to one of the assistant heads and there is not much monitoring of student progress from her. Despite these, the teachers might have interpreted 'supervision' as working under a person- and rated accordingly.

Developing School Learning Climate. There are five leadership functions under the dimension: Protect instructional time; Maintain high visibility; Provide incentives for teachers; Promote professional development; and Provide incentives for learning. The focus of the first function is on increasing net learning time and I observed the involvement of the HT in school A1 as distinctly higher as compared to that of school A2. During interview, the HT expressed that he compensates the losses of instructional days in a year through cut from the long vacations.

Both the HTs take classes regularly and are visible among students. I found the HT in school A1 as more visible among the teachers and students. He visits

teachers' room regularly, discusses with teachers; counsels students; observes the students in the assembly; and is seen talking to the students and outsiders. His influence is distinctly visible among the students. The extent of visibility is discussed positively among teachers and that is carried down to students.

Though the HT in school A2 walks around the classes, or compound I did not perceive her extent of influence to the extent. Besides, the teachers rated the extent of involvement of HT in school A1 as consistently higher in providing incentives for teachers and learning; and promoting professional development. The ratings from the SS and RP are also consistent with the ratings from the teachers.

According to the HT in school A1, there are a number of incentives provided to the teachers. He maintains 'teaching' as the core process in schools and teachers as key people in the process. He believes that because of the incentives and environment, teachers do not want to leave the school once they join it. There are school based professional development opportunities created by the HT. Besides, he encourages teachers to engage in qualification upgrading programs. Students with superior performances are recognized in the official ceremonies and they are observed in the school calendar as well. Thus, the leadership processes adopted by the HT is clearly visible and distinct.

In school A2, the HT is visible, but is considered by teachers as less assertive and shadowed by one of the assistant heads. The organizational frame does not allow providing incentives to teachers and she has not thought of using measures like appreciation letters, neither has used any school based teacher development programs.

Analyzing the ratings on the Scale, it was found that the teachers and the supervisors alike rated the extent of involvement of the HT in the effective school

higher as compared to the HT in the comparison school. These positive perceptions of the stakeholders signify the scope of influence of the HTs on school management.

Promoting Organizational Learning. Organizational learning can be considered as a condition for sustaining and furthering the achievements made any school. Moreover, it is a continuing process of adapting an organizational structure, culture and processes to the external demands and expectations based on its experiences. Morgan (1986) in this regard, describes organizational learning process as a cycle involving 'evaluation', 'feedback' and 'corrective action'. Quoting Morgan (1986) Scheerens (2000) describes four key principles of cybernetics, constituting a 'theory of communicating and learning':

- Systems must have the capacity to sense, monitor and scan significant aspects of their environment;
- They must be able to relate this information to the operating norms that guide system behavior;
- Systems must be able to detect significant deviations from norms;
- They must be able to initiate corrective action when discrepancies are detected". (p. 86-87)

In primary and secondary education a certain degree of standardization is maintained in the curriculum and in testing to provide a common basis for further education. Though the curricular learning outcomes and testing are given as fixed, there is a relatively significant level of flexibility in designing the school processes.

Acknowledging Morgan (1986) Scheerens (2000) discusses conditions for organizational learning such as 'the encouragement of openness and reflectivity, recognition of importance of different viewpoints, and avoiding defensive attitudes towards bureaucratic accountability procedures' (p. 87). He further describes some important leadership processes for organizational learning such as- establishing

relatively stable performance standards, creating opportunities for staff development and adopting work-oriented consultation between staff.

The records of staff meetings in the Saraswoti School showed that the school tried different options to fixing class schedules. There is not much trial after she took leadership role. Further there is not much opportunity for staff development and not much effort from the management to promote sharing among staffs. The grouping of teachers by subjects might have helped somewhat but the teachers do not seem to realize the importance of such grouping practices. The result is consistently poor in mathematics and there are no serious efforts made to intervene in.

The HT in Chetana seems focused to learn from organizational practices and results. He described an incident of changing student grouping practices; in that event the practice of ability grouping was abandoned based on the learning that the consequence was not on the larger interests of the student population. Similar lessons were drawn with regard to retaining or punishing students for disciplining them.

There are no documentations as such, of these lessons, but there are a number of such stories with the school. The HT has shown openness and reflexivity; encouragement to teachers to try something new; and he is bold enough to take risks-whether it be a case of changing the assignment of senior teachers based on experiences or introduction of English medium instruction, or use of grade teaching system when there was resistance from the teachers.

The HT of the effective school demonstrated strong emphasis on promoting student learning. His extent of involvement in defining and communicating school mission, managing instructional program, and developing school learning climate was found to be rated higher than the case of their counterparts in comparison school.

Managing for Results

Here, the role of principals are discussed as managers of school processes and the focus is on making strategic decision to allocation of resources, creating structures to effectively and efficiently implement the design, installing monitoring systems. These functions of leaders are more related to the managing order and stability in the organization and often described as managerial leadership.

Through the review of a number of literatures Klinginsmith (2007) established five main aspects of managerial leadership: a) providing order and stability, b) aligning activities and resources with results, c) coordinating activities, d) involvement in staff selection and appraisal, and e) instituting organizational control. The involvement of the HTs in each of the functions will be discussed below.

Providing Order and Stability. Both the schools have similar structures like-similar governing system; and provision of HT, assistant heads, the class teachers, and the monitors. They have plans and mechanisms to execute the plan. They have systems to make decisions and authority of different layers are defined, sometimes explicit and some others implicit. Thus, these structures and instruments help providing order and stability.

Moreover, the HT in Chetana has created a discipline committee and other detailed procedures developed over the years: for example, the accountant has to prepare voucher and get it signed from the HT on the same day of transaction. There are similar guidelines to the class teachers, the monitors, and to the Discipline Committees. When there are cases of disobeying the rules, for example, by disobeying school conduct by students, they get settled at the nearest possible level.

The HT in Saraswoti seemed pretty released, as much of these issues are dealt by senior assistant head. She has been in the school for more than three decades, she knows the school rules but rarely felt any need to change them. She walks around the classes to see the regular conduction of classes. Apart from that no specific initiative was observed from the HT.

Aligning Activities and Resources with Results. During discussion, the HT in Chetana was linking cost implications of each of the interventions. For example, he was comparing costs and benefits of activities like Friday Meeting (Faculty meeting), Weekly Test; and Incentives to teachers for saving annual leaves. The HT claims, and also confirmed from teachers, that teachers are authorized to make expenses and claim for reimbursement – for books or instructional materials.

Due to financial crunch, the HT of Saraswoti School is mainly concerned with cutting spending. She is not fully aware of the resource base, expenditure items and links to the results. The analysis of major issues and their implications to the resources appeared missing.

Coordinating Different Activities in Schools. According to Mintzberg (1979) there are two main issues in organizing: assigning tasks and coordinating them (Hoy and Miskel, 2001). It is ensuring that all the efforts are directed to attaining the same purpose. The specific ways used for coordinating in organizations include: creating structures like Committees, or linchpin; organizing joint planning sessions and preparing a plan of operation with responsibilities; and organizing meetings.

In Chetana, there are not many structures for coordination: the assistant heads and the class teachers in general matters and the department heads take responsibility for the academic matters. Moreover, the planning workshop organized in the

beginning of the school year. The frequent and informal communication among staffs also facilitates the coordination process. The Staff Meetings are viewed by teachers as used by the HT to flowing information rather than for open consultation.

The Saraswoti School has a small committee called 'administration', consisting of the HT, assistant heads and administrative staffs with few department heads. This Committee is mentioned by the HT for coordinating all important activities in the school. The teachers view this Committee as a narrow enclave or turf with vested interests and a way of bypassing teachers from the important matters.

Getting Involved in Staff Management. According to the Education Act and Regulations, teachers in the government approved positions are selected by the Teacher Service Commission and belong to a national cadre. Apart from that schools have mandate to recruit additional teachers on own source. In the first case, the role of the HT is limited to employing teachers, in second the HT can have substantial influence. Similarly, the HT can appraise performance of those teachers who are junior to him. For teachers in the same grade level, the influence potential through appraisal function is limited.

In Chetana, the HT has a potential for greater influence in selection decisions for large number of teachers on school's sources. However, the influence through appraisal is limited as there are many teachers who are of the same or higher grade levels. In Saraswoti, the HT has very limited control over staff selection and appraisal. As mentioned by one of the assistant heads she got the responsibility of head-ship as she assured to follow the advice and directions from the 'team'. Further he mentioned that 'even if the HT has some position power, she cannot use against the will of the

team'. Thus, the influence of the HT has substantially limited. More importantly, teachers perceive the influence of the HT as very much limited.

Instituting Organizational Control. For the purpose of focusing on results, the managerial leader has to define the results, clearly assign the responsibility for attaining the results, set accountability requirements, measure performance to detect deviations, if any, and ensure the timely corrective actions. There are not many measures adopted by the HTs in both of these schools for instituting organizational control. Both of the HTs reported that they organize meetings to discuss on student achievement after each of the terminal and final examinations.

In Saraswoti, the HT is not that involved in instituting organization control. She has not initiated any reward/sanction measures linked to results. In Chetana, as evidenced from the records of staff meetings, there are critical assessments made after each of the examinations, and there are decisions to make corrections. However, the accountability measures are not that clear and stringent. However, the HT is perceived by teachers as strict and focused on results.

Strengthening School Community Networks

Analyzing the trends in leadership context, Cheng (2002) described a shift from an isolated school management to a new leadership focus with higher involvement of parents and community. The implications are that the skills in building partnership with community and developing a sense of collaboration became important. There are other research findings that support the importance of strengthening school community networks for school effectiveness. For example, the research findings from the International Successful School Project (ISPPP) provided 'coalition building' as one of the five distinct categories of principal practices.

According to Day & Leithwood (2007), building networks and coalitions involves establishing relations with district and community groups.

Community schools in Nepal have closer ties with the community they work for. And as a figurehead of a school, the HT has a special role, in mobilizing support from the community. In this regard, the HT has to work with these four important constituencies: a) parents, b) immediate community, including local NGOs and CBOs, and the local bodies; c) education administration and other government agencies; and d) teacher professional bodies and other schools in the neighborhood.

Working with Parents. Scheerens (2000) has described the role of HT as important to promoting parental involvement and at the same time buffering to protecting the technical processes. In Chetana, there are at least two special measures utilized to promoting parental involvement in supporting student learning. Firstly, the school circulates monthly Report Cards to parents and that returns back with comments. Secondly, there are regular parent-teachers meetings organized. The HT has strong views about both of these measures. Further, he utilizes the meeting to counsel parents about their roles to support their wards' learning.

There are no such practices for regular communication with parents in Saraswoti School. According to the HT, parents are invited to receive report cards at the end of each of the examinations, but very few of them turn up as there are many 'working children'. The HT has no strong views on involvement of parents in promoting student learning.

The HT in Chetana has developed strategies to generate support from sponsors to help working students. Accordingly, as a condition for admission, sponsors are required to commit to provide all necessary supports. The HT in Saraswoti cannot

enforce such conditions as she is losing students. Thus improved performance also increases selection power of the HTs.

Working with Community. According to the *resource dependence* perspective (Hoy and Miskel, 2001), environment is important to provide scarce resources- whether it be financial, personnel, information and knowledge, and product and services. When organizations are high in need of resources that are low in supply, the dependence is higher.

In the context of Nepal, especially in urban areas, schools are opened not quite on the tight planning frame. Rather, they operate as in market-type mechanisms, where they have to demonstrate performance and attract students. Similarly, the resources are always in short supply and grants provided by the government are not adequate to meet needs for development, if they meet the maintenance needs. As a result, the roles of the HT appear important in mobilizing support from the community for meeting developmental needs.

The Chetana School successfully mobilized a substantial amount of physical and financial resources from the government and local bodies, and some support from NGOs. For example, the school managed to acquire a precious piece of land adjoining to the school; mobilized resources to construct retaining walls to safeguard the school premise from a river. The school raised more than 12 million rupees for constructing a new building, and the leadership of the HT was important. A number of partners are working with the school, both for physical development and providing supports like scholarships. The assistant head expressed that the school has benefitted a lot from the network and communication skills of the HT.

The sense of 'community' is strong in Saraswoti. The community people are concerned to promote local linguistic identity and started organizing classes in mother tongue. Thus, they have interest associated with the school, but the school has not been able to mobilize even a small support to fit windows to the classrooms. There are some NGOs providing support to the school however, the role of the HT did not appear prominent in mobilizing these supports.

Building Relation with Administration. The education administration provides resources and also supports the development initiatives of the school in many ways. In addition to the financial, personnel and knowledge/ information resources, these agencies provide services like supervision, training, and other documents to the schools. When the school has good relations with the office they have more likely to have better access to these resources and services.

The HT of the Chetana School claims that he has better access to the services and resources: as he represents in many of the committees in the curriculum development and in examinations he has easy access to the resources. Moreover, he recommends his teachers to represent in subject committee meetings. Thus, he has earned power to command loyalty from the teachers.

In addition to the regular grants from the District Education Office (DEO), the HT from Chetana has utilized his connections to mobilize occasional grants from the Ministry of Finance (MOF) for infrastructure development. In Saraswoti School, the HT has limited connections to make influences to acquire resources. However, the school has given office space for the Resource Centre and has very good relations with the technical people like supervisors.

