An exploration into the effect of leadership behaviour of principals on school culture in selected international schools in South East Asia.

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Abstract

This study investigates the links between the leadership of school principals and school culture in international schools in South East Asia. Two main research questions shaped the study: i) To what extent, if at all, do the principals exhibit behaviours of transformational leadership? ii) How does the selected transformational principal's leadership style and behaviour affect the culture of the schools?

The study, employing mixed methods, was split into two distinct phases. Phase 1 examined the leadership styles of the principals of the selected schools using the Multifactor Leadership Questionnaire (Bass, 1998) and Phase 2 was an in-depth study of the three principals selected and their schools exploring in detail how their differing leadership values and behaviour influenced school culture. Qualitative data collected in phase 2 was through interviews, observation and the gathering of data from artefacts.

The major findings of the study were:

1. Both phases of the study show that the three principals show particular behaviours of transformational leadership with different levels of display. The findings also show that the leader with the highest levels of transformational leadership is leading the school with the highest outcome scores from phase 1.
2. Although the project was designed to investigate principal transformational leadership, the three principals showed usage of various leadership styles and behaviours whilst performing their duties.
3. Context, power, trust and change are important considerations in the three principals' leadership behaviour investigated in the project.

4. The principals' perceptions of their leadership style and behaviour differed from the way that the leadership teams and other teachers saw them.
5. All three schools have different cultures. These cultures have been characterised as being 'not rock the boat' with School E, 'slow and steady' with School L and 'the extra mile' with School J.
6. There is a relationship between the transformational leadership behaviours of the principals and the culture existing in the three schools.

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Chapter One

Introduction

1.1 Introduction

The purpose of this chapter is to introduce my investigation into the effect of leadership behaviour of principals on school culture in selected international schools in South East Asia. The chapter will firstly give an introduction to the study, its purpose and research questions; then, the concepts of the principal as a transformational leader, and leadership and culture. These areas will be explored in depth in the literature review. Next, the research method and instrument chosen will be introduced, both to be looked at in more detail in the methodology section. The introductory chapter will end with a conclusion.

Kirk and Gallagher (1983: 34) describe education as '*The mirror of strengths, weaknesses, hopes, biases, and key values of its culture'*. Thus, education has a role to play in the development of people and countries, and schools are the vehicle of that development.

When examining what makes a good school in today's society, where diversity is often vast and complex, it is necessary for a good school to have a strong culture which is in alignment with the vision and purpose. Good schools frequently need, and depend on, a strong sense of leadership and purpose, however, in order for a culture to be established, built and developed, the leaders must navigate staff, employees and students in a common direction. Sergiovanni (2001), commenting on the principal's influence in shaping the culture, states that, once established in a school, strong culture acts as a powerful programmer of behaviour. The shaping and establishment of such a culture is something that does just not happen, it is much deeper than this and involves all the stakeholders of the school. If competing points of view and

ideologies exist in a school, or non-educational background, deciding which ones will count could cause tensions. The person best placed to influence strongly this outcome and ease those tensions is the principal.

1.2. Rationale for the study

In 15 years as a secondary school teacher, I have become increasingly interested in the way the principal creates a culture for the school. It is often more noticeable shortly after a new principal replaces (for whatever reason) the old. It can cause both the teachers and the students to work harder, trying to meet the new principal's expectations. Over a longer period of time, this can affect the behaviour and the achievements of the students. O'Hanlon and Clifton's (2004) study indicated that the principal can greatly affect the school's effectiveness, to the extent of promoting or destroying the school, through the culture and climate he or she creates.

During the taught models of my EdD I wrote an assignment which was a comparison of two principals. These were the former and the new principal of a school at which I used to work. Specifically, I was looking at the changes from a heroic to a non-heroic leader and the stages and problems which a new principal experienced in implementing distributed leadership (Copland 2003, Gronn 2003, Spillane et al 2004) in an international school. At that time I saw heroic leaders as Camburn, Rowan and Taylor (2003: 348) described them *'a single heroic leader standing atop a hierarchy, bending the school community to his or her purposes'*. As my investigation grew deeper I started analysing heroic and non-heroic leaders, discovering that the new principal displayed many of the traits and behaviours associated with transformational leadership (Burns 1978).

At that time I was discussing my studies and my assignment with a teacher from another international school and we discussed the leadership traits of our respective principals. It became apparent during these discussions that the leader from the other school was displaying many of the traits and behaviours of transactional leadership (Bass 1974). This led to an interest in discovering more about transformational and transactional leadership and ultimately the opportunity to research how transformational and transactional leadership can affect school culture.

1.3 Organisation of the study

Chapter One is the introductory section and starts with background information about the research project. The chapter includes the purpose of study and research questions and an introductory section on international schools in South East Asia.

Chapter Two presents the literature review, which focuses on leadership; specifically instructional, transactional distributed and transformational leadership, then variables of leadership (context, power, trust and change) and school culture.

Chapter Three looks specifically at the research methodology used in the investigation and details how the project was split into two distinct phases. The theoretical framework is presented and discussed and the rationale for the particular design is shown and supported in line with my philosophical stance.

Chapter Four presents the results and findings of phase 1, looks at the analysis of the questionnaire used and shows how the principals were selected for phase 2.

Chapter Five examines the findings of phase 2, looking at leadership and culture in the three schools and offers a cross case analysis of the schools.

Chapter Six discusses the key points arising from the study and the main themes from the data linked to leadership and culture.

Chapter seven is the final chapter in which my contribution to knowledge is shown.

1.4 Purpose of study and research questions

The main purpose of this study was to explore the links between the leadership of school principals and school culture in international schools in South East Asia.

There are two related research questions: i) To what extent, if at all, do the principals exhibit behaviours of transformational leadership? ii) How does the selected transformational principal's leadership style and behaviour affect the culture of the schools?

