

Research Article

Leading a School to Success

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ABSTRACT

Public school in south East Asia is becoming the center of criticism day by day. Same is true with Nepalese schools. School leaders-Principal/Headmaster can play a significant role in getting out from this blame. This conceptual article focuses on exploring some evidences and concepts which can help a principal, as the school leader, lead a school to success. The discussion in this article reveals the fact that leadership matters in leading any organization to success. A successful school shuns quality debate, leadership debate and any other debates that deteriorate the status of a school serving in a community. It is not only the government that has to remain glued to overall activities nor can any policy is effective enough to fetch desired result unless its implementation is effective and accurate. Therefore, a single principal can do a lot if he desires to be successful.

The Principal as a school leader should always stand ready to penetrate through chaos and complexity. No policy is handcuff for those who have a big dream to realize, who can visualize the future of one's own action and have a definite destination to manage. He should able to realize that the stakeholders as- teachers, staff and parents can be of great help if managed well.

After all, as long as teachers are treated as the 'cog of a machine' and held responsible for deteriorating state of affair, a principle can never acquire their cooperation and motivate them to better achievement. Therefore, any principal having a dream requires being optimistic about the future and need to work on developing teachers as required for his/her institution. In order to assimilate the improved teachers in concomitant with the effective teaching leaning activities, the school culture needs to be improvised along with its structure, process and environment which contribute in meeting the expectations of the parents/guardians. In the process, a principal can be visible (in fact not only physical presence in the scene but also meaningful presence in directing, managing, planning, resource providing, so on and so forth) by adopting the strategies of instructional leadership. Shelf-reflexivity is another of the most effective contrivance for a principal to learn and practice. Finally, existing paradigm may not fetch the type of result sought but shifting paradigm is a daunting job which requires well thought mechanism to minimize resistance.

INTRODUCTION

Public schools are becoming the center of criticism day by day. The never ending quality debate in the media and among the guardians

have turned out to be so usual that now people have started turning their deaf ear to it. Even those public schools which are significantly contributing to uplift the educational standard and level in the nation have been shadowed and private schools find the source of their life among these criticisms. The capability concerns with regard to headmasters leading these schools appear to be another of the pertinent aspects of deteriorating state of the affair. Heading still farther and deeper, lack of professionalism among the teachers; heavy political influence, impact and intervention in the day to day functioning of schools needs no elaboration for anyone who has proximate relationship to our schools whether in form of guardians, teachers, students or mere well-wishers. Furthermore, even a lay man can be found to clearly perceive that our public schools are dysfunctional and have failed to live up to the expectation of the people directly related to them. The chaotic situation and complexity prevailing in the existing school paradigm has never gone beyond the print and closed room discussions and finger-pointing people devoid of initiation to better these schools are in abundance.

Turning to another dimension, to put it simply, a successful school does not consist of lot many adorations but just a thing - satisfaction to its stakeholders. How can the satisfaction of the stakeholders be achieved? Many a time this question finds the policy as the barricade in the process if not common version of 'political intervention'. Well, the easiest task ever to carryout is to blame shift - it is not me who fails but someone or something else that makes me fail. This culture prevails not only in the school environment but also nationwide. Under such scenarios, the concern about leading a school to success has appeared to be a daunting task

giving rise to many questions: Are our schools that worse in reality? Is it only the government whose attention needs to remain glued to our schools? Or can a principal as a school leader provide the school a direction to success? Can teachers be any help to it? Can parents contribute equally to success of a school?

In the center of these many questions, this conceptual article focuses on exploring some evidences and concepts which can help a principal, as the school leader, lead a school to success.

Setting vision and goal

Obviously, envisioning the future and acting accordingly provides a straight pathway to progress. The first and foremost thing for a leader to do is to set vision and goal. Since school is a learning organization, and every individual within the school premises working with the 'booming buds' are the role models for them, they obviously borrow the fragrance from the same environment where they spent their most productive age when they flourish into full bloom. Hence, it's a simple inference that principal as a school leader 'influences students' learning by helping to promote vision and goals'. However, a principal with vision needs to pay attention to putting the resources and processes in place. Clear goals, adequate, equal and equitable distribution of available resources and comprehensible process ensure good teaching in a school enabling teachers to translate the visions and goals into reality.