Thus, maintaining relations with the education office and other government agencies meant improving chances of getting access to resources including the services. These resources help develop the school, and at the same time help improve the image of the HT, and command loyalty among teachers and local community. In this sense, more than an instructional or a managerial leader, the HT has to act as a political leader. Again, effectiveness of the school is linked to these relations.

Working with Teacher Professional Bodies. Schools may seek to learn from others and at the same time be ready to share effective practices and to work in partnership with other schools. In this regard, the role of the HT is very important. The HT in Chetana School says that he has good relationship with a number of teacher professional organizations and other schools. Whenever there are some issues he shares with HTs from other schools and seeks advice. He has started awarding letters of appreciation to HTs from schools in the neighborhood. Furthermore, the HT has organized visits of teachers to some of the reputed schools with planned reflection sessions afterwards. Further, planning meetings are organized after visits. The HT often represents teacher community, in interaction sessions organized by the government, civil society and education journalists.

The HT from the Saraswoti School is relatively new and does not have that recognition as a school head. With a long teaching experience she does not feel real need to organize visits to other schools. For her, the task of managing school is simple: organizing regular classes and make students learn better. The membership in professional organizations and networks are not that important for her and the scope of influence and the opportunity for learning from others are very much limited.

HT Leadership Processes in Rural Primary Schools

As in the case of urban secondary school, the analysis is presented according to the conceptual framework with four leadership processes, viz., initiating school development, promoting learning, managing for results, and strengthening networks.

Initiating School Development

The contexts of leadership, the organizational frame, the competency requirement at the individual level make clear distinction between the leadership processes of HTs in primary schools as compared to the heads of secondary schools.

Frames of Leadership. The governance system of both primary schools-Adarsha and Balsudhar is almost the same, with the same sets of education act and regulations applying to both the schools. There is one distinction though- the Adarsha School has been transferred to community management few years back whereas the Balsudhar School has not. The HT perceives that this decision of transferring management to community has made no change in his role as a HT.

The heads in the rural primary schools in Nepal are generally full time teaching heads, with little time left for planning and management of school affairs. The HT from the Adarsha School had similar role for many years, though it has changed for a couple of years now with limited teaching and more management roles. In contrast, the HT in Balsudhar School is a full time teaching head.

The individual frame of the HTs in these schools have large variations: while the HT in Balsudhar School has been in the position for just over a year, the HT in the Adarsha School has more than 18 years and has full cooperation from his staffs. The HT in Balsudhar has to negotiate with a senior teacher, a former HT who remained her supervisor in the past.

After attaining the status of model school, the confidence of the HT still increased and he expects more time from his teachers than simply complying with official hours. He says- 'I commit myself for extra hours and I expect the same from the teachers; if they feel that is too much then we cannot work together'. It sounds a bit dominant posture of the HT and at the same time shows his level of confidence.

The HT in Chetana has participated in different training courses including a training course on school management. However, he considers his source of power lies in his ability to design instructional activities. It may be because of the limited managerial role attached to the job in primary schools. The HT from Balsudhar is new and has not attended any management training yet, though she has participated in a number of teacher-training courses.

Thus, with the same constitutional frame, the organizational and individual frame could be quite different that influence the power of the HT and confidence in management affairs. The leadership processes are not independent of these frames.

Setting Directions. According to Day and Leithwood, (2007) have established 'direction setting' as one of the key processes adopted by principals, that includes visioning, fostering the acceptance of group goals, and having high performance expectations (as cited by Tornsen (2009).

During conversation, the HT in Balsudhar did show her strong desire to improving the school. However, she perceived the peripheral problems as more important (e.g., fencing compound); or she considered effects as problems (e.g., there are fewer students). She failed to see the causes underlying the problems. She did not perceive much problem on core school processes.

The main emphasis of the HT in Adarsha is on instructional matters. He learned that improving classroom processes is essential to attracting community and mobilizing external support. Thus, it is more than making classes regular, it is changing the technology. He role models to teachers in many respects: in demonstrating commitment for school development and in designing instructional activities. Setting high standards of performance to both teachers and students are some of the features of HT practices.

However, the HT in Adarsha senses threats to school from market mechanisms, and the presence of private schools in the area. He is sensitive not to lose the unique character and so not willing to follow private schools by adopting English medium instruction.

The HT in the Balsudhar School is working for getting the basics right. She is proud to re-introduce class bells and keeping the daily routine. Reshaping the instructional practices has not been a matter of urgent action to her. She senses a great threat of losing students. But she is not quite clear what made these parents to seek a different school. As a result there are no clear goals for school development.

Transforming the Organization. The HT in Adarsha School is making efforts to improving teaching and learning through direct leadership also in providing prerequisites. It seems that his focus has changed in recent years from the engagement in the direct classroom instruction to the creating supportive environment. As stated by Elmore (2008) the priority of the HT might have shifted to the external development as the teachers are relatively confident on their own practice.

The focus of the HT in the Balsudhar School is to making classes regular and attracting students. So, she is still trying to making basics right. However, she is a full

time teacher and does not engage in direct supervision and control. She made attempts to mobilize community support but left without much success.

Bass and Riggio (2006) considers one of the most important roles of the principal as to making teachers able to take responsibility for improving their own practice. In Adarsha School, the HT has created an environment where the teachers feel a challenge to continuously improve their practices.

I sensed that the teachers in Balsudhar School started feeling better after the new HT took leadership role and the school re-gained normalcy. However, they still do not feel a challenge to improve their practices.

Promoting Learning at all Levels

The PIMRS was used to measuring the leadership processes of the principals as practiced and as experienced, i.e., responses of the HT, the teachers and the supervisors (both SS and RP) were analyzed.

The findings from the Scale are discussed under the three dimensions: a) defining the school mission, b) managing the instructional program, and c) developing the school learning climate. Further, there are processes adopted by the leader for promoting organizational learning. Hence, for the purpose of analyzing the leadership processes for promoting learning, four broad parameters are utilized.

Defining the School Mission. It was found that the teachers in school B1 rated the extent of involvement of the HT in framing and communicating goals as higher as compared to the teachers in School B2. The self-assessment from the HT and the ratings from the SS and RP were consistent with the teachers.

It may also be because of perceived higher performance of School B1, the teachers and the supervisors alike consistently rated higher while assessing the HT

performance. I did not observe any focused set of goals in both the schools- that are fewer in number and sufficiently clear to guide the behaviors of the teachers. However, there are some generic goals prepared by school B1 and there are clear aspirations among teachers there.

Managing Instructional Program. Supervising and evaluating instruction, coordinating curriculum, and monitoring student progress form the core leadership functions under instructional leadership. In the small schools, there is no formal supervision and evaluation of instruction, rather the HT can have informal sharing at the best. Most of the teachers (more than 80 percent) in School B1, however, rated the extent of involvement of the HT in supervision function as high.

In School B1 there are activities that can be termed as repackaging of curriculum, and the HT actively engages himself in the process. The HT directly engages in monitoring of student progress. On the other hand, majority of the teachers in school B2 rated the involvement of HT in supervising and evaluating instruction as 'sometimes' or less. The HT engages in coordinating curriculum, particularly preparing and implementing instructional schedule.

The self-assessment from the HTs looks almost similar and they rated their involvement as either 'frequently' or 'almost always'. The ratings from the supervisors are somewhat different. The supervisors consistently rated the involvement of HT in school B1 higher as compared to the HT in school B2.

I did not observe and did not sense through the interactions that supervision and evaluation of instruction as a regular leadership function in both of these schools. However, I observed the HT in school B1 is more frequently involved in coordinating curriculum.

Developing School Learning Climate. Developing school learning climate can be considered as an indirect leadership function supporting to the instructional processes. Protecting instructional time, maintaining high visibility, and providing incentives to teachers and students and promoting professional development forms the core functions under instructional leadership.

Almost all the teachers in school B1 rated the involvement of the HT in school B1 as 'frequent' in protecting instructional time. That was also confirmed through observations and interactions. The case is little bit different in the case of school B2 where the teachers rated slightly lower. I observed the parents making complaints against the HT and teachers for wasting part of the instructional time. The self-assessment from the HTs and the ratings from the supervisors also closely correspond to the teachers' ratings.

Almost all the teachers in school B1 rated the involvement of the HT in maintaining high visibility as 'frequent' whereas only 65 percent of the teachers did so in the case of school B2. My observation tells that the HTs are highly visible in school activities in both the schools. The supervisors also rated in the same line.

The HT involvement is rated lowest in the leadership functions related to providing incentives to teachers. In both the schools, teachers perceived the role of the HT as not that significant in providing incentives to them. The ratings from the supervisors and the self-assessment from the HTs also confirms this.

The teachers in school B1 rated the HT involvement in promoting professional development as 'frequent' or more and I perceived that there are good opportunities for professional development through practice. The ratings from the teachers and

supervisors in school B2 was also similar, though I did not perceive as that many opportunities created by the HT in the school.

In the small schools, the HTs know all the students and even their parents personally. Most of the teachers in both the schools considered the HT involvement as 'frequent' in providing incentives for learning. The self-assessment from the HTs and the ratings from the supervisors did correspond to the fact that the HTs recognize superior student performance and encourage the behavior in whatever way they can.

Promoting Organizational Learning. There are a number of conditions provided in the Adarsha School for organizational learning. Hundreds of visitors visit to the school and organize discussions. According to the HT, these discussions help assess their practices from others' eyes and work further to improving them. Besides, the school organizes visits to others schools almost every year.

According to the HT and the teachers, they feel a challenge to maintain the level and remain a centre of attraction. The teachers shared that there were instances when the idea was borrowed by some other teachers who visited the school. And, the teacher considered that the idea is no more his own that has been in practice in many schools and there is a need to keep thinking and to develop something new to remain as a centre of attraction.

The students help teachers collect and construct materials and they take responsibility to managing these materials. As a result, even the students have started thinking of making some new materials or collecting something new they find in the community. The HT has important role to play in promoting this sort of learning orientation among the teachers and the students. He encourages teachers, assists them, provides newer ideas and acknowledges their contributions when there are visitors.

The HT and teachers in Balsudhar have started showing interest in improving their practices. However, they are not very clear how and where to start. They have not made planned visits to other schools. There is some sort of 'ego' with the neighboring school and they are hesitant to visit to that school. The HT asked me about the ways of improving school, so the motivation is there, but they are not confident that innovation is possible from inside.

Even in the Adarsha School, there are many developments that are not documented. They reflect on their practices and the motivation for doing so also comes from the visits organized by outside schools and other partners.

Managing for Results

The management roles of the HTs in small schools are relatively low and many of the decisions in these schools are made in consultation with the teachers. In fact, there is not much hierarchy; the relationship is generally collegial and the power distance is very low between the HT and the teachers.

The frame from Klinginsmith (2007) consisting of five aspects have been used for analyzing managerial leadership: a) providing order and stability, b) aligning activities with results, c) coordinating different activities in the organization, d) involvement in staff management, and e) instituting organizational control.

Providing Order and Stability. There are no such structures like-management positions, discipline committees, or assistants or in-charges created for maintaining order and stability in both of these school. In Adarsha, some of the management roles are divided among the teachers. There are no such role divisions in Balsudhar School. However, the HT consults with the teachers.

In Adarsha, the rules of regular operation of the school are firmly established and teachers are well familiar of the expectations from them. There are no written rules, but teachers reach school before 9:30; classes start in time; and the normal business runs. Thus, the HT feels that his absence does not make a lot of difference.

In Balsudhar, that sort of automation is yet to be established. The students keep coming till 11:30; some of the teachers reaches school late; classes are vacant-either because of fewer students or because of late arrival of teachers. So, the HT admits despite her efforts, the order and stability is still a question. The role of leadership is important in maintaining order and stability. But the standards for the 'order' are contingent upon the level of development, the community expectations.

Aligning Activities with Results. The HT in the Adarsha School consults with teachers in matters of allocation decisions. Though there are no formal review sessions, they review activities and results.

Same is the case in Balsudhar School, in matters of allocation decisions. They together make decisions regarding new activities or allocations. However, there is no such mechanism of reflection as to whether these activities are helpful for achieving the results. The HT claims that all these activities are transparent. Both of these schools conduct Social Audits regularly.

Coordinating School Activities. The issue of coordination is important in every organization, but that is more important in big organizations involving many people. In Adarsha School, there are five teachers including the HT. The teachers spend most of their time together in off hours. There is no need to call a special meeting to gather these teachers, as they are in the same room and have their afternoon snacks together. Even then there are frequent meetings and they record all

important deliberations of the meeting. It has become a usual practice to organize planning workshops in the beginning of school session. Besides there are not any committee structures created for the coordination purpose.

The case of Balsudhar School is not different. There are few teachers and they share the same room in the off hours. There are frequent informal communications and many of the decisions are made through such informal communications. One factor that is different in the school is the presence of the former HT; who has not yet accepted the withdrawal from the headship. Because of that there is some level of conflict that can be observed in the school.

The staff meetings in the Balsudhar School are not that frequent. However, frequencies of these meetings have significantly increased after the new HT taking leadership role. There are annual instructional plans prepared though there is not much energy to implementation.