In order to answer those questions, it is necessary to answer further questions:

1 What kinds and levels of transformational leadership behaviour does the study show the selected principals display?

2 Does the study show that principals use various leadership behaviours at different times?

3 What does the study show affects the selected principal's leadership behaviour?

4 Are principals' own perceptions of their leadership the same as others perceive them?

5 What are the leadership cultures present and are the culture models discussed in the literature review evident in the schools investigated in phase 2 of the study?

6 Is there a relationship between the transformational leadership behaviours of the principals identified in the literature and the MLQ and the culture that exists in the schools?

In order to answer the research questions the study has been split into two distinct phases. Phase 1 (quantitative) examined the leadership styles of the principals of the selected schools and Phase 2 was an in-depth study of the three principals selected, exploring in detail how their differing leadership values and behaviour influenced school culture.

The objectives of this study were:

to review literature on leadership styles (specifically transformational leadership) with the intention of identifying the relationship between leadership and school culture.

to conduct an empirical study in selected international schools of both principals' leadership styles and the culture of the schools, in order to explore the relationship between the two in an international school setting.

to make recommendations based on the findings of the study.

1.5. Conceptual Framework.

The focus of this project is the investigation of principal leadership behaviour. Firstly, the conceptual framework based on leadership and school culture was used to guide the research study. Leadership literature recognises the role of leadership in managing change and improvements in schools (Maeroff 1993; Fullan 1993; Fullan& Miles 1993 Fullan 2001 & Fullan 2002). Secondly, the literature on culture gives a basis of knowledge to understand school culture and its significance with regard to school change.

1.6.1 The Principal as a transformational leader

It has been widely accepted that school effectiveness can be characterised by a variety of different factors. Although not directly focused on leadership, Reynolds, Sammons, Stoll, Barber and Hillman (1996) identified nine key factors associated with effective schools. These were; shared vision and goals, a learning environment, high quality teaching and learning, high

expectations, positive reinforcement, monitoring pupil progress, pupil rights and responsibilities, purposeful teaching and professional leadership. It is the last factor which is of particular interest to me (see section 1.2).

In this study, the focus was on leadership of the principal and how that leadership affects the culture of the school. It is commonly agreed that there is not one best approach which is effective in all situations. Verdugo, Greenberg, Henderson, Ubribe, and Schneider (1997) put forward the suggestion that it is even not necessary to have a particular style of leadership as long as the style of the leader suits the expectations of the subordinates. Transformational leadership, the focus of this project, has been seen as sensitive to developing shared vision, distributing leadership, building school culture and organization (Leithwood, Janzi & Steinbach, 1999).

Burns (1978) developed and conceptualised both transforming (transformational) and transactional leadership. Transactional leadership is based on an exchange relationship in which the follower is rewarded for their compliance. Transformational leadership is defined as a leadership approach which causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the goal of developing followers into leaders. Bass (1985) extended the work of Burns (1978) and used the term 'transformational' instead of 'transforming'. Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts on followers' motivation and performance, proposing that leadership can be divided into three types: transformational, transactional and laissez faire.

The initial constructs of transformational leadership were influential in guiding Leithwood's (2006) development of his transformational leadership model. However, his model of school leadership was derived from his own research (Leithwood & Jantzi 2006). Leithwood and his colleagues provided extensive research on the effects of transformational leadership when applied to schools (Leithwood 1994; Leithwood& Duke, 1999; Leithwood & Jantzi, 1999, 2000; Leithwood, Menzies, & Jantzi, (1999).

1.6.2 Leadership and Culture

Schein (1992) showed that to bring about any change in an organisation, the leader's main task is to create, manage and shape the culture of that organisation. Looking more specifically at schools, Cunningham and Gresso (1993) showed that schools as organisations must be aware that behaviour and performance of the school stem from its culture. Both behaviour and performance are terms that Cunningham and Gresso could have expanded further. In addition, they put forward empirical evidence which showed that a positive school culture is associated with, non-exclusively, achievement, motivation and improved collaboration and attitudes of teachers toward their jobs.

Deal and Peterson (1999) stated that leaders of schools are the key to shaping school culture. Continuing, they stated that the principal is the individual who needs to identify and shape student centered cultures. Through their interaction with others over a period of time, values will be shaped as leaders and followers become closer in their interactions. However, this does overlook the issue of individual teachers enacting this culture and whether culture can be shaped without their buying in.

Having established the importance of leadership in school culture, this study will specifically look at transformational leadership as a model of leadership for principals in shaping culture in an international school setting.

1.7 International schools in South East Asia

The focus of this study is on the leadership behaviour of the principal and how that style affects school culture. In particular, it focuses on international schools in South East Asia.

A simple answer to the question 'What is an international school?' initially proved difficult. Different countries, states, provinces and districts have varying definitions, which nevertheless seem to agree that two things distinguish an international school from a local one. Nagrath (2001) states that an international school follows a curriculum from a system of education in another country and that the language of instruction is often that of the country from which that system is taken. In many international schools this is English, but can be German, French, Chinese or several others. For example; an International School in Thailand could follow the UK curriculum and students would be taught in English.

International schools can be defined as schools which promote international education. Most, going further than my above definition of following a curriculum from another system of education, usually adopt an international curriculum. In the international context of South East Asia, the focus of this study, these are most frequently either Cambridge International Examinations (C.I.E.) and/or the International Baccalaureate (I.B.) Of the 59 Senior Schools with pupils aged from 11 years, listed by The International Schools Association of Thailand (ISAT), only 5 use a different curriculum. International schools cater either to students who are nationals of the host country or those who are children of the staff of international businesses,

foreign embassies or international organisations. These students may attend international schools to learn, or improve their knowledge of, the language of the international school and to obtain qualifications for employment or university entrance in a foreign country.

Although it is commonly believed that the first international schools were founded in the second half of the 19th Century in countries such as Switzerland, Japan and Turkey, the first international school still operating is the International School of Geneva, founded in 1924 by local educators and by officials of the League of Nations and the International Labour Organisation (I.L.O.). Early international schools tended to be set up for those who were constantly on the move, such as children of embassy staff, with the help of nations having large interests in the hosting nation. For example, British diplomats and missionaries often set up schools to educate their children. Children of American military families often attended Department of Defense Dependents Schools (DoDDS); French diplomats and business families founded similar schools based on the French curriculum.