Similarly, the visions and goals must be transferable and the principal should be able to articulate it clearly and comprehensively. Sharing such vision in the words that the teachers can understand is what the principle

should always be conscious about. It is not only the teachers and staff working in a school who want to be clear about visions and goals but also the guardians who expect the principal to express his or her vision clearly and to plan strategically to achieve the vision (Dempster and Logan, 1998). Taking this as an opportunity, the principle needs to be aware that the value of parental involvement is paramount for vision actualization.

Scholars have pointed out to another pertinent aspect of vision and vision sharing. "Vision building is a highly sophisticated dynamic process which few organizations can sustain" (Fullan, 1992, p.83). This is very true for the reason that identifying and articulating a vision incorporates creating shared meanings, high performance expectations, fostering the acceptance of group goals and communicating them.

Distributing leadership

Nevertheless, setting vision, goals and directions are not enough unless and until school performances are monitored and evaluated. At present it has been perceived that 'the typical principal's working day is consumed by managerial tasks having little or no direct bearing on the improvement of curriculum and instruction' (Kmetz & Willower, 1982; Elmore, 2002). In such a situation, as a principle, if one believes in being the sole actor in entire school activities, it can be nothing more than a childish folly. Therefore, an alternative must be sought for which distributing leadership among the teachers and other stakeholders can be a better option to think about.

Abundant of researches have clearly shown that the model of single heroic leadership is not enough to take the schools to extensive success. Various studies strongly point to the

need of distributed leadership in school and "Clearly, it is *not* a model of a single, "heroic" leader standing atop a hierarchy, bending the school community to his or her purposes. Rather, it is a model of "distributed leadership" (Gronn, 2000; Spillane, Halverson, and Diamond, 2001; Smylie, Conley, and Marks, 2002; Wallace, 2000). Researches in the school settings have shown that distributed leadership is one of the successful leadership styles to be implemented in the school for enhancing school effectiveness.

Distribution of leadership enables teachers to accept their responsibility willingly as it empowers them to make some decisions on their own which help them regard themselves as valued and trusted member of the school family thereby developing organizational citizenship in them. This certainly helps lessen much of the daily stuff off the principal's shoulder as the teacher leaders can help other teachers to embrace the school goals, to understand the change and work together towards improvement. Besides these, "there is increasing research evidence that distributed leadership makes a positive difference to organizational outcomes and student learning" (Harris and Spillane, 2008, p. 32).

As is evident, the concept of distributed leadership is the idea of sharing or spreading leadership amongst all stakeholders. These include principals, teachers, parents, and students. Hence "distributed leadership becomes synonymous with teamwork. It is a collective endeavor in which all those concerned bring their efforts together to see to it that meaningful contexts and opportunities for learning are being created" (Belhiah, 2007, p. 3). In this way, a teacher's duties, for instance, do not stay within the

confines of the school; rather they transcend it by contributing to the creation of a community of learners beyond the classroom (Katzenmeyer & Moller, 2001). The concept can be found to be supported by Spillane et al. (2004) who have suggested that distributed leadership "is constituted through the interaction of leaders, teachers, and the situation as they influence instructional practice". So distributed leadership is not a substitute to the principle's role but leading through flat structure specially extending to colleagues' teaching performance; selection of textbooks and instructional materials; recruitment of new staff, teachers, and administrators; curriculum development and action research; school policies; coordination of programs; coaching and mentoring students, etc.

Another charm of distributed leadership lies in developing people. Harris (2008), states the fact "...the distributed leadership model emphasizes the active cultivation and development of leadership abilities within all members of a team. The core assumption is that each member has some leadership abilities that will be needed by the group at some time" (p. 174).

This can contribute to succession planning vehemently and tentatively with surety. Besides this, it emphasizes in finding individual potentiality for leadership and assigning the role to the teachers according to their capability.