The culture of working together, the culture of collaboration is predominant in both these schools; but the HT in Adarsha School is more assertive and directive at times. Nevertheless, the HTs in both the schools skillfully coordinated the activities.

Getting Involved in Staff Management. There are not many selection decisions in these small schools. Nevertheless, there are some occasions, where the HT can influence the selection decisions. The role of the HT in Adarsha School is important in selection of the ECD facilitators. His source of influence is both- the position as well as his connection in the environment.

In the case of the Balsudhar School, there is not much influence from the HT. It may be also because she is relatively new. However, that has not become an issue for commanding loyalty among the colleagues except the case of the former HT.

The involvement of the HT in teacher selection matters has significance both in terms of seeking a competent person, and commanding loyalty from the staffs. There is not much scope of teacher selection in the small schools.

Instituting Organizational Control. Defining results from each of the individuals and making them accountable for the results constitutes the control measures in the schools. There are no explicit measures of control in both of these schools. As there is grade teaching system in practice, teachers in Adarsha School, are assigned to a group of learners and are responsible for all the different subjects they teach. So, the HTs mainly controls through the regular attendance and regularity in teaching. The rest, they discuss among their colleagues.

In Balsudhar, there are no formal measures to making people accountable for their performance. In a meeting I attended, the parents showed their dissatisfaction on the level of performance, but no one is ready to take responsibility. The immediate goal for the school is making classes regular, and they have no measures to control the results. This lack of control weakens the potential of the HT to ensuring performance.

Strengthening School Community Relations

The HT has to work with these four important constituencies: a) parents, b) immediate community, including local NGOs and CBOs, and the local bodies; c) education administration and other government agencies; and d) teacher professional bodies and other schools in the neighborhood. The networks of relations with these communities are important for determining the HT leadership in the school.

Working with Parents. The HT from Adarsha School reported that the involvement of parents in the school affairs have increased with the improved reputation of the school. There are records of meetings with parents that show that

extent of involvement with the parents. However, the HT fears that mobilizing resources from the community is not that easy as many of the people who can afford to have already flown to private schools.

The HT from the Balsudhar School shows her inability to mobilize parents in the school affairs. She has complaint to the parents for their reluctance to visit schools regularly.

Working with Community. There are more than 15 partner organizations in the case of the Adarsha School. The school is mobilizing these groups of partners successfully. Through the support from these partnering organizations, the school has successfully improved its image even at the national level. The role of the HT is well appreciated by the partner organizations. The HT in the Balsudhar School does not feel very good when talking about the collaboration with partner organizations. Nevertheless, there are supports mobilized from the VDC, and some NGOs.

It appears that the attraction of these partners is not simply based on needs. It is also based on the enthusiasm, diligence and level of performance of the school itself. According to the HT in Adarsha School, the partners started visiting the school after it reached a certain level of performance.

Building Relation with Administration. The relationship of Balsudhar School with the education administration is ordinary. Many of the people in the office do not have special views on the school. In contrast, Adarsha has received wider attention and education authorities have special views on the performance of the school. As a result, the school has successfully mobilized support from the administration. So, building trust and confidence of the education administration is

equally important for the overall development of the school; and the role of the HT is prominent in this regard.

Working with Teacher-Professional Bodies. The HTs in the small schools have limited influence over the teacher professional organizations. However, it is because of the status reached, the Adarsha School can mobilize support from the teacher professional communities. So, image of the school is important in improving influence over teacher professional bodies.

The HT in the Balsudhar School has very ordinary relation with the teacher professional bodies to make any significant influence for school development.

CHAPTER EIGHT

FINDINGS, CONCLUSION AND IMPLICATIONS

Introduction

The main purpose of the study was to explore school processes, particularly in relation to the leadership processes that account the most for school's effectiveness. The specific purposes include, exploring the HT leadership processes in terms of: initiating school development, promoting learning, managing for results and strengthening community networks.

For exploring the HT leadership processes, two community schools, one urban secondary and a rural primary, were selected that have consistently demonstrated performance and successful in gaining confidence from the school community including the education authorities. After that, one comparison school each for these schools was selected meeting three criteria- physical proximity, same governance structure (community schools), and same level of schooling.

The study examined the headteacher (HT) leadership processes from multiple perspectives. In-depth interviews were conducted with the HTs. The study of relevant documents like the minutes of the SMC meeting and the staff meeting, school publications and records were reviewed to analyze the practices and relative effects on school performance. Besides, perceptions of teachers and other stakeholders were analyzed. Furthermore, the practices of HT were analyzed against the four key aspects of the school leadership processes.

PIMRS was the instrument used to collect information from the teachers, the supervisors, and the headteachers regarding the perception of these groups of respondents on the extent of involvement of the HT on the leadership functions and behaviorally anchored items. The perceptions of the teachers were analyzed through frequency tables. On the other hand the self-assessment of the HT, and the ratings from the supervisors were analyzed through actual scores.

Specifically, three Research Questions (RQs) guided the study: the first question what aspect of leadership processes in the context of school effectiveness. The second question was and on 'how' part of the processes; and the third question was on perception of the participants. Based on these research questions and the study the findings are presented in the section below.

Findings of the Study

The findings are organized according to the four broad areas of leadership processes, i.e., initiating school development; promoting learning at all levels; managing for results; and strengthening community networks. The findings from the case schools from different contexts are discussed in relation to school effectiveness.

Initiating School Development

Developing vision and providing a sense of direction to all important activities constitute one of the most important leadership functions. Moreover, the formal authority and personal power exercised by the HT determines the scope of influence in the development process.

Personal Power. All the HTs have the same sets of authorities vested to them by the legal instruments. However, it was found that the HTs in the effective schools are distinctly in advantageous position in exercising personal power in school

decisions as compared to their counterparts in other schools. This saying from the HT of the Chetana School illustrates his extent of influence: 'There are no instances of turning down any agenda from the SMC'.

Similar is the version of the HT from the Adarsha Primary School. Even in a small school with limited influence, the HT is quite confident to generate support from the SMC and other education officials. Further, he expects higher commitments from his staffs. He openly makes a remark: 'I cannot work with teachers whose services are limited to formal school hours'.

The HT in Saraswoti School does not have that confidence with the SMC. Moreover, she has ordinary relation with her staffs to command respect from them. The HT of Balsudhar School has very good relation with her staffs and she has good relation with the SMC as well. However, she does not have that confidence to mobilize support from the SMC.

Thus, the HTs enjoy personal power in the effective schools more as compared to their counterparts in other schools. They earn powers through their competence and commitment.

The HT in the Chetana School considers the headship in the school more than simply a job. He considers that he has emotional attachment with the job. He mentioned about his visits to the school even during Dashain holidays and watering to flowers. Similar is the case of the HT in the Adarsha School: the HT in the school considers his commitment distinctly different from his counterparts in other schools. Thus the HTs in the effective schools associate their prestige and identity with that of the school, though they cannot tell exactly how they develop such attachment.

Perceptual Ability. It is important for the management to realize the need and urgency for change for initiating school development initiatives. In the case of Chetana School, the realization came from inside; poor performance in the SLC examinations made them realize the need for improvement and a number of interventions followed including the introduction of Pre-primary education so as to groom students from early grades. In the case of Adarsha Primary School, the realization came after the stimulation from the Resource Person and the changes were directly introduced in instructional practices.

In the first case, the realization was from inside and change was in the structure whereas in the second case, the realization came from some external agent and change was in the core processes of schooling. Both of these strategies worked as these schools observed sustained efforts from the leadership.

Despite ordinary performance of the school, the HT of the Saraswoti School seems satisfied as she attributes the under-performance to the composition of student population. So, she does not perceive a real need for changing the structures or cultures or the core processes. The case of Balsudhar School is almost similar. She does not see urgency to change in core school processes as she attributes the under-performance to student irregularity and indifferent attitude of the community towards school. Thus, instead of taking responsibility for under-performance the leaders in the comparison schools attribute that to factors that are beyond the control of the school. Thus, these leaders were found missing the internal drive to initiate changes in the structure and processes in the school.

Devising Strategies to Respond to Disadvantages. Whereas the HTs of comparison schools have serious complaints against the student body, the HT in

Chetana School has devised strategies to secure good results for those students who are in disadvantageous conditions and even the working students achieved good results. The HT made a requirement for these sponsors to sign on the commitment letter whereby they are required to make time available for study, and support with all necessary logistics. Thus, the HTs on the effective schools rather than being indifferent, adopt strategies to counter the disadvantages.

Setting Directions. Setting directions is one of the most important leadership processes in schools and includes visioning, fostering the acceptance of group goals, and having high performance expectations on staffs and students (Day and Leithwood, 2007). The leaders in the effective schools show high involvement in deciding the course of development, both physical and instructional, of the school. The HTs provide a role model to teachers in many respects in demonstrating commitment for school development. Challenging the traditional way of thinking (realization the importance of fearless situation for learning; the importance of respect to students rather than insult for personality development), setting high standards of performance to both teachers and students are some of the features of HT practices.

The HTs in the comparison school also show desire to improve the school and seek support from the teachers. However, they see problems in limited sense to give definite directions to the efforts of all. They consider the external environmental matters as urgent priorities (e.g., fencing the compound) and do not accord that urgency for improving core processes.

As discussed by Hallinger and Heck (2002) the HTs in the effective schools were found to be involved more in making use of clear and specific goals to guide the efforts of fellow workers and to coordinate and control. It does not mean that they do

not utilize the purposes that emerged from the fellow workers, they do so. But with the improved status of the school and corresponding improvement in the image of the HT, they tend to use goals as instruments to coordinate and control. Their counterparts in the typical comparison schools rely more on the purpose that they generate from the colleagues.

Transforming the Organization. For the transformation of instructional aspects, Tornsen (2009) has viewed two ways that a HT can intervene in the school processes: through direct leadership, i.e., leading teaching and learning; and through providing prerequisites for teaching and learning. The HTs of the effective schools were found thoroughly engaged in the school development and in instructional aspects: they are constantly in touch with the issues of overall development and core instructional processes, and ready to lead discussion on improving the process. In the Saraswoti School, the HT was found limiting her role in managing the regular affairs rather than leading for developing the school and improving the core processes.

Specifically, the focus of HT in the Chetana Secondary School is more on providing pre-requisites rather than direct leadership. Though the HT sets high expectations to teachers and is ready to lead discussions on instructional matters, he rarely engages in supervision and designing instructional processes with the teachers. In the effective primary school, the HT is ready to involve in designing instructional activity or material at the micro level. Thus, the sphere of influence of the HT in the effective secondary school was found more on providing prerequisites, whereas it was found extended to core of the instructional activities in the effective primary school.

Also, with the improved confidence of teachers in designing instructional activities, the extent of involvement of the HT in the effective primary school

gradually shifted towards providing prerequisites. In comparison to the HT in the primary schools, the HT in the effective secondary school was found focused on providing prerequisites.

Bass and Riggio (2006) describe developing intrinsic motivation and positive development of followers as the core of the leadership processes for transforming an organization. Similarly, Elmore (2008) argues that the priorities for leadership processes of a HT are contingent on the level of development of school. Accordingly, in the initial years of development the focus is on the direct involvement in teaching and learning and in the consecutive stages, the focus is more on making teachers able to take their responsibility through supports and prerequisites.

The social image of the school and interests shown by wider community was found providing a source of intrinsic motivation to the teachers in effective schools. It was more evident in the effective primary school where the teachers feel a challenge to keep up with the image of the school. Thus, improving performance, developing confidence among the colleagues and propagating school image in the wider community forms the core of the business of the HTs.

Thus, the HTs in the effective schools have high performance expectations, they are ready to lead discussions on core school processes and provide a sense of direction to the development of the school. These leaders were found better prepared to analyze the situation and sensing the need for improvement, devising strategies, and mobilizing people. In this regard, earning personal power through high commitment to the job and improved school performance is important to them. Compared to the reference schools, teachers in the effective schools perceived the contribution from the leadership as important to the development of the school.

Promoting Learning at all Levels

Stoll et al., (2002) defined the scope of 'learning' for HTs with three important aspects including students, teachers and leaders, and the organizational level learning. Thus, it is not only the student learning, the HTs need to engage in promoting continual professional development of teachers and leaders, and in instituting mechanisms for organizational learning. These aspects are critical for transforming a school and making it capable of coping challenges that emanate from the changing environmental contexts.

PIMRS was used to assess the extent of involvement of the HTs in the leadership functions grouped under three dimensions. Besides, as emphasized by Stoll et al (2002), the leadership processes of the HTs were analyzed in relation to organizational learning.

Defining School Mission. The teachers in the effective schools rated the extent of involvement of their HTs as higher in framing and communicating school mission than their counterparts in the comparison schools. Thus the leadership as experienced is in favor of the HTs in the effective schools. The self-assessment from the HTs did not always correspond with the ratings from the teachers. The HTs in the comparison schools rate their extent of involvement in these functions as high, and do not recognize problems in their leadership processes.

The supervisors made a clear distinction between the HTs in terms of their extent of involvement, with distinctly higher rating for the HT from the effective schools. These supervisors might have made their perceptions based on their engagement in school activities and/ or on the overall performance of the school. So, it needs to be interpreted accordingly.

I could not observe sufficiently specific and clearly visible goals in these schools. However, the HTs in the effective schools have adopted ways, such as, discussing priorities with their colleagues both in informal and formal occasions, to guide their behaviors.