In order to qualify as an international school in their own country, schools chosen for the project must satisfy the conditions of the Ministry of Education, which also requires all international schools to be externally accredited to ensure that they meet recognized standards and follow agreed procedures. Accrediting organisations include the European Council of International Schools (ECIS), the Council of International Schools (CIS), the Western Association of Schools and Colleges (WASC) and the New England Association of Schools and Colleges (NEASC).

Angel Gurria, Secretary General of the Organisation for Economic Cooperation and Development (OECD), said, in launching the annual 'education at a glance' report in Paris

(2010), a means by which countries can compare themselves with other countries using OECD indicators;

> In a global economy, it is no longer improvement by national standards alone. The best performing education systems internationally provide the benchmark for success.

Over time globalisation has proven that education no longer can exist solely on a national level. Movement of people around the globe has created a generation of children growing up and residing in foreign countries, creating and expanding this market for international schools which can cater for their educational needs.

The International Schools Council (ISC) and OECD are in agreement that globalisation has had, and will continue to have, a major effect on the number of International Schools. For example Cambridge IGCSE (www.cie.org.uk) entries for the 2012 examination session increased by 17% more than in the same session the previous year. The Cambridge IGCSE continues to be the world's most popular curriculum for 14 -16 year olds, and despite global financial crises, education is still a valued investment. The world continues to see that international schooling allows children to become global citizens by providing comprehensive education in multiple languages and cultures.

International schools are diverse. Teachers and students represent many nationalities and educational backgrounds. Over recent years, international schools have grown in number (Hyannis 2011; Keeling 2012) and the students attending these schools vary widely in terms of interest and ability. There is a variety of reasons for the many international schools in South East Asia, but a major one is that in countries such as Thailand, and recently Malaysia, students have been encouraged to attend; and in many cases laws have been changed or made (Arfah

2012; Keeling 2012) to allow this. There is also an assumption by parents, often fuelled by marketing, that international schools are superior to local ones.

International schools typically use curricula based on the school's country of origin. Many use curricula specially designed for international schools such as the International General Certificate of Secondary Education (IGCSE) or the IB Diploma Programme. In South East Asia many international schools offer education based on the British, American or international systems, but there are also schools which base their education on other national systems such as those of Japan, France, Germany and Switzerland. Qualifications offered include the International General Certificate of Secondary Education (IGCSE), the International Baccalaureate (IB), the General Certificate of Education at Advanced Level (A Level) and the American Programme (AP). International schools in South East Asia following the British system use the English National Curriculum as a basis for their educational programmes. This is sometimes modified to reflect independent (private) school traditions also to support partnership or franchised schools which exist in 'home' countries, e.g. Harrow International School Bangkok, Harrow International School Hong - Kong.

New schools are being opened up constantly around the world and governments increasingly recognise the importance of having a vibrant international schools market. Some, such as Thailand and Korea, now actively encourage schools to open by changing laws or removing red tape that previously existed (Arfah 2012). International schools are now big business, such as the Dulwich group of schools in Asia, and there are many well-funded groups for example Nord Anglia, buying and building schools. Altogether, the proportion of schools run for profit is increasing significantly and the number of expatriates at international schools in South East Asia

still continues to grow in many countries despite recent economic conditions. However, it is difficult to be certain if this is a future trend or because the worldwide recession had less effect on South East Asia than many other geographical areas. What is easier to predict is the continuing trend for an increase in demand, by wealthy parents, for places in English medium international schools in South East Asia. The recent announcement of the Association of South East Asian Nations (ASEAN) Community 2015, and English being used as the lingua franca by the community, is also likely to have an effect on demand for places (Kilpatrick 2008).

1.8 The research method

The chapter so far has introduced the research questions and the rationale of the project, the concepts of the principal as a leader, leadership and culture and international schools, specifically in South East Asia. The following two sections will look at the method of research used to answer the research questions and the instruments used in the project. The purpose of this project is to look at the leadership behaviour of selected principals and the effect on the culture of their schools. In order to achieve this, I have split the research into two:

- Phase 1 identifies principals' levels of transformational leadership behaviour
- Phase 2 compares the leadership and culture of the three schools selected from Phase 1.

This study, employing mixed methods, used quantitative methods to test the hypothesis that leadership behaviours of the principal impact on school culture. The hypothesis was tested on International Schools in South East Asia. Once the results of the first stage were analysed, two school principals stood out, one as portraying most kinds and levels of a transformational leader and the other as portraying the least.

A third principal was also included, whom the analysis showed was in the middle in terms of the types and levels of transformation leadership shown. A survey was used for Phase 1 (see instrument for collecting data). Phase 2 consisted of a case-study of the three schools selected from Phase 1. In depth interviews, observation and document analysis were used.

1.9 Instrument for collecting data

Many instruments have been identified as capable of measuring transformational and transactional leadership such as the Transformational Leadership Behaviour Inventory, designed by Podsakoff and MacKenzie (1989). However, of all the instruments attempting to measure transformational leadership, the Multifactor Leadership Questionnaire (MLQ) has been found to show the highest levels of both validity and reliability, (Antoniadis 2003, Bass & Avolio 1993, Muenjohn 2008) and this was the reason for selecting this instrument. Nevertheless, it has had its critics; Smith and Peterson (1988), Hunt (1991) and Yukl (1999).

The MLQ 5X contains 45 key leadership and effectiveness behaviours. These have been strongly linked with organisational and individual success (Bass & Avolio 2004). The MLQ instrument's aim is to measure leadership effectiveness and the leadership constructs of transformational, transactional and laissez-faire.

1.10 Conclusion

The introductory chapter has shown my rationale for the study, its organisation and purpose, research questions and the conceptual framework. The chapter then looked at the principal as a leader, leadership and culture and an introduction to international schools, specifically in South East Asia. The final section focused on the research method and instrument for collecting data to be used in the project. The next chapter will review literature relevant to the project.