If the leaders of any organization while leading their organizations to the pleasant future fail in identifying the strength of their subordinates working under their influence, the future will certainly end up in chaos

giving birth to role ambiguity and conflicting situation. Conflict may be an opportunity to eliminate the prevailing weaknesses but failure in handling it certainly leads to undesirable consequence. So it appears to be mandatory for a principal to develop a skill and strength to identify his or her teachers' capability in handling matters efficiently and effectively.

Furthermore, various scholars have unanimously pointed out to the various advantages of this leadership model. Harris and Muijs (2002), in their overview of the literature on distributed leadership, identify three major benefits of this leadership style as: i) improving school effectiveness, ii) improving teacher effectiveness, and iii) contributing to school improvement. It is for sure that effective teacher leaders are agent for school improvement thereby ensuring the school effectiveness. By engaging teachers through distributed leadership, teachers' expertise will reach new heights and their confidence and self-esteem will be boosted. As a result, they will be more apt to take risks and experiment with novel, cutting-edge teaching methods, which in turn will have a beneficial impact on their effectiveness as teachers and leaders both inside and outside the classroom (Smylie, 1995).

Developing teachers

Distribution of leadership alone does not enable teachers to effectively contribute to the development of school and the students. Like any organization, school leadership needs to be conscious about developing teaches so as to acquire the manpower as required for the institution. Therefore, the strategic plan of a principal must keep the teacher development programs, policies and strategies in the focal point. After all, it is the

principal who knows the community and parents better; the expectations of the community and parents and has the idea about the manpower required for meeting these expectations. Drawing from these knowledge and experiences, a principal needs to take steps to developing teachers.

Though the teachers have been prepared through schooling, many seem to experience difficulty in relating with the students. "The principal is expected to provide the appropriate leadership which will assist each staff member make a maximum contribution to the schools' effort to providing quality and up-to-date education" (Enueme and Egwunyenga, 2008).

It is imperative for a principal to understand that staff development is a process that rewards and recognizes professional growth and fosters a collegial atmosphere. The basic norms behind the development of staff include offering intellectual stimulation, providing individualized support identifying every individual as unique being endowed with some special potential and providing an appropriate model to work with.

Unlike other organizations, school is an institution by community for community. Sergiovanni (1996) states that educational institutions are characterized by that sense of 'community' that exists only when people are bound together by a set of shared ideas that compels their sense of purpose.

This bonding and binding helps them to become members of a tightly knit web of meaningful relationships with moral overtones. In communities of this kind, people belong, people care, people help each other, people make and keep commitments, people feel

responsible for themselves, and responsible to others. (p. 100)

These statements appear to have their root in the school culture; so principal's constant effort in creating and sustaining such a culture becomes imperative. Furthermore, a principal needs to know that the teachers are not the cog of a machine, who can perform however they are exploited and used. Being humankind thinking creature having different levels of different emotions, the principal needs to be conscious that decent behavior in concomitant with their type of emotion and level can facilitate him/her to realize and achieve his/her set vision and goals. In case of failure in adhering to such human faculty, it may be counterproductive giving rise to more chaos in the internal environment of a school as the ones recurring in our present schools. Therefore, school culture appears here to be very important contrivance for unifying people to common goals and developing them as an important member of school community.

Turning to another important aspect of developing teachers, teacher professional development is critical to school improvement and increased student learning. As the leader of a learning organization, the principal must motivate teachers to continue to grow professionally throughout their careers. Payne and Wolfson (2000) identify Principal's role as critical in professional development of teachers. According to them, "By participating in professional growth activities and sharing learning and skill development with others, the principal demonstrates a commitment to continual learning and serves as a role model for the faculty" (p.16). For fulfilling this purpose, a principal needs to disseminate and discuss current research and literature of the

education field with the teachers. This helps the principal to keep teachers informed about the present trend of education and to provide common base of knowledge for discussion and problem solving.