Managing Instructional Programs. This is one of the core aspects of leadership for promoting student learning. The aspect includes three major functions: supervision and evaluation, coordinating the curriculum, and monitoring student progress. In all these functions, the teachers in the effective schools consistently rated the HT involvement as higher as compared to their counterparts in the comparison schools. The ratings from the supervisors corresponded with that of the teachers.

It was thus found through the ratings that, the HTs in the effective schools were perceived by the teachers and the supervisors alike as actively engaged in managing the instructional program, more than their counterparts in the comparison schools. My personal observation revealed that the HTs rarely engage themselves in direct supervision. They were found coordinating the curriculum, through direct involvement in the primary schools and through assistant heads in the case of secondary schools. The HTs in the effective schools were found more actively engaged in the matters as compared to the HTs in the comparison schools.

All the HTs were involved in monitoring student progress. Further, the HT in the effective secondary school was found taking responsibility for student learning, beyond the responsibility for regular instruction. In other cases, especially in the comparison schools, the underperformance is attributed mostly by the HTs to the students and their parents. This attribution was found preventing the HTs to taking immediate corrective measures.

Developing School Learning Climate. This function relates to providing perquisites to the instructional process and includes five functions: protect instructional time, maintain high visibility, provide incentives for teachers, promote teacher professional development and provide incentives to students for learning.

In all the items that are used to measure these functions, the teachers in the effective schools rated the extent of involvement of their HTs as higher as compared to their counterparts in the comparison schools. The ratings from the supervisors correspond well with the ratings from the teachers. Moreover, the self-assessment of the HTs do match in most of the cases with the teachers' ratings.

There is a visible difference observed with regard to the focus of the HTs in the effective schools in protecting instructional time. Moreover, these HTs are visible in all important school activities. Besides, the practices of HTs in the effective schools are distinctly different in demonstrating learning orientation and promotion of professional development activities.

It is also a matter of personal frame that is related to personal value system. The HT in the Chetana School expressed his strong beliefs with regard to importance of teachers: a) 'teachers are bread-earners' for the staffs working in the administration and the people in these core functions need to be supported in every respect; b) 'when teachers are emotionally and psychologically composed and stable, only then they can enjoy teaching and help children learn better'; and c) 'teachers without adequate professional preparation tend to get easily irritated with students and they tend to use punishment to discipline students'. These values and beliefs have clear implications on his actions with regard to teacher development and teacher motivation.

Promoting Organizational Learning. According to Morgan (1986) and Scheerens (2000) organizational learning involves scanning the environment; using the information to developing norms for system processes; detecting significant deviations from the norms and taking corrective actions. Thus, these organizations are ready to revise the norms based on environmental demands and go beyond mere compliance to them. Accordingly, the leadership processes relevant to the aspect include establishing performance standards, creating opportunities for professional development, and adopting work oriented consultation between staffs.

The HTs in the effective schools are found more open to promoting organizational learning. For example, the HT in the Chetana School reflects himself on the practices and expects the same from the HTs. He challenges traditional ways of doing things and encourages teachers to engage in continual improvement of practices. Here are few important lessons from his experience: 'insult does not lead to progress'; 'retaining students does not help improving performance'; 'discipline problems are partly associated with the professional competence of teachers and also related to state of emotional stability of these teachers'. However, these lessons are not documented so as to institutionalize the organizational learning.

In Adarsha School, the HT and the teachers feel a challenge to maintain and further the achievement and image of the school. For this, they were found engaged in developing new ways of doing things, for example, they have developed and used 'star-board', a performance board that is used to depict the portfolio of students. This continuous thinking has made the school visibly different from the other schools.

Such kind of involvement of the HT in the Saraswoti School and Balsudhar School is not visible. Teachers in Saraswoti School do not feel encouraged by the HT.

In fact, they perceive the HT as indifferent of the initiatives taken by them. Similarly, some art works of students that deserve sincere appreciation remained unnoticed outside of examination hall; and the teachers and students did not get appreciation for their initiative to decorate their rooms. So, there is not much work from the HT to promote a culture of continuous learning among teachers and students. One could observe some motivation on the HT from Balsudhar School to improve practices, but she is lacking a definite direction. The focus of the HTs in the comparison schools is mainly on regular operation rather than on promoting learning and development.

To summarize, the teachers in the effective schools perceived the extent of involvement of HT in defining school mission, in managing instructional program, and in developing school learning climate as higher as compared to the case of reference schools. The HT in the effective primary school was found actively engaged in instructional matters, including in the process of designing instructional activities and materials. Thus, the HT is found involved in leading teaching and learning. In the effective secondary school, though the HT engages in leading the discussions concerning the core instructional matters, the main focus for him is found in providing perquisites. One important commonality that was observed in both the effective schools was that the HTs were serious to promote teacher professional development and thus, enhance organizational learning. The leaders were found engaged in monitoring student learning, and 'the process' aspect is quite important to them.

Managing for Results

The HT as a manager has to make decisions relating to creating structures to effective implementation; making strategic allocation of resources and mobilizing them; and installing monitoring systems to ensure compliance and making people

accountable for the defined results. There are five main aspects of managerial leadership used for the analysis: a) providing order and stability, b) aligning activities and resources with results, c) coordinating different activities in the organization, d) involvement in staff selection and appraisal, and e) instituting organizational control.

Providing Order and Stability. In the effective schools, the teachers and students feel safe and there are rules to regular operation of the schools. The HTs are quite serious and they use assemblies to remind students to maintain order and discipline. Besides, it was found that there are structures created for providing order and stability in the secondary schools whereas there are no such structures in the case of primary schools. In the effective primary school the involvement of students in school operation is clearly visible. They are involved in classroom management activities and there are monitors even to manage instructional aspects in the school.

Besides the formal authority, the personal power of the HT is equally important in maintaining order and stability in the schools. Apart from the case of Saraswoti School, where the HT is perceived as having very limited role in the management decisions, all the HTs were in command to provide a sense of stability in the schools. This sense of order and stability is found important for regular operation of schools and the HTs in the effective schools are perceived as in better positions than their counterparts in other schools.

Aligning with Results. The HT of the Chetana School was found analyzing the activities and interventions with benefits and results and their resource implications. He was found presenting such evidences in the meetings with the teachers. This view of aligning of resources with results was not that evident in other secondary school. Also, the HT of Adarsha School demonstrated his high

commitment towards results: in deciding daily schedule, in assigning classes, in grouping students, or any other important management decisions.

The HTs in the effective schools were found strongly guided by 'result' orientation in simple allocation decisions to ones that are linked to student outcomes, like the introduction of 'English medium instruction'.

Coordinating. There are a number of measures managers adopt for improving coordination in organizations and these include creating committee like structures or linchpin; organizing joint planning sessions and preparing a plan of operation with responsibilities; and organizing meetings for informal discussion and dissemination of ideas. In the big schools with many people involved in diverse activities, the role of a manager is very much important as compared to small schools, to align all these activities towards a common purpose.

The HTs in the secondary schools have assistant heads to coordinate administrative functions and instructional functions. In the effective school, these roles are clearly delineated among the assistant heads, which is not the case in the comparison school. As a result, the assistant heads in the comparison school do not feel empowered in making decisions in their areas of jurisdiction.

In the effective schools, planning workshops are organized in the beginning of the session to better coordinate the efforts. Besides, there are frequent staff meetings and review sessions. In Saraswoti School, the teachers do not feel proud as they feel that only limited people sit and make plan for them. So, joint planning is not only a strategy for collective designing the future course, equally importantly, it is a mechanism to seeking participation and building ownership of staffs.

Though the problem of coordination is not that critical in rural primary schools, the HT and teachers in the Adarsha School involve more in joint planning and review sessions. The informal discussions are held frequently in both the schools. These activities are more focused on instructional improvement in the effective primary school. Thus, the HTs in the effective schools are in a better position to utilize their personal powers in coordinating school activities as compared to their counterparts in the other schools.

Staff Selection and Appraisal. It is one of the important ways of commanding loyalty and influencing people, though as given by law, the role of the HT is limited. The HT in the Chetana School has better potential to influence staff selection decisions as there are more such positions created on schools' sources. In contrast, the HT in Saraswoti School has limited influence.

It is found that the influence potential is more related to the personal power earned by the HTs. Thus, the HTs in the effective schools are in better position to influencing people through their influence in staff selection and appraisal decisions.

Organizational Control. The HT in the Chetana School monitors both the attendance and regularity in teaching. Moreover, he has made attempts to control the instructional processes. For example, the HT sample checks student diaries to monitor the status of homework, and consults with the students to get feedback on classroom instruction. Thus, there are some measures adopted to control processes as well. Moreover, there are measures to make teachers accountable for the results, though not in strict sense. Similar is the case in Saraswoti School in matters of attendance and regularity of teachers. However, there are not any specific measures to control instructional processes and results. In comparison to the Balsudhar School the HT of

the Adarsha School has strong measures to controlling attendance, regularity and instructional processes.

To summarize, the HTs in the effective schools engage themselves in providing order and stability- both protecting instructional time, and buffering from outside interruptions. They are seen by teachers and students alike as source of solutions to problems. They create structures to coordinate efforts and instituting organizational control. Despite their limited role in staff selection and appraisal as provided by educational regulations, they are found to be exercising substantial influence in teacher management. Thus as managers, the HTs in the effective schools are found making deliberate attempts to controlling school processes.

Strengthening School Community Networks

Strengthening school community networks and mobilizing support constitutes one of the most important leadership functions. There are indications that HTs in the effective schools are in a better position in mobilizing such networks for school development. However, it is not clear whether it is possible for them to mobilize such networks because of improved school image.

The HT has to work with these four important constituencies: a) parents, b) immediate community, including local NGOs and CBOs, and the local bodies; c) education administration and other government agencies; and d) teacher professional bodies and other schools in the neighborhood. It was found that irrespective of the size of the school, and the location of the community, the effective schools are in a better position to mobilizing the community networks.

Mobilizing Parents. Involving parents in matters relating to student learning and school development are two aspects. The role of parents is always considered

important for student learning. With regard to school development their role is not uniform across schools in urban and rural areas. In the schools in rural area, the parents and community involvement, though decreasing, is still high as compared to the schools in the urban areas.

Despite the contextual differences the HTs in the effective schools devise strategies to get higher involvement of parents, especially for improving learning of their wards. For example, Chetana School has developed a Monthly Report Card to improve home-school communication on student progress. Further, there are frequent parent-teacher meetings organized that helps both the teachers and parents to better utilize their efforts to improving learning. The HT has utilized post-meeting sessions to counsel parents on how they can support their wards in their learning. Thus, the relations with the parents have been improved and the rate of attendance of the parents in such meetings has, according to the HT, has also risen. The case of Saraswoti School is different, with limited involvement of parents in these matters. According to the HT, very few parents attend school to get report card. There are no specific strategies adopted by the school to improve the situation.

In the Balsudhar School the HT made attempts to work with parents and she is struggling to improve relations with parents that were weakened during the former HT's tenure. Also, with the increased number of private schools in the area, it is difficult to mobilize support from the community for school development.

Thus, the potential for mobilizing support depends on the past history of the school, the education status of the community, the image of the school in the community, the segregation of the community in choice of schools, and also on the

efforts made by the HT and teachers. There are evidences that HTs in the effective schools devise strategies to mobilize support from parents and the community.

Mobilizing Community and Local Bodies. The HTs of effective schools demonstrate skills in mobilizing local NGOs/ and CBOs. The HT of Chetana School utilized his connections to mobilize support from the municipality. The Adarsha School has more than 15 partners working with it. The comparison schools in the same neighborhood lack this kind of support from the community. It appears that, these supports are also contingent upon the perceived potential for improvement and internal efforts, and demonstrated performance levels. As the HT of the Adarsha School shares, the partners start showing interest to work with you when they are convinced that you are working hard for betterment. Thus, it is how the HT acts to build confidence of these partners.

Building Relations with Administration. Education administration in Nepal is responsible for resourcing schools, providing technical services like training and supervision, and regulate through examination, review and control. And the HTs are the important people to act with the education administration on behalf of the school.

The HT in Chetana School utilized his connections to mobilize resources for the school and community and staffs alike appreciated his efforts. Thus, utilizing networks also help in earning power and he has strong image as a HT.

The case with the HT of Saraswoti School is different. She is one of the most senior teachers with high grade levels. However, she does not have these strong networks outside of the school. Moreover, she is not perceived as a strong personality by her fellow teachers. As a result, her influence is perceived as ordinary.

Though the HTs in the primary schools have very limited role and lower status in the education communities in Nepal, it is still possible for them to gain power through improved school image. The case of Adarsha School is a good example. As education officials organize visits to the school and hundreds of visitors including high level people visit to the school every year, the connections of the HT is certainly better and that helped him mobilize these connections for school development.

The HT of the Balsudhar School has ordinary relation with the district education administration. She knows all about the fames of the neighboring school and the connections of the HT with the education administration. She has not yet realized school performance as the main contributor to developing these connections.

Thus, the building relationship with the administration is one of the leadership processes adopted by the HTs in the effective schools. This connections work as contributors to and also are results of higher performance of the schools.