Chapter Two

Literature Review

The chapter is organised in four related parts. The first (2.2.1 and 2.2.2) discusses the literature on leadership and leadership theories and leads into a focus in the second area on transformational leadership (2.2.2.1 – 2.2.2.4). The third area discusses the literature on leadership and context, leadership and power and leadership and change (2.2.3 – 2.2.6) which are variables that can affect school culture, and this is discussed in more detail in the fourth section (2.3).

2.1 Introduction

At the start of the second decade of the 21st century, many schools are characterised by rapid change and uncertainty. Global competition, changing customer demands, and rapidly evolving technologies have forced organisations to reassess their basic function and structure. Leadership is particularly important as people look to it for guidance on the development of positive change. A central effect of this has been the reassessment of what leaders need to do in order to perform effectively in changing organisations. Addressing the issue of the organisational evolution, McCaffery (2004: 63) constructs a table which is an overview of 20th Century theories of leadership. In the category '1990's to present', theories are grouped together as 'New Leadership Theories'. Inside these models he places the learning organisation leader, the liberating leader, the visionary leader, and the discretionary leader, all a development from the 'great person approach' (Kakabadse & Kadabadse 1998, Mulford & Silins 2003).

As leaders, principals ensure that their schools are working primarily to increase students' achievement, however, the link between this and leadership of principals is complex (Hoy, Tarter and Bliss 1990). Kleine-Kracht (1993) suggested that effective principals use indirect instructional leadership, rather than direct. Instructional leadership combines (Cotton, 2003):

> the traditional school leadership duties such as teacher evaluation, budgeting, scheduling and facilities maintenance with a deep involvement with specific aspects of teaching and learning.

Indirect principal leadership influence is exercised in ways which will impact positively on teaching and learning such as developing school goals, establishing high performance standards for students and teachers and promoting a school climate which is positive. Thus the principal's role can be seen to have two primary focal points: leading and overseeing the instructional programme and building school culture (Heck, Larsen and Marcoulides, 1990).

In investigating the first focal point Leithwood and Jantzi (2000), looking at the emphasis on transformational leadership behaviour found in the research literature, indicated that this type of leadership focuses upon shaping an organisation's conditions which, in turn, foster positive changes in teaching and these impact students' achievement. Marks and Printy (2003) proposed an 'integrated' leadership which combines transformational leadership and instructional leadership.

In investigating the second focal point, building school culture, Leithwood and Jantzi (2000) simplistically defined school culture as the general feel of the environment, but it is much deeper than this. Upon entering a school, clues can be found which define its culture. These could be: how easy it was to enter the school, how noisy/quiet is the school, what are the notice boards like in the corridors, what can be heard in the staff room? Culture is the stream

of *'norms, values, beliefs, traditions, and rituals built up over time'* (Peterson and Deal 1998: 28). It is a set of assumptions and expectations which can direct and inform the activities of all school stakeholders.

Freiberg (1998) uses an analogy of school culture as being similar to the air we breathe: it is not noticed unless it becomes foul. The culture can be a positive influence on learning or it can seriously affect the functioning of the school. Peterson and Deal (1998: 29) point out that a school with a positive culture is a place with a *'shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn'*. Whilst it is accepted that positive cultures are likely to be considered as being characterised by collaborative leadership, as in a relationship where all parties cooperate to accomplish a shared outcome (Fullan, 1993; Valentine et al., 2004), it should be emphasised that the principal is still at the centre of the school's learning culture.

Having established the principal's importance, this project will investigate how the leadership of the principal affects school culture. This literature review will address the issue initially by looking at leadership in depth and then exploring models of transformational leadership. It will then look at leadership with regard to context, power and change and how these are related to school culture.

2.2 Leadership

Leadership and management

Before looking at leadership literature relating to my study, I will firstly discuss the concepts of leadership and management.

Management (Ubben, Hughes and Norris, 2001) can be characterised by maintaining standards and an extremely stable environment, therefore ensuring continuation, in accord with the existing pattern. The manager is preoccupied with the activities which will help maintain the existing situation in the organisation. In addition Ubben et al., (2001) stated that if the manager believes that the existing standard is good enough there is no reason for changes and if things are not going as planned, put things back on track. This suggests that management focuses on problem solving and maintenance. The leader, according to Ubben et al., (2001) analyses the standard to make sure the organisation is achieving its goals and, if it is not, the leader initiates change to improve standards. Therefore leadership is more than problem solving. It is also problem identification. Donald, Lazarus and Lolwana (2004) refer to Fullan's opinion on the difference between leadership and management, stating that leadership deals with guidance of purpose and motivation while management deals with accomplishing things within the setting of effective working relations. Donald et al., (2004: 152) assert that leadership is:

> providing vision and direction in a school whereas management is ensuring that the organisational goals are achieved.

Anderson, Ford and Hamilton (1998), rather than looking specifically at the differences between leadership and management, propose that a combination of management and leadership is required when transforming an organisation. Because of the constant changes in the world an individual manager must lead and each leader must manage in order to respond appropriately to the demands of change. Leithwood and Jantzi (2000) suggest that both transformational and transactional leadership, a leadership style in which the leader promotes compliance of followers through both rewards and punishments, are needed for the success of an organisation. Gronn (2003: 16) supports the notion that school reformers consider principals as

leaders rather than managers because school reformers subscribe to the idea that leadership is the vehicle of change which the principal must drive.

2.2.1 School leadership

Having looked at the concepts of management and leadership, the next section will look specifically at exactly what leadership is and at the importance of influence and motivation.

Although dated, Stogdill (1974: 259), after a comprehensive review of leadership literature concludes '*there are almost as many definitions of leadership as there are persons who have attempted to define the concept*'. Burns (1978) wrote that a study of the definition of the word leadership reveals 130 definitions. Bolman and Deal (1997: 296) stated leadership as being *'a subtle process of mutual influence fusing thought, feeling, and action to produce cooperative effort in the service of purposes and values of both the leader and the led'*, Yukl (2002) cited 9 definitions of leadership and Sergiovanni (2000) chose not to define leadership.