At least once in every two years, it is desirable to attend one conference with a team of teachers which avails an opportunity for principal and teachers to learn new thing together and strengthen their collegial relationship (ibid.). As we know technology has spread with dignity in every walk of our life, the principal cannot ignore it as a tool to serve the end of his/her purpose. By modeling the use of technology in varied school activities, teachers are required to be encouraged to befriend it and learn its use by facilitating a learning environment. Principal, as a leader of learning organization, 'must establish the expectation that all members should focus on their own professional growth and work cooperatively with others to increase student learning' (ibid. p. 17).

With regard to new teachers, the principal must have a clear and comprehensive mechanism to acquaint him/her with the school cultures. Such a mechanism may be school-dependent. For example, Danielson (1996) gives a mechanism according to which a new teacher, in the beginning of the school year, participates in a five-day workshop. There is a Mentor and a Master teacher in the model to support and facilitate monthly seminars. It is not necessary that our school principal adopt the same, instead a convenient model which can bring a new teacher to the mainstream culture of the school enabling him to enhance students' learning can be thought of and implemented. *"Teachers view the principal as a helper, supporter, and source of information and*

resources for professional development" (Payne and Wolfson, 2000, p. 19).

Through this statement the scholars identify the principal as a motivator and supporter. In this case the principal, assisting the teachers in pursuing their professional growth opportunities, providing available resources such as books, web-sides, relevant articles, should make them feel confident that the principal wants them to further their knowledge and increase their skills. By organizing mock-seminars, teachers can be made to present the interesting topics which enable to take initiative to intellectual stimuli. As a facilitator, the principal should always be eager to offer help in the case of decision making, problem solving and sharing. Apart from this, occasional professional development activities within the school premises and during holidays help teachers realize that the principal is really keen about their development which ultimately results in increased motivation and sincerity towards their daily work and their professions thereby helping them feel they are professionals from all dimensions. Alternative activities such as conversations among teachers about common concerns, ideas for classroom lessons, and effective teaching strategies; and formal and informal observations of teachers in their interactions with students also contribute positively in teacher professional development (ibid, p 21). This is not the exhaustive description of ways for developing teacher professionalism for a successful school. The principal has to do more but cannot do less.

Developing school

School culture, structure, process and environment play determinant role in the development of a school. They are correlated with each other and change in one

component brings change in other components as well. Therefore, a thinking principal who dreams to lead a school to success is always conscious about strengthening school culture, modifying organizational structure based on the need of time, building collaborative processes and managing the school environment.

A school's culture includes the obvious elements of schedules, curriculum, demographics, and policies, as well as the social interactions that occur within those structures and give a school its look and feel as "friendly," "elite," "competitive," "inclusive," and so on. Similarly, if we see a school culture from the point of view of working style, it is simply stands for "How we do our work here". However, positive school culture is what has been felt the need of the day. Being our schools suffered by political intervention and influence, shared norms and values have gone in hibernation and personal convenience and benefits are the centre of attraction for many working individuals. To do away with such a prevalent culture in many schools, the school principal should prioritize positive school culture.

Peterson (n. d.) points out to five ways of developing positive school culture. First of all, there needs to be a widely shared sense of purpose and values that is consistent and shared across staff members. The absence of shared sense of purpose and values leads a school to fragmentation and many a times to conflict. The shared purposes and values help bring the entire teachers and staff of the school as a single whole.

Secondly, the principal needs to focus on group norms of continuous learning and school improvement. This helps in reinforcing the importance of staff learning and to focus

on continuous improvement in the school. This plays pivotal role in getting tune with the internal and external environment of the school with the updated knowledge and knowledge about the present needs and demands along with the changes occurring in the field of school environment. A stale knowledge stands as the barricade to progress.

The third one is to emphasize the sense of responsibility for a student's learning. And, the principal create such an environment that s/he can assume that the teachers really believe and feel responsible for student learning. But, our culture blames the students for not being successful. In a positive school culture, staff really feels a sense of responsibility for the learning of all students.