Working with Teacher Professional Bodies. It is found that the HTs of the effective Schools expand the scope of influence beyond the School, especially to the teacher professional communities. Their strong informal communication network in the community could serve as a source of confidence and power to these HTs. Besides, these HTs use other strategies, for example, Chetana School has started awarding appreciation letters to former HTs, teachers or renowned educationists from the district. This might have helped to further relations with the community.
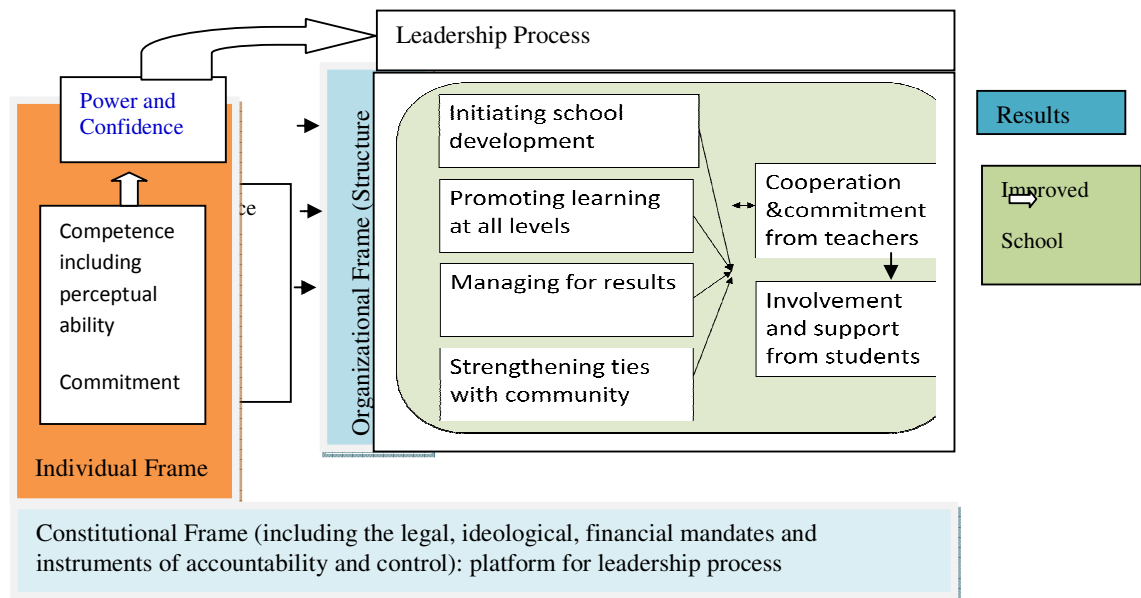
It was found that the HTs of the primary schools have limited scope of influence beyond the school. Moreover, the schools in the immediate neighborhood have 'ego' with the notion of effectiveness and they have difficulty in accepting one of the schools as a model one. It has also to do with the way the HT of the effective

school presents himself and his school amongst the community. Thus, despite the wide recognition of the school, the HT of the Adarsha School has ordinary relations with the teachers in the immediate neighborhood.

Unlike the case of the effective schools, the HTs of the comparison schools have ordinary relations with the teacher professional communities.

To summarize, the HTs of effective schools, particularly the secondary school heads, build external relations and expand the area of influence beyond the school to the teacher professional communities. The HTs in the effective schools mobilize support from parents and they build regular communication networks with them for promoting student learning. Besides, these leaders utilize improved school image to further the relations with the administration and mobilize support there from.

Based on the findings and discussions I have revised my conceptual frame as:

It was found that the individual frame of the HT is one of the most important factors influencing the leadership processes. The HTs in the effective schools clearly demonstrated high commitment towards the school- a passion or psychological

attachment. As a consequence they work for extra hours and often utilize personal connections for school development. It was also observed that the HTs earn respect out of this intense involvement, which eventually helps exercise greater influence.

The competence of the HTs, mainly in terms of perceptual ability to visualize the problem situations and interpersonal skills made these HTs in the effective schools visibly different from their counterparts in the comparison schools. Despite the better performance of the schools, the HTs in the effective schools perceived problems that are closely linked to the core instructional processes, and they still see a numbers of areas that require urgent attention; e.g., the HT of Chetana School described regular homework and feedback system; improving instructional practices with greater student involvement; greater use of instructional aids; etc. Similarly, the HT of Adarsha School attaches greater importance to the use of child friendly instructional strategies. The HTs in the comparison schools, on the other hand, do not see problems in the core instructional areas. As a result they attend to problems on peripheral matters like- fencing school compound, or establishing a canteen.

The HTs in the comparison schools are not really worried with the level of performance but accept it as satisfactory as they attribute the under-performance to the family factors that are beyond the control of the HT. The HTs in the effective, on the other hand, consider all such problems as if they are within the sphere of influence of the schools and they devise strategies to mitigate disadvantages associated with the family background of students.

The competence of the HTs to mobilize external support to school development is appreciated by the teachers and parents alike. The HTs in the effective schools were found clearly in advantageous position as compared to their counterparts

in the comparison schools. The HTs in the effective schools, though consider that improving school performance is key to generating external support.

The HTs in the effective schools appear highly confident as compared to their counterparts in comparison schools. These HTs generate power and often influence in the school structure and culture beyond the level that is considered possible by the HTs in the comparison schools. This influence is eventually demonstrated in the leadership processes- initiating school development and promoting learning; and managing for results and strengthening external ties. Thus, it appears that earning power through high commitment is important for the HTs i to have greater influence.

There is some visible difference in the leadership processes in the effective schools- by level of schooling or community type. The HT in the effective secondary school though engages himself in instructional discussions, focuses on providing prerequisites. The HT in the effective primary school enjoys in 'leading teaching directly'. In the primary school he involves himself in developing instructional plans and materials together with his colleagues. Thus, the HTs in the effective schools, though invariably demonstrate high commitment, their way of approaching to problem situation is different depending upon the level of school.

The community type provides another dimension. It is more important to work with the local community in the rural area than in the urban locality. For example, the community people guarded the Adarsha School for almost fifteen nights which shows the importance of establishing network with the community.

Conclusions

I had three questions that guided my study: the 'what' of leadership processes in the selected schools; 'how' of the processes and their influence in school

effectiveness; and 'perceptions' of the teachers about the HT leadership processes. It is observed that the 'contents' of leadership processes is guided largely by the constitutional, the organizational and the individual level frames (Lundgren, 1999, as cited by Tornsen, 2009).

Leadership Context

The constitutional frame encompasses the legal and ideological governance frames together with the control measures that guide the school level decisions. With the same legal, ideological frames and accountability measures providing the context, the leaders in the effective schools secure better support from the community, and enjoy distinctively comfortable position in terms of personal powers.

The value orientation and skills of the HTs, particularly in mobilizing people appears critical for school effectiveness. Besides, HT competence on instructional matters plays important role in commanding respect from the colleagues.

Despite the fact the schools are governed by the same set of legal frames, one can observe significant differences in power enjoyed by the school heads. Firstly, the level of schooling is important with more powers with secondary school heads. These heads have more influence within and outside of the school as compared to their counterparts in the primary level. Secondly, the perceived performance of a school is an important factor for HT influence. Also, together with the improvement in the school performance the sphere of influence of the HT increases, both inside and outside of the school. Looking at the issue from another angle, influence potential affects performance and is affected by the performance itself. Thus, with the improved identity of the school as a model school, the HT in the rural primary school feels more confident to exercising influence in the community and among the fellow

workers. This has implications on his leadership processes including his ability to take risks and initiate big projects or other changes.

As the results of the SLC examinations provide some common basis for comparing performance across schools at the secondary level, the HTs are guided by this expectation, though the HT in the effective school does not limit himself with this requirement. On the other hand, the HTs in the primary schools are relatively free to work for creating joyful environment, and letting children engage in diverse activities. Thus in the effective primary school, the clear emphasis was on the learning process: child-friendly learning environment and joyful learning methods.

The HTs in the effective schools are vigilant enough to see the environmental demands and feel pressures. They perceived greater importance attached by parents on competence in English language and both the secondary schools responded with an additional course for that. Besides, the HT of the Chetana School has started English medium instruction in the Kindergarten and early primary grades and has planned for gradually extending to higher grades. The HT considers that the school should ultimately be ready to compete for students with the private schools. Thus, sensing the market demand is important to these leaders of effective schools.

The HT Leadership Processes

Beyond the general role as prescribed in the common constitutional frames the HTs in the effective schools take risks as an entrepreneur and see their success on the success of their schools. These HTs in the effective schools relentlessly work as entrepreneurs for developing schools. However, it is not very clear how one can create and sustain such an interest among the HTs of the public school system of Nepal as there are not many incentives attached to the jobs.

The HTs of the effective schools engage in all four aspects of important leadership processes. However, their focus of attention varies and the priorities are contingent upon organizational variables like, level, and past history and phase of development of school and individual orientations and competence of the HT.

For example, the focus of the HT of the effective primary school is mainly on improving instructional processes and building community networks. The managerial role of the HT is limited in a small school and it does not come under central focus of the HT. In contrast, in the case of a big secondary school, the managerial role is equally important and the success of the HT depends to a large extent on his/her ability to align resources to results and install mechanisms to make people accountable for results. Similarly, even in instructional side the focus of the HT in secondary school is more on management rather than on methods and design while the focus of the HT in effective Primary School is on leading teaching and learning.

The level of development of the school is another important aspect that has bearing on leadership processes of the HT. In the early years of establishment of a public school, building ties with the community appears more crucial for the HT of a rural school as all important resources for the school are mobilized through the community support. At the next level, giving hope and confidence to the community is important. For that, the HT of the effective school continued to draw attention and support of the community by improving internal processes.

The HTs in effective schools start influencing structures and cultures and lead to a better school performance. Together with the improved performance they earn more personal power to influencing others and become more confident to taking bold

decisions for the development of the school. Thus, the school performance is inextricably linked to the leadership processes.

Initiating School Development. Generally, teachers in the effective schools perceive significant contribution of the HT leadership processes for school effectiveness. The HTs in these schools have high performance expectations, the leaders are ready to lead discussions on core school processes and provide a sense of direction to the development of the school. Their high commitments to the job help them earn greater personal power to mobilize people and resources. They are better prepared to analyze the situation and sense the need for improvement, devise strategies, and mobilize people. At the same time they are ready to take risks for school development.

Promoting Learning at all Levels. The perceived greater involvement of HTs by teachers in the effective schools in defining school mission, in managing instructional program, and in developing school learning climate has implications to expanding the scope of influence of the HTs. The HTs in the effective schools do engage directly in leading the discussions concerning the core instructional matters, though the main focus could be on providing perquisites rather than on leading teaching. Further, the HTs in the effective schools attach higher importance to promoting teacher professional development and thus, enhance organizational learning.

Managing for Results. The HTs in the effective schools engage themselves in providing order and stability- both protecting instructional time, and buffering from outside interruptions. They are seen by teachers and students alike as source of solutions to problems. They create structures to coordinate efforts and instituting

organizational control. Despite their limited role in staff selection and appraisal decisions, they are found to be exercising substantial influence in matters of staff selection and assignment. Thus as managers, the HTs in the effective schools are found making deliberate attempts to controlling school processes.

Strengthening School Community Networks. The HTs of effective schools mobilize support from parents to improving student learning. In this regard, they build regular communication networks, either through meetings or through mechanisms like 'Monthly Report Cards'. These HTs also build confidence among the teachers to have direct communications with the parents. Besides, these leaders utilize improved school image to further the relations with the education administration and mobilize support there from.

Implications

There are practical as well as research implications of the study. A case is unique in itself, and one cannot expect to replicate the findings from a case to some other situations. Neither was the intention of the study to provide a blue print solution to improving community schools in Nepal. Nevertheless, the study certainly has instrumental value, as the findings can provide some insights for improving the management of community schools in Nepal.

Implications in Policy and Practice

In the practical field, the findings of the study may provide insights to developing policies for school management- to designing the job of a HT, and to developing the capacities of the school leaders. Thus, it may have implications to designing the constitutional and organizational frames so as to improving the management of community schools in Nepal. Further, these lessons may prove useful

in designing HT preparation courses and for developing some in-service training programs.

Implications for Further Research

The research was limited to study of four cases and mainly focused on the HT leadership processes from multiple perspectives. There are certain questions still unanswered with regard to the management practices of private schools. The inclusion of private schools in the scope of the study will certainly enrich the findings as the frames of leadership in the schools would be substantially different.

Another area is potentiality of including classroom level processes in the study. As classroom level processes form the core of school processes, the study of these processes and analysis from HT leadership perspective would certainly add value in the discussion. In my case schools the effective schools happened to be ones with leadership stability. It would be useful to design the study specifically to analyze the effect of leadership stability on school effectiveness.