In highlighting the importance of leadership, a review of leadership in educational literature from 1988 to 1995, (Leithwood and Duke 1999) it was found that a total of 17% of all articles written were on leadership, (Stewart 2006). Based on a review of 10 years of leadership research by top scholars in educational administration, Heck and Hallinger (1999) concluded that there was a clear trend toward the accumulation of knowledge regarding school leadership and its effects. Fullan (2001: pxii) rightly suggested that there would be a focus on leadership throughout the succeeding decades. He claimed that effective leadership was in short supply and further added that we should expect to see '*leadership development initiatives dominating the scene over the next decade'.*

To be an effective school leader it is often necessary to influence others to support and implement decisions that the leader and group members perceive are necessary. Without influence, leadership may not occur. In other words, leadership is the act of influencing people, processes and ultimately outcomes. It is widely accepted that leadership affects organisations (Schermerhorn, Hunt and Osborn 2000) and this is certainly the case with schools (Day, Harris and Hadfield, 2001; Fullan 2002; Hallinger and Heck 1998). Quinn's (2002) study on the relationship between head teachers' leadership behaviour and instruction found that leadership has an impact on instruction and students' achievement. Such achievement is used when studying the effect of leadership because it is the primary measure of school effectiveness (Hallinger and Heck, 1998). Hallinger and Heck (1996) and Leithwood, Day, Sammons and Hopkins (2006) have all shown that principals have some degree of impact on student achievement. Robinson, Lloyd and Rowe (2008: 636) commenting on the reviews of empirical research of Bell, Bolam and Cubillo 2003; Leithwood et al 2004; Marzano, Waters and McNulty, 2005; and Witziers, Bosker, and Krugers, 2003 highlight the 'unprecedented international interest in the question of how education leaders influence a range of student outcomes'.

In addition to studying the relationship between leader's behaviours and student achievement, researchers have looked specifically at indirect relationships and direct relationships. While quantitative estimates are not always available, most writers agree that the effect of educational leadership is indirect (Hallinger, 1989; Hallinger & Heck, 1996, 1998; Hallinger& Murphy, 1987; Leithwood & Jantzi, 2005; Marzano, Waters, & McNulty, 2005. Witziers, Bosker and Krüger (2003) conducted a meta-analysis that showed the limitations of the direct effect. These limitations were organisational and cultural factors, other people and events. Leithwood and Riehl (2003) adding support to the idea that educational leadership is indirect, argue that

leadership is basically an influence process where leaders and are working through or influencing others to accomplish goals. In 7 strong claims of leadership Harris et al., (2006: 10) claim 4 concludes:

> School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.

The Leadership for Organisational Learning and Student Outcomes (LOLSO) researched 96 Australian secondary schools and their principals, and found that principal leadership which makes a difference is both positional-based and distributive, but both are only indirectly related to student outcomes. Harris et al, (2006) claimed that school leadership is second only to teaching with regard to influence on pupil learning.

Research shows that when no direct influence is observable between leaders' practice and the achievement of students, there is an observable indirect influence through teacher quality, school culture and parent involvement. These, in turn, will influence the achievement of students (Hallinger and Heck; Hallinger et al.; Leithwood et al., 2004, Stein and Spillane, 2005).

When looking specifically at the effects of leadership on teachers, the effects can be both direct and indirect. The level of leaders' influence can to some extent depend on whether colleagues allow them to influence or not. This is particularly relevant to teachers as much of their work is carried out in their classroom, behind closed doors so to speak, and therefore the level of influence is difficult to monitor. Influence, therefore is an important link to the leadership process which is likely to affect how teachers perform in their environment.

Another link is that of motivation, of which there are numerous definitions and a lack of consensus of what exactly is its meaning. Robbins (1994) showed that motivation is the

willingness to do something and that this is conditioned by the action's ability to satisfy an individual's needs. Ryan and Deci (2000) stated that it was concerned with energy, direction and persistence and furthermore that someone who is activated toward an end would be considered motivated. Reiss (2004) stated it was far more simplistic and no more than the name for performing voluntary behaviour. What can be seen from these definitions is that there are different opinions of what motivation exactly is however, a thread running through these definitions is that motivation concerns the willingness to behave in a certain way and that this willingness is dynamic, as it can change over time. Motivation, and in this case that of the teacher, can be discussed looking at both extrinsic and intrinsic motivation. Intrinsic motivation stems from a direct relationship between the task and the person undertaking it, while, with extrinsic motivation, people can be motivated through methods such as praise and pay (George, 2011).

Gultekin (2014) looking at intrinsic and extrinsic factors for teacher motivation showed that a desire to participate in the teaching and learning process, allied to personal traits and developments, were the strongest factors for intrinsic motivation. As examples of extrinsic motivation he identified the school environment, the role of professional ethics and financial incentives. Looking specifically at a desire to participate in the teaching and learning process, Frase (1992) and Gokce (2010) researching teacher motivation, commented that many new teachers enter the profession for intrinsic rewards but the negative effects of extrinsic conditions overwhelm them. They faced challenges such as classroom management, adjusting to the demands of teaching and managing instructional tasks. Frase (1992) concluded by stating that without proper leadership and support, a teacher's problems grow worse.

Positive motivational factors will increase a teacher's performance level (Gokce, 2010; Mustafa, & Othman 2010; Malik, Danish, & Usman, 2010) and improve student performance. In a study of teachers needs in a South East Asian country, Gokce (2010) showed that some teachers' extrinsic motivation needs were not being met, but that something was motivating them and also that the accomplishment of their educational goals is why they are motivated. Demir (2011) showed similar positive results for intrinsic motivation but also that extrinsic motivators can boost a teacher's motivation. Marston (2010) asked teachers to rate the importance of 18 factors which motivated them to remain in teaching and factors such as salaries and the teaching schedule were scored lowest. The research showed that teachers valued highly the satisfaction of seeing students learn and develop and the influence of a good principal as a motivator also rated well.