Fourth, collaborative and collegial relationships between staff members are of prime importance. The principal failing to foster collaborative and collegial relationship among the teacher members cannot expect to meet the similar challenges and needs through different talents and knowledge. The collaborative and collegial relationships encourage people to share ideas, problems and solutions and work together to build a better school.

Finally, the Principal should not forget to give a real focus on professional development, and staff reflection, and sharing of professional practice. These are places where people interact around their craft; they improve their teaching; and they do it as a shared collaboration. Saphier and King (1985) points out to the following facts about school culture:

Giving shape and direction to a school's culture should be a clear, articulated vision of what the school

stands for, a vision that embodies core values and purposes. Examples of core values might be community building, problem solving skills, or effective communication. These value commitments vary from community to community; what is important for school leaders to know is the role of values as the fuel of school improvement. If core values are the fuel, then school culture is the engine. (p.114)

The aforementioned discussions on culture point to the fact that there is no one perfect school culture. It is the principal who assumes the lead of a school makes an endeavor in building community embedding vision with values and culture, and sensitizes the teachers and staff to unwritten rules thereby giving a form to the school culture s/he is working in.

School environment is another of the most prominent aspect that the principal needs to take into account. Today as never before, problems of the outside world encroaches on the school environment. Child abuse, gangs, broken families, drugs, violence, and environmental problems all to varying degrees hinder the school's ability to educate students. If we are to believe Stolp and Smith (1995), school culture can be a solution in the management and maintenance of school environment. They state:

The challenge for school leaders is to shape and nurture a school culture that can address these growing problems. The school can no longer be seen as just a place for basic instruction. For many students, it serves the function of a home, providing moral direction and a sense of belonging. (Preface)

As seen in the above statements, it can be deduced that school is not just a place for instructional activities. The environment of the school must be supportive enough to make the students feel that it is their second home where they shape themselves as a complete personality. Seen from this perspective, the principal is the main guardian of all the children attending the school and it is his/her duty to devise an environment where they can feel safe avoiding the influence of external environment and engage in meaningful life-skill activities, not only carryout the instructions. Nevertheless, influence of some external environment must be received positively such as technology.

Leadership structure also makes a great impact in the development of a school. Different scholars claim the structured top-down leadership style in the learning organizations like academic institutions cannot suffice the betterment and effectiveness of a school. Theorists advocate that effective educational leadership requires less of the current bureaucratic model and more closely emphasize inspiring, self-reflective model which results in less dissatisfaction within the community. Sewell (2003) states that the traditional top-down managerial style is no longer effective in the 21st century education system. We can find some scholars who assert that "there is a need for new kind of leadership styles in schools" (Stephen, 2007 p.1). These problems as appeared in the school leadership structure highlight the fact that leader should be able to identify emergent needs and be ready to address them without delay. Nevertheless, a principal should not forget that no single leadership suits every principal. Whatever may be the debate, present century has started to feel the need of 'personal

leadership style' as well but it must not be the one which distances the teachers from the principal thereby creating layers of authorities.

Meeting the expectations of the parents

Nonetheless, an improved school culture, flat structure, professional teachers whatsoever have been brought intact, parents play another prominent role in the success of a school. Seeking parental support and cooperation in the smooth functioning of a school has become crucial in the part of the principal at present. The fact that only those parents whose expectations are met by the school in which their children are enrolled and who have experienced the positive impact of the school on the society they dwell are ready to show their concern to the school. This highlights the need of keeping parents in the center.

A school devoid of public faith upon it can never be deemed good or successful. Put it other way, unless and until a school succeeds in winning public faith and create a positive influence in communities, its success is jeopardized. It is by meeting the expectations of parents that it can influence the community in positive way.