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Research Question 1: What sort of leadership processes are practised by the school heads in the selected schools?			
Themes		Data source	Approach
Key areas of influence- from the HTs	• General school profile / achievement status • School management structure and organization • Roles and priorities of the HTs	School context, Records (Staff meeting; SMC Meeting), HTs, teachers	• Observation • Records • Semi-structured Interview
How do they make such influence?	• Management strategies used for making such influence (in goals, structures, people, and culture) • Devices (SIP or accountability devices)	HTs; Teachers; Students; Parents; Documents	• Interview • Observation • Analysis of records
Research Question 2: How leadership processes (such as initiating school development, promoting learning, managing for results, and strengthening community networks) are influencing school effectiveness?			
Initiating school development (Transformational leadership)	• Identifying and articulating a vision • Providing an appropriate model • Fostering acceptance of group goals • Providing individualized support • Providing intellectual stimulation • Holding high-performance expectations	Head-Teachers / Teachers; Parents;	• Interview • Observation
Promoting learning (instructional leadership)	• Framing school goals • Communicating goals • Supervise and evaluate instruction • Coordinate the school curriculum • Monitor student progress • Protect instructional time	HTs, Teachers, and supervisors (SMC, RP and Supervisor) [Perception	• Use of Scale: Principal Instructional Management Rating Scale (PIMRS) • Interview and • Observation

		teachers	people]	
		• Promote professional development		
		• Provide incentives for learning		
	Managing for results	• Keeping teachers informed • Information is clear and easily understood by teachers • Sets clear expectations from the teachers • Organize activities, tasks, and people • Developing appropriate rules and procedures • Using systematic procedures for staff appraisal • Establishing overall tone for discipline in the school • Establishing a process by which students are made aware of the school rules and policies • Communicating to teachers the reasons for administrative practices used in the school program • How can you claim that you are efficient and performing?	HTs; Records;	• Interview • Observation • Analysing records
	Strengthening community networks	• Approaches to build relations with community (Parents, SMC, community) • Strategies to mobilize community and community resources for school development • Developing and mobilizing support	HTs; Supervisors; Teachers; Parents; SMC members	• Interview • Informal talk; • Observing meetings; • Analyzing records

	organizations, professional community etc)		
Research Question 3: How do teachers and students perceive the HT leadership practices in relation to school effectiveness?			
Perception of teachers	• Focus on school development and mobilizing resources; has the image of the school improved in his/her leadership? • Caring; supportive for the development of teachers and students • Focus on instructional matters • Maintaining order and discipline; • Meeting the expectations?	Teachers in the schools (at least one from each levels)	• Unstructured Interview; • Informal discussion;
Perception of students	• Focus on school development and mobilizing resources; has the image of the school improved in his/her leadership? • Caring; supportive for the development of students • Focus on instructional matters • Maintaining order and discipline; • Meeting the expectations?	Students (few students from the highest grade level)	• Unstructured interview; • Informal discussion

ANNEX 3-2: PIMRS PRINCIPAL FORM

Principal Instructional Management Rating Scale

भाग १: तलका विवरणहरु भर्नुहोस :

क) जिल्ला :

ख) विद्यालयको नाम :

ग) प्र.अ. को नाम :

घ) यो विद्यालयमा प्र.अ. भएको अवधि :

_____१ वर्ष   _____५ देखि ९ वर्ष   _____१५ वर्ष माथि

_____२ देखि ४ वर्ष   ____१० देखि १५ वर्ष

ङ) प्र.अ. को कूल अनुभव वर्ष (यो वर्ष समेत)

_____१ वर्ष   _____५ देखि ९वर्ष   _____१५ वर्ष माथि

_____२ देखि ४ वर्ष   ____१० देखि १५ वर्ष

भाग २: तपाँइको नेतृत्वसम्बन्धी यथार्थ स्थिति आकलन गर्न यो प्रश्नावली तयार गरिएको छ । यसमा प्र.अ.का सेवाभित्रका अभ्यास र व्यवहारलाई वयान गर्ने ५० ओटा वाक्यहरु समावेश गरिएका छन् । गएका वर्षमा आफ्नो नेतृत्वसम्बन्धी व्यवहारीक अभ्यासलाई ध्यानमा राखी प्रत्येक प्रश्नमा आफ्ना धारणा व्यक्त गर्नुहुनेछ ।

प्रत्येक वाक्य राम्ररी अध्ययन गर्नुहोस् । अनि, सबभन्दा मिल्ने व्यवहारलाई जनाउने अङ्कमा घेरा लगाउनुहोस् । प्रत्येक वाक्यमा यी अङ्कले यस्तो अर्थ राख्दछन् ।

५: संधै जसो

४: धेरै जसो (बरोबर)

३: कहिलेकाँही

२: कमै मात्रामा

१: नगन्य मात्रामा (नगरे जस्तै)

कहिलेकाँही यी उत्तर नसुँहाउने जस्तो पनि देखिन सक्छन् । तर आफूले राम्ररी सोचेर विचारेर उपयुक्त ठानेका बुँदामा चिनो लगाउनुहोला । कृपया प्रत्येक प्रश्नमा एउटा मात्र घेरा लगाउनुहोला । सबै प्रश्नको उत्तर दिने प्रयास गर्नुहोला ।

धन्यवाद ।

तपाई कति हदसम्म (वा कति मात्रामा) यी कार्यमा संलग्न रहनुहुन्छ ?

		नगन्य मात्रामा				सधै जसो
		१	२	३	४	५
I.	**विद्यालयको लक्ष्य निर्धारण**					
१.	वार्षिक रुपमा विद्यालयको स्पष्ट लक्ष्य तयार गर्ने	१	२	३	४	५
२.	लक्ष्य निर्धारण गर्दा जिम्मेवारीसमेत तोक्ने	१	२	३	४	५
३.	आवश्यकता पहिचान लगायतका औपचारिक, अनौपचारिक विधि प्रयोग गरी लक्ष्य निर्धारण गर्दा शिक्षक कर्मचारीको सहयोग लिने	१	२	३	४	५
४.	विद्यालयको शैक्षिक लक्ष्य निर्धारण गर्दा विद्यार्थी उपलब्धिसम्बन्धी तथ्याङ्कको उपयोग गर्ने	१	२	३	४	५
५.	शिक्षकले सजिलै बुझ्ने र प्रयोग गर्ने गरी लक्ष्य निर्धारण गर्ने	१	२	३	४	५
II.	**विद्यालय लक्ष्य बारे जानकारी (सूचना प्रवाह)**					
६.	विद्यालय समुदायलाई प्रभावकारी रुपमा विद्यालयको ध्येय वा मूल उद्देश्य (Mission) बारे जानकारी दिने	१	२	३	४	५
७.	विद्यालयका शैक्षिक लक्ष्यहरु बारे शिक्षक बैठकमा छलफल गर्ने	१	२	३	४	५
८.	पाठ्यक्रमसम्बन्धी विषयमा शिक्षकसँग छलफल गर्दा र निर्णय गर्दा शैक्षिक लक्ष्यलाई समेत आबद्ध गर्ने	१	२	३	४	५
९.	विद्यालयको शैक्षिक लक्ष्य पोस्टर, बुलेटिन बोर्ड जस्ता माध्यममा स्पष्ट रुपमा झल्कने गरी प्रस्तुत भएको सुनिश्चित गर्ने	१	२	३	४	५
१०.	विद्यार्थी भेलामा वा उनीहरुसँगको कुराकानीमा विद्यालयको लक्ष्य वा मूल उद्देश्यलाई सदैव सन्दर्भ जोडी प्रस्तुत गर्ने	१	२	३	४	५
III.	**शैक्षणिक प्रकियाको सुपरिवेक्षण र मूल्याङ्कन**					
११.	शिक्षकका कक्षा-शिक्षणसम्बन्धी प्राथमिकताहरु विद्यालयका लक्ष्य तथा मार्गदर्शनअनुरुप भएको सुनिश्चित गर्ने	१	२	३	४	५
१२.	कक्षा शिक्षणको मूल्याङ्कन गर्दा विद्यार्थीले तयार गरेका सामग्री वा गरेका कार्यलाई समेत आधार बनाउने	१	२	३	४	५
१३.	नियमित रुपमा अनौपचारिक प्रकृतिका कक्षा अवलोकन गर्ने (योजना नगरी, कम्तीमा ५ मिनेटसम्म, लिखित पृष्ठपोषण नहुन सक्छ)	१	२	३	४	५
१४.	अवलोकनपश्चात पृष्ठपोषण दिंदा शिक्षकका खास खास सबल पक्षहरुलाई उल्लेख गर्ने	१	२	३	४	५
१५.	अवलोकनपश्चात पृष्ठपोषण दिंदा शिक्षणमा सुधार गर्नुपर्ने खास खास पक्षहरुलाई समेत औंल्याउने	१	२	३	४	५

IV.	**पाठ्यक्रमको समन्वय**					
१६.	विभिन्न कक्षा वा तहमा पाठ्यक्रममा समन्वय गर्ने जिम्मेवारी तोक्ने (प्रअ, सप्रअ वा अन्य शिक्षक नेतृत्व)	१	२	३	४	५
१७.	विगतका विद्यालय तहका परीक्षाका नतिजालाई समेत आधार बनाउँदै पाठ्यक्रमसम्बन्धी निर्णय गर्ने	१	२	३	४	५
१८.	पाठ्यक्रमले निर्देशित गरेअनुरुप कक्षा क्रियाकलाप सञ्चालन भएको यकिन गर्न अनुगमन गर्ने	१	२	३	४	५
१९.	पाठ्यक्रमका उद्देश्य तथा विद्यालयीय उपलब्धि परीक्षा वीचको तालमेलको लेखाजोखा गर्ने	१	२	३	४	५
२०.	पाठ्यसामग्रीको मूल्याङ्कन, पुनरावलोकन कार्यमा सक्रिय रुपमा सहभागि हुने	१	२	३	४	५
V.	**विद्यार्थीको शैक्षिक प्रगतिको अनुगमन**					
२१.	विद्यार्थीको प्रगतिको अवस्थासम्बन्धमा शिक्षकसँग व्यक्तिगत रुपमै छलफल गर्ने	१	२	३	४	५
२२.	शिक्षक समुदायसँग शैक्षिक उपलब्धि बारे छलफल गरी पाठ्यक्रम कार्यान्वयनका सबल र सुधार गर्नुपर्ने पक्षलाई पहिचान गर्ने	१	२	३	४	५
२३.	विद्यालयका लक्ष्य प्राप्तिमा भएको प्रगतिको लेखाजोखा गर्न परीक्षा लगायतका अन्य साधनको प्रयोग गर्ने	१	२	३	४	५
२४.	विद्यालयको समग्र उपलब्धि र नतिजा बारे शिक्षकलाई औपचारिक रुपमै जानकारी गराउने	१	२	३	४	५
२५.	विद्यार्थीलाई विद्यालयको शैक्षिक उपलब्धिको जानकारी गराउने	१	२	३	४	५
VI.	**शैक्षिक क्रियाकलापका निमित्त समय सुनिश्चित गर्ने**					
२६.	शैक्षणिक समयमा अवरोध पार्न सक्ने कार्यलाई सकेसम्म कम गर्न सार्वजनिक रुपमा आग्रह/अनुरोध गर्ने	१	२	३	४	५
२७.	शिक्षणका समयमा विद्यार्थीलाई कक्षाबाहिर नबोलाउने कुरा सुनिश्चित गर्ने	१	२	३	४	५
२८.	ढिला आउने वा अन्य किसिमले विद्यालय समयको पालना नगर्ने विद्यार्थीले उसको कामअनुसारको परिणाम (समय पालन र नियमितता वापत अङ्क राख्ने, थप गृहकार्य कक्षाकार्य दिने वा यस्तै अन्य) भोगेको सुनिश्चित गर्ने	१	२	३	४	५
२९.	उपलब्ध शिक्षण समयलाई नयाँ पाठ पढाउन वा नयाँ सिप र धारणाको अभ्यास गर्नमा उपयोग गर्न शिक्षकलाई प्रोत्साहित गर्ने	१	२	३	४	५
३०.	अतिरिक्त वा सह क्रियाकलापले शिक्षण समयमा कटौती गर्ने पक्षलाई न्यूनतम स्तरमा सीमित राख्ने	१	२	३	४	५
VII.	**आफ्नो स्पष्ट उपस्थिति देखाउने**					
३१.	खाली समयमा शिक्षक र विद्यार्थीसँग अनौपचारिक कुराकानी गर्ने	१	२	३	४	५
३२.	विद्यालयका विभिन्न विषयमा शिक्षक विद्यार्थीसँग छलफल गर्न बेलाबेलामा कक्षामा प्रवेश गर्ने	१	२	३	४	५