Day (2011), comments that many theories about motivation argue that people are motivated to accomplish their goals for themselves. From a principal leadership perspective, motivation is deciding which method to choose to activate an individual (Ruthankoon and Ogunlana, 2003). Specific to transformational leadership, the major influence on the extent of teacher motivation was when the principal developed a clear vision, framed school goals and gained staff consensus on desired outcomes (Hallinger and Heck, 1998: Leithwood et al., 1999: Day 2011).

Barnett and McCormick (2003) argued that vision building offers the greatest capacity to influence teachers' motivation because it provides goals for them, however, these goals must be clear so as to motivate the teacher firstly to consider the interests of the school.

Specific to this project will be the relationship between motivation and transformational leadership. The literature shows that transformational leadership dimensions were found to

directly influence teachers' level of motivation (Geijsel et al., 2003; Leithwood and Jantzi, 2005) which affected the achievement and learning of students (Leithwood and Jantzi, 2005).

2.2.2 Development of Leadership theories: a historical perspective

Between the 1900's and 1950's research on leadership focused on the characteristics of leaders and followers. The common vision was that great leaders possessed special traits distinguishing them from other people. The findings revealed that there was no single trait or combination of traits that could fully explain the abilities of leaders (Stodgill, 1948).

Fifty years later than Stodgill, it was suggested (Cleveland, Stockdale and Murphy, 2000) that the traits which distinguish leaders from others could be inherited, however, there has been little evidence to support this claim. The more recent empirical research shows that what leaders do, their qualities and their values are more important to successful leadership than the traits they possess.

Later studies attempted to identify characteristics of the setting to which the success of the leader could be attributed. Hencley (1973: 38) claimed:

> leadership is determined not so much by the characters of the individuals as by the requirements of the social situation.

This contributed to an understanding of the impact of personal characteristics and individual behaviours of effective leaders and their role in successful organisations. Since then, the study of leadership examined goals held by both leaders and followers. Leadership was deemed to be a process and not a person, a process between the leaders and the led. This was described as relational-based theory, (Cleveland, et al., 2000) based on social exchange theory. Social exchange theory (Hopkins 1958) looked specifically at the process of negotiated exchanges

between parties. The studies identified two important dimensions of leadership: that leadership was relational; and that the motivations of leaders and followers were key factors in understanding change and leadership.

Later, Heck and Hallinger (1999), focused on styles of leadership, identifying instructional and transformational leadership as the two most frequently studied models of school leadership. They claimed that what distinguished these models from others was the focus on school goals, the curriculum, instruction and the school environment.

At the same time there was increasing pressure on the school system to improve students' academic performance. This led Adams and Kirst (1999: 463) to assert that:

> The 'excellence movement' was launched and in its wake followed an evolution in the notion of educational accountability commensurate with the movement's challenge to obtain better student performance.

These initiatives were referred to by Leithwood, Jantzi& Steinbach (2002) as school reform on a large scale. Other initiatives linked to accountability were implemented through '*management practices, professional standards, teacher commitment, democratic processes and parent choice'* (Adams and Kirst, 1999: 466). Along with this movement toward greater results driven accountability was an increasing number of research studies attempting to measure the impact of school leadership on student outcomes. Hallinger (2003: 330) commented on the emergence of new terms in literature such as: shared leadership, teacher leadership, distributed leadership and transformational leadership:

> The emergence of these models indicated a broader dissatisfaction with the instructional leadership model which many believed focused too much on the principal as the centre of expertise, power and authority.

For the purposes of my research, and for the reasons stated in the rationale for my studies in the introduction chapter, I will be focusing on transformational leadership. However, before analysing this topic in more depth, the next section will look in more detail at the leadership theories of instructional, transactional and distributed leadership as these are important developments in leadership which will have relevance to this study.

2.2.2.1 Transactional, instructional and distributed leadership

My research questions in chapter 1.4 show that the project will investigate leadership behaviours of the three principals. I hypothesize that in addition to showing levels of transformational leadership, my findings may show that they use transactional, instructional and distributed leadership. Therefore this section will investigate these areas in more depth. I have chosen to show distributed leadership independently of transformational leadership to highlight the importance of it in this study.

Transactional Leadership

Transactional leadership was described by Max Weber in 1947 and Bernard Bass in the early 1980's. As defined by Burns, it is initiated by the formal leader and, crucially, is based upon the exchange of valued goods between leader and followers: Burns (1978: 3)

> (Transactional leaders) approach is associated with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transaction comprises the bulk of the relationships among leaders and associates, especially in groups, legislatures and parties.

Transactional leadership focuses on the process of controlling, organising and planning and the theory looks at leadership as a system of rewards and punishments. Leaders view the

relationship between themselves and their subordinates as an exchange; leaders give something and receive something in return. Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organisation. The main goal of the followers is to obey the instructions of the leaders, who believe in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, if not, a punishment (Bass & Riggio, 2006). Here, the exchange between leader and follower takes place to achieve routine performance goals.

Transactional leadership consists of two basic forms: contingent reward and management by exception (Bass, 1996; Bass & Avolio, 2004; Bass & Riggio, 2006). Contingent reward is where a leader receives compliance from followers by the use of incentives and rewards. The method has reasonable success, more so than management by exception which is based on a negative reward system, but less so than transformational leadership (Bass, 1996; Bass & Avolio, 2004).

Management by exception, considered to be negative and corrective, can be further divided into two sections: passive and active and is the use of actions to correct and punish no acceptable performance. In the active form the leader is monitoring possible deviation from standards, and in the passive form is waiting for followers to make mistakes and then taking action to correct these mistakes.

Looking specifically at schools, transactional leadership has been shown to benefit principals (Davies, 2007). In investigating the benefits of both transformational and transactional leadership Davies (2007) found that both were used for different purposes. In responding to external pressures placed on principals, transactional leadership was used, which the study

found gave principals a set of criteria against which to measure performance. It also showed that all principals in the study preferred transactional leadership when it was necessary for them to justify their actions to stakeholders, such as government agencies.