Many parents work incredibly hard and make great sacrifices in order to send their children to a school (Falconer 1997). What they expect in return of their sacrifice is nothing other than seeing their children grow in a balanced way acquiring competitive skills as a contrivance to shape their career so that they don't have to look back in the days ahead. And, be it any sort of investment, the expectation out of it is obviously its return. Falconer (1997) in his study found out that parents laid great emphasis on the friendliness of the teaching staff, the

politeness of pupils and the personality of the Principal. He further adds that "Socks around the ankles and shirt tails hanging out reflect a poor school attitude towards expected standards and behavior, especially if it is the head-teacher's shirt tails hanging out! Smart, well turned-out pupils reflect the ethos within the school". This discussion is evident that small bits of things which have direct connection with the students and students' learning are the prime factors that the parents want to see in up-to-date form. So, ignoring the students' uniform, the language they use in the school, conditions of textbooks and note copies, homework assigning and correction policies, the expectations of parents can never be met.

As it seems mandatory for a principal to meet the expectations of the parents for succeeding in his/her job of leading a successful school, s/he can make use of the following framework as pointed out by Epstein (1995). The framework explains six types of parental involvement in the process of educating children.

1. PARENTING: Helps all families establish home environments to support children as students. However it is not an autonomous thing to be found in every household. Hence a school needs to initiate parent education and other courses or training for parents like family literacy. Family support programs to assist families with health, nutrition, and other services and home visits at transition points to pre-school, primary, middle, and high school can make parents feel that the school is doing things for the betterment of their wards thereby meeting their prime expectation that their children grow to be self-dependent, noble and good citizen.

2. **COMMUNICATING:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress helps keep the parents in touch with school. Communicating with the parents is vital as it is the medium through which a principal is able to convey the good messages and let the parents know what the school where their children are being educated doing in the process of education. Many a time, parents may be baffled failing to grasp the meaning of school activities thereby creating misunderstanding between the parents, community and the school family. Many activities can be designed for this purpose. Conferences with every parent at least once a year and regular schedule of useful notices, memos, phone calls, newsletters can be very effective channels of communication.
3. **VOLUNTEERING:** As we know community is a resident of the people having diverse talents, skills and knowledge. Recruiting and organizing parents' help and support identifying these diversities of knowledge, skills and talents not only contributes in school effectiveness but also makes them feel as the member of school family developing a strong bond. Some of the activities that a principal can bring into practice can be thought of as school and classroom volunteer program to help teachers, administrators, students, and other parents; parent room or family center for volunteer work, meetings, and resources for families and annual postcard survey to identify all available talents, times, and locations of volunteers.
4. **LEARNING AT HOME:** All the parents enrolled in the school may not be equally competitive and educated to offer their help in their children's learning. Therefore, it is the principal who has to think about providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. This can be done by means of information for families on skills required for students in all subjects at each grade; homework policies and how to monitor and discuss schoolwork at home; family participation in setting students' goals each year and in planning for college or work.
5. **DECISION MAKING:** A principle realizing the importance of parents' role in the success of a school should not hesitate to include parents in school decisions, developing parent leaders and representatives (best option may be fair set up of school management committee). Besides this, the principal can work on organizing active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation; independent advocacy groups to lobby and work for school reform and improvements; and networks to link all families with parent representatives.
6. **COLLABORATING WITH COMMUNITY:** A principal must not forget to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Unlike the present ineffective annual campaigns for student enrollment in the beginning of the session, the principal should design effective programs like information for students and families on community health, cultural, recreational, social support, and

other programs/services; and information on community activities that link to learning skills and talents, including cultural programs for students.

Furthermore, the principal who wants to prove his/her personality as a leader of successful school, besides focusing on his/her own personality, needs to focus on instructional leadership strategies as well. Smith and Andrews (1989) identified four areas of strategic interaction conducted by instructional leaders that lead to higher levels of student achievement:

Being a resource provider: The teachers in the schools are its greatest resource, and they must be acknowledged for exemplary teaching and encouraged to share with others. The principal must know the strengths and weaknesses of the teachers and show genuine concern for their health, welfare, and professional growth. This caring approach creates a teacher willing to take risks and approach change positively.

Being an instructional resource: The principal needs to identify good teaching and provide feedback that promotes professional growth.

Being a communicator: The principal must communicate to the staff essential beliefs that (1) all children can learn and experience success; (2) success builds upon success; (3) schools can enhance student success; and (4) learner outcomes must be clearly defined to guide instructional programs and decisions.