३३.	अतिरिक्त/सह क्रियाकलापमा उपस्थित/सहभागी हुने	१	२	३	४	५
३४.	कुनै शिक्षक ढिला हुँदा वा कक्षा खाली हुँदा आफैं प्रस्तुत हुने	१	२	३	४	५
३५.	कक्षा शिक्षणमा स्वयं सहभागी भई विद्यार्थीलाई पढाउने	१	२	३	४	५
VIII.	**शिक्षकहरुलाई प्रोत्साहन र पुरस्कार प्रदान गर्ने**					
३६.	उत्कृष्ट कार्य गर्ने शिक्षकलाई स्टाफ बैठक तथा विद्यालयका प्रकाशनहरुमा समेटी प्रोत्साहन गर्ने	१	२	३	४	५
३७.	शिक्षकका प्रयास तथा नतिजा बारे व्यक्तिगत रुपमा प्रशंसा गर्ने	१	२	३	४	५
३८.	असामान्य र अत्यन्त उत्कृष्ट कार्य गरे बापत अभिलेख रहने गरी प्रशंसा पत्र प्रदान गर्ने	१	२	३	४	५
३९.	विद्यालयमा विशेष योगदान गरेबापत शिक्षकलाई पेशागत सम्मानका अवसर प्रदान गर्ने	१	२	३	४	५
४०.	विद्यालयमा गरेको योगदानको कदर स्वरुप शिक्षकलाई पेशागत विकासको अवसर प्रदान गर्ने	१	२	३	४	५
IX.	**पेशागत विकासलाई बढावा गर्ने (सघाउने)**					
४१.	शिक्षक सहभागि हुने सेवाकालीन तालिम र विकासका अन्य अवसरबाट विद्यालयको लक्ष्य पूरा गराउन पुग्ने कुरा यकिन गर्ने	१	२	३	४	५
४२.	सेवाकालीन तालिमबाट प्राप्त सीपलाई कक्षामा प्रयोग गराउन सक्रिय सहयोग गर्ने	१	२	३	४	५
४३.	महत्वपूर्ण सेवाकालीन तालिम वा अन्य क्रियाकलापमा सबै स्टाफलाई सहभागी गराउने	१	२	३	४	५
४४.	शैक्षणिक विषयका तालिम वा अन्य क्रियाकलापमा नेतृत्व गर्ने वा उपस्थित हुने	१	२	३	४	५
४५.	सेवाकालीन पेशागत विकाससम्बन्धी कार्यबाट आर्जित अनुभव आदान प्रदान गर्न शिक्षक बैठकमा समय प्रदान गर्ने	१	२	३	४	५
X.	**सिकाइका निमित्त प्रोत्साहन प्रदान गर्ने**					
४६.	उत्कृष्ट कार्य गर्ने विद्यार्थीलाई प्रोत्साहन गर्ने (समूह चर्चा गरेर वा प्रकाशनमा उल्लेख गरेर)	१	२	३	४	५
४७.	शैक्षिक उपलब्धि वा अन्य आचरणगत उपलब्धिलाई सम्मान गर्न एसेम्ब्लीलाई प्रयोग गर्ने	१	२	३	४	५
४८.	आशालाग्दो रुपमा प्रगति गर्ने वा विशिष्ट उपलब्धि हासिल गर्ने विद्यार्थीका कार्यलाई कार्यालयमा सबैले देख्ने गरी प्रस्तुत गर्ने	१	२	३	४	५
४९.	उदाहरणीय उपलब्धि देखाउने विद्यार्थीका अभिभावकलाई सम्पर्क गरी सो बारे चर्चा गर्ने	१	२	३	४	५
५०.	कक्षामा विशेष योगदान गर्ने वा उत्कृष्ट उपलब्धी हासिल गर्ने विद्यार्थीलाई सम्मान वा पुरस्कृत गर्न खोज्ने शिक्षकलाई सक्रियतासाथ सहयोग गर्ने	१	२	३	४	५

ANNEX 3-3: PIMRS TEACHER FORM

Principal Instructional Management Rating Scale

भाग १: तलका विवरणहरु भर्नुहोस :

क) जिल्ला :

ख) विद्यालयको नाम :

ग) वर्तमान प्र.अ. सँग काम गरेको अवधि :

_____१ वर्ष   _____५ देखि ९ वर्ष   _____१५ वर्ष माथि

_____२ देखि ४ वर्ष   _____१० देखि १५ वर्ष

घ) शिक्षण अनुभव वर्ष (यो वर्ष समेत)

_____१ वर्ष   _____५ देखि ९वर्ष   _____१५ वर्ष माथि

_____२ देखि ४ वर्ष   _____१० देखि १५ वर्ष

भाग २: प्र.अ.को नेतृत्वसम्बन्धी यथार्थ स्थिति आकलन गर्न यो प्रश्नावली तयार गरिएको छ । यसमा प्र.अ.का सेवाभित्रका अभ्यास र व्यवहारलाई वयान गर्ने ५० ओटा वाक्यहरु समावेश गरिएका छन् । विगतका वर्षमा प्र.अ. को नेतृत्व व्यवहारसम्बन्धी यहाँको अनुभवमा आधारित हुँदै तलका प्रत्येक प्रश्नमा आफ्ना धारणा व्यक्त गर्नुहुनेछ ।

प्रत्येक वाक्य राम्ररी अध्ययन गर्नुहोस् । अनि, सबभन्दा मिल्ने व्यवहारलाई जनाउने अङ्कमा घेरा लगाउनुहोस् । प्रत्येक वाक्यमा यी अङ्कले यस्तो अर्थ राख्दछन् ।

५: संधै जसो

४: धेरै जसो (बरोबर)

३: कहिलेकाँही

२: कमै मात्रामा

१: नगन्य मात्रामा (नगरे जस्तै)

कहिलेकाँही यी उत्तर नसुँहाउने जस्तो पनि देखिन सक्छन् । तर आफूले राम्ररी सोचेर विचारेर उपयुक्त ठानेका बुँदामा चिनो लगाउनुहोला । कृपया प्रत्येक प्रश्नमा एउटा मात्र घेरा लगाउनुहोला । सबै प्रश्नको उत्तर दिने प्रयास गर्नुहोला ।

धन्यवाद ।

तपाईको प्र.अ. कति हदसम्म (वा कति मात्रामा) यी कार्यमा संलग्न रहनुहुन्छ ?

		नगन्य मात्रामा			सधै जसो	
		१	२	३	४	५
XI.	**विद्यालयको लक्ष्य निर्धारण**					
१.	वार्षिक रुपमा विद्यालयको स्पष्ट लक्ष्य तयार गर्ने	१	२	३	४	५
२.	लक्ष्य निर्धारण गर्दा जिम्मेवारीसमेत तोक्ने	१	२	३	४	५
३.	आवश्यकता पहिचान लगायतका औपचारिक, अनौपचारिक विधि प्रयोग गरी लक्ष्य निर्धारण गर्दा शिक्षक कर्मचारीको सहयोग लिने	१	२	३	४	५
४.	विद्यालयको शैक्षिक लक्ष्य निर्धारण गर्दा विद्यार्थी उपलब्धिसम्बन्धी तथ्याङ्कको उपयोग गर्ने	१	२	३	४	५
५.	शिक्षकले सजिलै बुझ्ने र प्रयोग गर्ने गरी लक्ष्य निर्धारण गर्ने	१	२	३	४	५
XII.	**विद्यालय लक्ष्य बारे जानकारी (सूचना प्रवाह)**					
६.	विद्यालय समुदायलाई प्रभावकारी रुपमा विद्यालयको ध्येय वा मूल उद्देश्य (Mission) बारे जानकारी दिने	१	२	३	४	५
७.	विद्यालयका शैक्षिक लक्ष्यहरु बारे शिक्षक बैठकमा छलफल गर्ने	१	२	३	४	५
८.	पाठ्यक्रमसम्बन्धी विषयमा शिक्षकसँग छलफल गर्दा र निर्णय गर्दा शैक्षिक लक्ष्यलाई समेत आबद्ध गर्ने	१	२	३	४	५
९.	विद्यालयको शैक्षिक लक्ष्य पोस्टर, बुलेटिन बोर्ड जस्ता माध्यममा स्पष्ट रुपमा झल्कने गरी प्रस्तुत भएको सुनिश्चित गर्ने	१	२	३	४	५
१०.	विद्यार्थी भेलामा वा उनीहरुसँगको कुराकानीमा विद्यालयको लक्ष्य वा मूल उद्देश्यलाई सदैव सन्दर्भ जोडी प्रस्तुत गर्ने	१	२	३	४	५
XIII.	**शैक्षणिक प्रकियाको सुपरिवेक्षण र मूल्याङ्कन**					
११.	शिक्षकका कक्षा-शिक्षणसम्बन्धी प्राथमिकताहरु विद्यालयका लक्ष्य तथा मार्गदर्शनअनुरुप भएको सुनिश्चित गर्ने	१	२	३	४	५
१२.	कक्षा शिक्षणको मूल्याङ्कन गर्दा विद्यार्थीले तयार गरेका सामग्री वा गरेका कार्यलाई समेत आधार बनाउने	१	२	३	४	५
१३.	नियमित रुपमा अनौपचारिक प्रकृतिका कक्षा अवलोकन गर्ने (योजना नगरी, कम्तीमा ५ मिनेटसम्म, लिखित पृष्ठपोषण नहुन सक्छ)	१	२	३	४	५
१४.	अवलोकनपश्चात पृष्ठपोषण दिंदा शिक्षकका खास खास सबल पक्षहरुलाई उल्लेख गर्ने	१	२	३	४	५
१५.	अवलोकनपश्चात पृष्ठपोषण दिंदा शिक्षणमा सुधार गर्नुपर्ने खास खास पक्षहरुलाई समेत औंल्याउने	१	२	३	४	५

XIV.	**पाठ्यक्रमको समन्वय**					
१६.	विभिन्न कक्षा वा तहमा पाठ्यक्रममा समन्वय गर्ने जिम्मेवारी तोक्ने (प्रअ, सप्रअ वा अन्य शिक्षक नेतृत्व)	१	२	३	४	५
१७.	विगतका विद्यालय तहका परीक्षाका नतिजालाई समेत आधार बनाउँदै पाठ्यक्रमसम्बन्धी निर्णय गर्ने	१	२	३	४	५
१८.	पाठ्यक्रमले निर्देशित गरेअनुरुप कक्षा क्रियाकलाप सञ्चालन भएको यकिन गर्न अनुगमन गर्ने	१	२	३	४	५
१९.	पाठ्यक्रमका उद्देश्य तथा विद्यालयीय उपलब्धि परीक्षा वीचको तालमेलको लेखाजोखा गर्ने	१	२	३	४	५
२०.	पाठ्यसामग्रीको मूल्याङ्कन, पुनरावलोकन कार्यमा सक्रिय रुपमा सहभागि हुने	१	२	३	४	५
XV.	**विद्यार्थीको शैक्षिक प्रगतिको अनुगमन**					
२१.	विद्यार्थीको प्रगतिको अवस्थासम्बन्धमा शिक्षकसँग व्यक्तिगत रुपमै छलफल गर्ने	१	२	३	४	५
२२.	शिक्षक समुदायसँग शैक्षिक उपलब्धि बारे छलफल गरी पाठ्यक्रम कार्यान्वयनका सबल र सुधार गर्नुपर्ने पक्षलाई पहिचान गर्ने	१	२	३	४	५
२३.	विद्यालयका लक्ष्य प्राप्तिमा भएको प्रगतिको लेखाजोखा गर्न परीक्षा लगायतका अन्य साधनको प्रयोग गर्ने	१	२	३	४	५
२४.	विद्यालयको समग्र उपलब्धि र नतिजा बारे शिक्षकलाई औपचारिक रुपमै जानकारी गराउने	१	२	३	४	५
२५.	विद्यार्थीलाई विद्यालयको शैक्षिक उपलब्धिको जानकारी गराउने	१	२	३	४	५
XVI.	**शैक्षणिक क्रियाकलापका निमित्त समय सुनिश्चित गर्ने**					
२६.	शैक्षणिक समयमा अवरोध पार्न सक्ने कार्यलाई सकेसम्म कम गर्न सार्वजनिक रुपमा आग्रह/अनुरोध गर्ने	१	२	३	४	५
२७.	शिक्षणका समयमा विद्यार्थीलाई कक्षाबाहिर नबोलाउने कुरा सुनिश्चित गर्ने	१	२	३	४	५
२८.	ढिला आउने वा अन्य किसिमले विद्यालय समयको पालना नगर्ने विद्यार्थीले उसको कामअनुसारको परिणाम (समय पालन र नियमितता वापत अङ्क राख्ने, थप गृहकार्य कक्षाकार्य दिने वा यस्तै अन्य) भोगेको सुनिश्चित गर्ने	१	२	३	४	५
२९.	उपलब्ध शिक्षण समयलाई नयाँ पाठ पढाउन वा नयाँ सिप र धारणाको अभ्यास गर्नमा उपयोग गर्न शिक्षकलाई प्रोत्साहित गर्ने	१	२	३	४	५
३०.	अतिरिक्त वा सह क्रियाकलापले शिक्षण समयमा कटौती गर्ने पक्षलाई न्यूनतम स्तरमा सीमित राख्ने	१	२	३	४	५
XVII.	**आफ्नो स्पष्ट उपस्थिति देखाउने**					
३१.	खाली समयमा शिक्षक र विद्यार्थीसँग अनौपचारिक कुराकानी गर्ने	१	२	३	४	५
३२.	विद्यालयका विभिन्न विषयमा शिक्षक विद्यार्थीसँग छलफल गर्न बेलाबेलामा कक्षामा प्रवेश गर्ने	१	२	३	४	५