As the success of transactional leadership depends on rules and procedures, it can be seen as highly mechanistic. In the constant changing environment of education, transactional leaders may be less able to adapt to changes and therefore better suited to systems and schools that wish to maintain the status quo.

Instructional leadership

Instructional leadership can be traced back to the 1950's when researchers were investigating school principals' relationships to student learning (Bridges, 1967). However, it became conceptualised and more widely researched in the 1980's when principals were shifting from being managers to academic leaders. This interest in instructional leadership developed alongside a growth in research on school effectiveness (e.g. Leithwood & Montogmery, 1982). In defining instructional leadership Flath (1989) showed that it is the action which the principal either takes or delegates to others to promote growth in the learning of students. Byrk et al., (2010: 61) showed that instructional leadership functions as *'the driver for change'* in school improvement. Hallinger and Murphy's model (1985) proposed three dimensions and ten functions of leadership that make up the role of the instructional leader. These dimensions were: defining the school's mission, managing the instructional programme and promoting a positive learning climate. This model was typical in that it focused primarily on the role of the principal. However, Barth, (1990) showed that a principal trying to lead the school on his/her

own, was a major obstacle in sustainable leadership. Lambert (2002: 37), commenting on the growing number of tasks of the principal stated;

> The days of the lone instructional leaders are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without substantial participation of other educators.

Horng and Loeb (2010) offered a different view which looked specifically at organisational management rather than day-to-day teaching and learning. They were not suggesting that such teaching was unimportant, but that a principal's involvement in the classroom was having less effect on student learning than that of the teachers. Organisational management for instructional improvement concentrates on staffing the school with teachers of high quality and structuring the organisation in a way to best support them in the classroom. In a six year study of school leadership (Louis et al., 2010) it was shown that school leaders' main benefit to student learning was through good working conditions and the motivation of teachers, and the study even warned principals against instructional leadership with a focus predominantly on classroom instruction. However, the research of Mulford and Silins (2009) showed that indirect instructional leadership could be a way forward, based on a process of mutual influence and they suggested further research beyond just the role of the principal.

Distributed leadership

Shifting focus from individuals to groups or organisations, distributed leadership embodies the ethos that gives responsibility and influence to those individuals with skills and expertise in particular areas (Gronn 2002; Harris and Chapman, 2002). By distributing leadership through the school, as opposed to just one person, members of the school community would be able to take on leadership roles in areas where they had shown competency and to share in the

decision making. Leadership should not be seen as a function of what a school principal does (Spillane, Halverson and Diamond, 2004) it is about the activities that the leader engages in and the interactions with others. A distributed perspective looks at leadership activity not at the level of individuals but at the level of the school.

In a clear and concise definition of distributed leadership, Bennet et al. (NCSL, 2003) showed that it encompassed three specific elements. Firstly, that it is leadership as a property coming from and emerging from the individuals who are interacting; secondly, that the expertise is distributed through all members of the school community; thirdly, that boundaries in leadership are flexible.

The idea of leadership not simply being a role of the principal is over 75 years old (Leithwood and Jantzi, 2000). When looking at the work of Kerr (1978), Leithwood and Jantzi (2000) show that his theory was that leadership was organisation led. The roots of distributed leadership were participative leadership and shared decision making and concerned primarily with transforming teaching and learning.

Two models of distributed leadership have emerged (Spillane et al., 2001). The first gave some members of staff some of the responsibilities of the principal. However, Hargreaves and Dean (2003) and Spillane et al., (2001) stated distributed leadership should go beyond just delegation and that in order for sustained change to be achieved, both responsibility and authority to change need to be given to the individual. Harris (2009) strongly reiterates that distributed leadership is not simply getting others to do the work of the principal. The second model (Leithwood and Jantzi, 2000; Neuman and Simmons, 2000; Spillane, Halverson and Diamond,

2004) showed distributed leadership to be the responsibility of everyone in the school. Neuman and Simmons, (2000: 2)

> Leadership calls on everyone associated with schools – principals, teachers, school staff members, district personnel, parents, community members, and students to take responsibility for student achievement and to assume leadership roles in areas in which they are competent and skilled.

Lashway (2003: 1) saw the principal as retaining a key role, not as the *'chief doer',* but as '*the architect of organisational leadership*'. Distributed leadership is primarily concerned (Harris, 2009) with the process of leadership and leadership activity.

Specific to this project, could be the role of the leader practicing distributed leadership and outcomes. Harris and Spillane (2008) showed that there were three strong reasons for interest in distributed leadership. The first, which has less relevance to this project, is that it is a model fitting more in line with the changes which occurred in schools in response to every child matters and the extended schools agenda and that the structures of organisation of schools will not match the requirements of learning in the first and second decades of the 21st century. The second, is that it showed the changes in leadership that were practiced in schools, and the third strong reason is the empirical evidence linking distributed leadership with positive outcomes of students. In a meta-analysis of the effect of leadership practices on the achievement of students, Walters, Marzano and McNulty (2004) examined 70 studies. They identified 21 specific leadership responsibilities related to student outcome. Evidence is increasing (Hargreaves and Fink, 2006) to support a relationship between distributed leadership and improved student outcomes (Harris et al., 2007) and that distributed leadership can equate to an improvement in both organisational performance and outcome (Leithwood et al., 2004, 2007).

However, it is possible for distributed leadership to be counterproductive (Harris, 2009). Although the concept is based on everyone leading, it will not be possible for everyone to lead all the time. Variables, such as timing and context will shape the form of distribution. There are also dangers in using 'distributed leadership' as a catch-all term to describe all or any leadership practice that is dispersed. Distributed leadership is a way of '*illuminating the possibilities for organizational transformation' (Harris and Spillane, 2008)* and therefore not without risks.