Being a visible presence: To create a visible presence in day-to-day activities, principals must model behaviors consistent with the school's vision; live and breathe their beliefs in education; organize resources to accomplish building and district goals;

informally drop in on classrooms; make staff development activities a priority; and, most of all, help people do the right things and reinforce those activities. (Andrews, Basom, and Basom 1991, p. 100)

Including all these above mentioned issues, provided a principal enhances effective learning environment in the school thereby enabling the students to achieve highly, s/he will ultimately succeed in making the parents/guardians feel that the school is strong enough to meet their expectations.

Being reflective and shifting-paradigm

In the process of leading a school, the principal who forgets about himself/herself and sticks to what was learnt long ago and tries to design his/her activities in the periphery of the same skills and knowledge, effective leading and contemporary expectations of the educational stakeholders cannot be satisfied. What may be the best practice to avoid lagging behind the present needs and thoughts? Though various scholars point out to various practicable solutions, Secretan (1997) elaborating the concept of Likert (1961) states that self-reflection by educational leaders must be nurtured because the leader inspires others in the kind of quality thing that promotes a paradigm shift, creating regenerative atmosphere. Hence, a principal must reflect to reframe his/her perspectives. This is for sure that positive information flow generates a new vision for schools that permits a successful paradigm shift without promoting high levels of dissatisfaction among the schools and communities. Shifting paradigm is a daunting task which can give rise to status quo and conflicting situations as it challenges the existing status quo of a school and people involved in it. As Wong (2003) states,

“...people react to or cope with change in various ways, from complete rejection to complete acceptance (p.2)”. This is because for some it may be a revolutionary idea comfortable to their mindset, others might find it contrary to their tradition. Therefore, it is imperative to think of a systemic paradigm which can, at the utmost, make the majority feel comfortable going along with this. Nonetheless, a wise principle consciously expect some resistance to new change as it is ‘natural and unavoidable (ibid.)’ however good a paradigm the principal may come up with.

The habit of self-reflection provides an opportunity to assess one's own present stand. Furthermore, it provides an opportunity for the principal to focus on the styles of diversity modeling an appropriate professional behavior. Thus, as an active promoter of professional development, the principal needs to work on eliminating distractions and focus on meeting expectations for growth.

CONCLUSION

The discussion in this article reveals the fact that leadership matters in leading any organization to success. A successful school shuns quality debate, leadership debate and any other debates that deteriorate the status of a school serving in a community. It is not only the government that has to remain glued to overall activities nor can any policy is effective enough to fetch desired result unless its implementation is effective and accurate. Therefore, a single principal can do a lot if he desires to be successful.

At present it seems that we have forgotten the fact that 'every black cloud has silver lining'. Where there is problem, there is

opportunity as well. It is not that by digging out only problems, scattering and regarding them as obstacles to our destination, we will pave our pathway to progress but it is by seeking opportunities entangled within these problems that we can undo the knot of this chaotic and complex situation. Again, of course, leadership matters a lot in this process.

The Principal as a school leader should always stand ready to penetrate through chaos and complexity. No policy is handcuff for those who have a big dream to realize, who can visualize the future of one's own action and have a definite destination to manage. Wanders are those who have nowhere to reach and even an opportunity for them turns out to be a problem for lack of skills to handle them appropriately and adequately.

After all, as long as teachers are treated as the 'cog of a machine' and held responsible for deteriorating state of affair, a principle can never acquire their cooperation and motivate them to better achievement. Therefore, any principal having a dream requires being optimistic about the future and need to work on developing teachers as required for his/her institution. In order to assimilate the improved teachers in concomitant with the effective teaching leaning activities, the school culture needs to be improvised along with its structure, process and environment which contribute in meeting the expectations of the parents/guardians. In the process, a principal can be visible (in fact not only physical presence in the scene but also meaningful presence in directing, managing, planning, resource providing, so on and so forth) by adopting the strategies of instructional leadership. Shelf-reflexivity is another of the most effective contrivance for

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