३३.	अतिरिक्त ∕ सह क्रियाकलापमा उपस्थित ∕ सहभागी हुने	१	२	३	४	५
३४.	कुनै शिक्षक ढिला हुँदा वा कक्षा खाली हुँदा आफैं प्रस्तुत हुने	१	२	३	४	५
३५.	कक्षा शिक्षणमा स्वयं सहभागी भई विद्यार्थीलाई पढाउने	१	२	३	४	५
VIII.	**शिक्षकहरुलाई प्रोत्साहन र पुरस्कार प्रदान गर्ने**					
३६.	उत्कृष्ट कार्य गर्ने शिक्षकलाई स्टाफ बैठक तथा विद्यालयका प्रकाशनहरुमा समेटी प्रोत्साहन गर्ने	१	२	३	४	५
३७.	शिक्षकका प्रयास तथा नतिजा बारे व्यक्तिगत रुपमा प्रशंसा गर्ने	१	२	३	४	५
३८.	असामान्य र अत्यन्त उत्कृष्ट कार्य गरे बापत अभिलेख रहने गरी प्रशंसा पत्र प्रदान गर्ने	१	२	३	४	५
३९.	विद्यालयमा विशेष योगदान गरेबापत शिक्षकलाई पेशागत सम्मानका अवसर प्रदान गर्ने	१	२	३	४	५
४०.	विद्यालयमा गरेको योगदानको कदर स्वरुप शिक्षकलाई पेशागत विकासको अवसर प्रदान गर्ने	१	२	३	४	५
XIX.	**पेशागत विकासलाई बढावा गर्ने (सघाउने)**					
४१.	शिक्षक सहभागि हुने सेवाकालीन तालिम र विकासका अन्य अवसरबाट विद्यालयको लक्ष्य पूरा गराउन पुग्ने कुरा यकिन गर्ने	१	२	३	४	५
४२.	सेवाकालीन तालिमबाट प्राप्त सीपलाई कक्षामा प्रयोग गराउन सक्रिय सहयोग गर्ने	१	२	३	४	५
४३.	महत्वपूर्ण सेवाकालीन तालिम वा अन्य क्रियाकलापमा सबै स्टाफलाई सहभागी गराउने	१	२	३	४	५
४४.	शैक्षणिक विषयका तालिम वा अन्य क्रियाकलापमा नेतृत्व गर्ने वा उपस्थित हुने	१	२	३	४	५
४५.	सेवाकालीन पेशागत विकाससम्बन्धी कार्यबाट आर्जित अनुभव आदान प्रदान गर्न शिक्षक बैठकमा समय प्रदान गर्ने	१	२	३	४	५
XX.	**सिकाइका निमित्त प्रोत्साहन प्रदान गर्ने**					
४६.	उत्कृष्ट कार्य गर्ने विद्यार्थीलाई प्रोत्साहन गर्ने (समूह चर्चा गरेर वा प्रकाशनमा उल्लेख गरेर)	१	२	३	४	५
४७.	शैक्षिक उपलब्धि वा अन्य आचरणगत उपलब्धिलाई सम्मान गर्ने एसेम्ब्लीलाई प्रयोग गर्ने	१	२	३	४	५
४८.	आशालाग्दो रुपमा प्रगति गर्ने वा विशिष्ट उपलब्धि हासिल गर्ने विद्यार्थीका कार्यलाई कार्यालयमा सबैले देख्ने गरी प्रस्तुत गर्ने	१	२	३	४	५
४९.	उदाहरणीय उपलब्धि देखाउने विद्यार्थीका अभिभावकलाई सम्पर्क गरी सो बारे चर्चा गर्ने	१	२	३	४	५
५०.	कक्षामा विशेष योगदान गर्ने वा उत्कृष्ट उपलब्धी हासिल गर्ने विद्यार्थीलाई सम्मान वा पुरस्कृत गर्न खोज्ने शिक्षकलाई सक्रियतासाथ सहयोग गर्ने	१	२	३	४	५

ANNEX 4-1: CHETANA: INITIATIVES FOR SCHOOL DEVELOPMENT

1. Introduction of Pre-primary education: It was more than 25 years back the school introduced Pre-primary education, when it was not common among the community schools in Nepal.
2. Enabling SMC: The same SMC Chair is serving for more than 20 years.
3. Launching enrolment drive: The school launched enrolment drive in the beginning to increase student population.
4. Introduction of grade teaching: The HT considers the introduction of grade teaching as one of the major interventions for the development of the school.
5. Collaborating with an NGO: In collaboration with a local NGO the school organized training to teachers and lifted the classroom conditions.
6. Introduction of CAS: The HT considers this as one of the major intervention for improving quality of instruction at the pre-primary and early primary grades.
7. Banning corporal punishment: The school has banned corporal punishment, stopped all kinds of psychological harassments and decided to use respectable words to the students.
8. No retention policy: The HT says they have adopted no retention policy, though it is not fully implemented, It is accepted that repetition of grades does not help much to the students.
9. Getting feedback from students and community: The HT gets feedback from the outgoing students about the functioning of the school. Also, he told, he conducted a small survey with the community about their preferences and views on school.
10. Introduction of English medium instruction: The school conducted a training to implement English medium instruction in early primary grades, based on feedback from the community.
11. Improving in assessment system: The school has initiated providing regular feedback to the students and parents. Further there are weekly tests conducted for grade 10 students.
12. Conducting regular interaction with parents: The school organizes regular interaction sessions with parents for promoiting student learning.
13. Mobilizing resources: The school has successfully mobilized resources through religious events or in other ways to develop school facilities.
14. Creating Teacher Welfare Fund: The school has created a welfare fund and incentives for motivating teachers.
15. Improving school operation: The school has initiated measures to compensate losses caused by frequent disturbances. Because of these measures, the instructional time is protected.
16. Improving teacher regularity: The school has started providing incentives to teachers save leaves they are entitled to enjoy.
17. Self-Study programs: Students are trained to engage in self-learning activities and that is used to manage vacant classes.

ANNEX 4-2: Chetana School: Initiatives for Teacher development

- Organizing short training courses every year before the start of a new session; Topics covered so far: materials construction; special training on classroom decoration and management for the pre-primary teachers; Improving handwriting skills; teaching music to students; grade teaching; subject specific training programs
- Organizing teachers' workshop before the start of a new session: The topics of these workshops included materials construction; instructional planning; Developing strategies for instructional improvement;
- Enabling teachers to use skills learned in the training programs through the supply of materials: teachers can buy required materials and claim for reimbursement;
- Teachers are provided with the curriculum, teachers' guides, test-specification grids, marking schemes and all other relevant documents. [The HT mentioned that he has easy access to these materials and teachers in the school readily get these materials]
- Use of teachers' room for professional discussion. [The HT mentioned that he encourages teachers to engage in professional discussion during breaks; he believes informal learning from peers is very helpful for teachers growth]
- Organizing visits to some successful schools [He mentioned that he organized visits to some ten schools in the past; particularly teachers from the pre and primary level pay such visits together with the HT; they bring materials and photographs and arrange a discussion session after the visit and make plans for further improvement in the school; He thinks he has gathered a lot from such visits]
- Organizing parent-class teacher meetings and provision of monthly reporting to parents [The HT thinks that the teachers has learned to be more observant to students' behaviors and more accountable to parents and he considers that such meetings has provided good learning opportunities to the teachers]
- Organizing Faculty meetings: The school supports for such Friday meetings; [He thinks this helps teachers to collaborate in solving instructional issues].
- Utilizing staff meetings for solving instructional issues; [The HT told he encourages teachers to engage in discussions on instructional issues,]
- Ensuring participation in all training opportunities made available from the government institutions.

[Based on the discussion with the HT on BS 2066/12/10 and personal observations]

ANNEX 4-3: Saraswoti School: Records SMC Meetings

Recorded on 2067/4/17

Date	Agenda and decisions	Remarks
2065/4/18	- Nominating the other members in the SMC - Approving the audit reports	the present HT was not a member
2065/4/25	- One of the teacher created a revolving fund for awarding students scoring highest marks in science	
2065/7/9	- teacher appointment (on temporary basis)	
2065/7/30	- teacher appointment (on temporary basis)	
2065/8/14	- Rewarding students for excellent performance (in SLC) - Award to teachers and staffs for long service in the school - Special letter of appreciation with 'Silver Frame', to teachers who succeeded to promoting all students in their subjects - Teacher selection- for giving consent to transfer into the school: Committee formed to recommend the best candidate through class observation	
2065/11/10	- Provision of a lump sum money instead of pension provision to teachers in the school's source - Forming a nine-member PTA committee	It is to get rid of long term liability; But as said by the HT, the PTA was not formed;
2066/2/8	- Appointing an advocate to fight for protecting the school's property (land) - Distributing scholarship	
2066/2/18	- Matters on the land dispute - Utilizing the money from the fixed deposit to pay the increments made to teachers	
2066/2/23	- Matters on the land dispute	
2066/3/5	- *Milapatra*- decision to negotiating on the land case - The ex-HT has resigned from the position of chief administrator and he will continue to work as a volunteer teacher	The ex HT has long association with the school: as HT for 27 years; as administrator for 8 years from BS 2058; then as a volunteer teacher
2066/3/30	- Final approval to let him work as a volunteer teacher;	
2066/4/26	- The agenda to appoint HT and assistant HT - The then assistant HT Mrs Sharma was assigned to work for HT until final decision	It is the authority of the DEO to appoint the HT

	and appointment from the DEO; The SMC recommended to the DEO; - A new assistant HT appointed (based on seniority)	
2066/5/12	- Operating school accounts on the name of new HT	
2066/6/1	- Matters on appointing teachers	
2066/7/18	- Giving consent from the school to get transfer into the school from some other schools	
2067/2/22	- Budget for the next year: 13.09 million, expenditure- 13.92 million - Discussion on the audit report - Economize expenses: black tea; teachers will not ask for incentives for Tihar; Teachers will work without any allowance for marking answer sheets - Generating resources: mandatory contribution from parents: additional Rs 200 at the time of admission; and increment of Rs 25 on the exam fees. - Calling to open a canteen in the school premise	
2067/2/28	- Terms and conditions of a volunteer teacher	The criteria is seen in the notice board
# of meetings by year	- 2065: 6 - 2066: 9 - 2067- 2 (to the date of recording)	

Annex 4-3: Comparative Picture of Urban Secondary Schools

School A1		School A2
Community Secondary School	Governance Structure	Community Secondary School
Urban; Composition of parents- mixed- mostly from lower middle class	Location and community	Urban; Composition of parents- mixed- mostly from lower middle class
BS 2020 as a primary school; upgraded to secondary school on BS 2038	Establishment and gradual development	BS 2008 as a primary school; upgraded to secondary school on BS 2019
8 ropanies of land; two buildings and a new building under construction;	Material condition and facilities	16 ropanies of land; four buildings and a piece of land rented to some other private school; Still not been able to fit windows after 20 years of construction
Organized a religious event to raise funds for infrastructure development	Efforts for resource generation	Surviving by renting a piece of land to another private school; still on deficit financing
Total 1936 (Girls: 51%); including 400 + students at pre-primary level;	Total enrolment	Grades 1-10: 900 plus (Girls 52%) including 66 at pre-primary level
38 groups (including 10 at pre-primary level)	Total no. of groups of learners	27 (including three in pre-primary level)
Nearly 15 percent of the students comprised of domestic workers and three percent of *dalits*.	Student composition	Above 25 percent of the students comprised of domestic workers and five percent of *dalits*.
Total 66 (Female 62 %); among them 23 in school's source	Total teachers	48 (Female 71%); including 5 in school's source
Average 24 periods	Teacher work-load	
11 (3 administrative staffs and 8 support staffs)	Total office staff	13 (5 administrative staffs and 8 peons and others)
Consistently above 94 % in the last 15 years	Success rate at public exams	Fluctuates a bit but around 60-70 % for 10 years; It was as low as 25% 11 years back
Above 95 percent (gradually improving)	Average pass rate in internal examinations	About 65 percent

Annex 5-1: Comparative Picture of Rural Primary Schools

School B1		School B2
Community Primary School	Governance Structure	Community Primary School
Rural; 20 KM east of district HQ of Kavre district; Composition of parents-mixed- mostly from lower middle class; language at home Nepali for almost all children	Location and community	Rural; 20 KM east of district HQ of Kavre district; Composition of parents-mixed- mostly from lower middle class; language at home Nepali for about 50 % of the children;
First established on BS 2041; developed as a full-fledged primary school on BS 2046	Establishment and gradual development	First established on BS 2043; developed as a full-fledged primary school on BS 2050
About one ropany of land; two buildings; 6 classrooms; one library and a office room; Toilet facilities for both boys and girls; lack of drinking water; 2 computers and laptops from OLPC program; decorated rooms;	Material condition and facilities	About four ropanies of land; two buildings; 6 classrooms; one library and a office room; Toilet facilities not in use; lack of drinking water; traditional arrangement of classrooms except the room for ECD group
Mobilized resources from the community; developed partnerships with about 15 organizations including NGOS	Efforts for resource generation	No other partners except- the VDC and Room to Read;
Total 169 (Girls: 51%); including 29 students at pre-primary level;	Total enrolment	Total 81 (Girls: 51%); including 17 students at pre-primary level;
6 groups (including a pre-primary group)	Total no. of groups of learners	5 (Grade and ECD are merged in the same room)
Nearly 16 percent of the students comprised of *dalits*.	Student composition	Above 25 percent of the students comprised of domestic workers and five percent of *dalits*.
Total 8 (Female 75 %); 3 in approved positions; two in rahat; and 3 as ECD facilitators	Total teachers	Total 5 (Female 60%); 3 in approved positions; one in rahat; and one ECD facilitator
Grade teaching; full time work; the HT involving in management responsibilities	Teacher work-load	Full time with little time left to the HT for management roles;
Above 95 percent (gradually improving)	Average pass rate in internal examinations	About 60 percent for last five years