2.2.2.2 The history of Transformational Leadership

The previous section looked in detail at the leadership theories of instructional, transactional and distributed leadership as they are important developments in leadership, relevant to this project, which examines the levels of transformational leadership shown by the three principals and their effects on the culture of the three schools. Therefore, sections 2.2.2.2 – 2.2.2.5 will concentrate in detail on transformational leadership.

Kotter (1990) suggested that Transformational Leadership emerged as a new model of leadership in the 1980's. Transformational leadership theories shifted the focus of attention to the reaction of followers to their leaders (Bass and Avolio, 1988). Leithwood and Jantzi (2000) asserted that the organisational conditions fostering positive changes in teaching and learning are shaped by transformational forms of leadership. In order to fully conceptualise transformational leadership, it is necessary to look at its beginnings and development and to investigate fully the research and literature of those who are most closely linked to transformational leadership. Therefore, this part of my review will be looking in particular at the work of James Burns (1978), Bass (1985, 1988, 1990), Avolio (1987, 1988) and Leithwood (1992, 1999, 2000, 2006, 2010, 2012).

Burns' 1978 book 'Leadership' (1978) is generally recognised as the seminal work in conceptualising transformational leadership. Although, Bass and Avolio (2004: 17) state:

> Transformational leadership was first distinguished from transactional leadership by Downton (1973) to account for the differences among revolutionary, rebellious, reform and ordinary leaders.

In his book Burns conducts a survey of historic and contemporary world leaders and incorporates several theories from the social sciences to develop a framework which distinguishes, explores and provides examples of both transactional and transformational leadership. Transformational leaders (Burns 1978) focus upon developing organisational purposes grounded in the needs and the values of both leaders and followers. Burns sees the leader as the primary initiator in the leader-follower relationship and as playing the major role in maintaining and making effective that relationship. Transformational leaders are the ones who proactively assume the responsibility for taking into account both their own and their followers' motivations, needs and wants. Burns (1978), when distinguishing transformational leadership from the exercise of brute force, suggests that leadership is characterised by the leader's consideration of the legitimate needs, wants and motivations of followers, while the use of force does not take these into consideration. Burns, (1978: 20) described it as an on-going process by which *'leaders and followers raise one another to higher levels of morality and motivation*'. In other words transformational leadership seeks to elevate both the leaders and the followers' needs and values. Therefore, in doing so, it becomes a form of moral leadership, concerned with changing not only the organisation but also its members. In an educational context, this might imply that teachers need specific qualities or beliefs for this transformation to be successful. An outcome of this development of the organisation's members is that, over time, followers themselves have the potential to be changed or transformed into leaders themselves.

Bass (1985) expanded Burns' (1978) work and argued that transformational leadership is comprised of charismatic leadership, individualised consideration and intellectual stimulation. They both noted that effective transformational leaders influence followers through both characteristics of their personalities and the purposes for which they stand. Bass (1985, 1988, 1990, 1997, 1998, 2004) also followed Burn's conceptualisation of transformational and transactional leadership, and spent much of the last 20 years conceptualising, refining, and operationalising the two models of leadership through the use of behavioural descriptions and empirical data. At the beginning Bass's (and colleagues) studies of transformational leadership took place in military settings, but these were expanded to industrial and educational settings, and led to the most visible product of their work being the Multifactor Leadership Questionnaire (MLQ). Bass (1985) defined transactional leaders as those who determine what it is their followers want then try to obtain it for them. They also exchange promises of rewards in order to obtain satisfactory levels of effort from their followers and respond to their subordinates' wants and needs as long as they are performing satisfactorily. By contrast, transformational leaders operate primarily by raising their followers' level of awareness of the importance of developing and striving to achieve outcomes that are valued, as well as strategies for doing so. They also encourage followers to transcend their own self-interest in order to work for the greater good of the group.

In their study of 90 top leaders employed in both the private and government sectors, Bennis and Nanus (1985) found that in order to coordinate action the leader must articulate vision in which a shared meaning and purpose can be grounded. They conceptualised transformational leadership as a process which changes the organisation by focusing on action, converting followers to be leaders and leaders to be agents of change. Tichy and Devanna (1986)

considered a transformational leader to be one who has a compelling vision, a holistic picture of how the organisation should look in the future. Sashkin and Fulmer (1987: 62) characterised transformational leadership by five specific behaviours:

> focusing attention, taking risks, communicating skilfully, demonstrating consistency and trustworthiness and expressing active concern for others.

Despite differences in the above definitions, what is shown (Bennis and Nanus, 1985; Sashkin and Fulmer, 1987; Leithwood, 1993; and Tichy and Devanna 1986) is that the concept revolves around shared goals, beliefs and values of leaders and their followers in the same organisation. Leadership, in this form, will occur only when leaders are vision-orientated, able to embody shared values and provide a role model for their followers.

Leithwood (1992) considered transformational leadership as one which facilitates the redefinition of a mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. He concluded that it is a relationship of mutual elevation which converts followers into leaders. Leithwood et. al., (2005) bridged much of the work of Burns, Bass and Avolio into the area of education. Leithwood's model (Leithwood et. al., 2005) included instructional leadership and managerial leadership. This development of transformational leadership in educational contexts (TSL) has aimed to integrate and absorb many leadership models (Sun and Leithwood, 2012) and has been '*a goal worth pursuing*' by a number of scholars (Antonakis, Cianciolo, & Sternberg, 2004; Hunt, 1999). The inclusion of 'instructional' management with transformational school leadership has made it more relevant for schools and these integrated frameworks, Marks and Printy (2003) see this as '*the most promising direction for new leadership research' (Sun and Leithwood, 2012).*

2.2.2.3 Components of transformational leadership

In the light of this literature, my research focused on investigating the 'two' models which have dominated general understandings of transformational leadership: i) Bass's (1998) model and ii) Leithwood's model (Leithwood, Aitken and Jantzi, 2006; Seashore, Leithwood, Wahlstrom and Anderson, 2010; Leithwood and Sun, 2012).

i) Bass's model

Bass's model shows that transformational leadership has four components: Idealised Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individualised Consideration (IC).

<u>Idealised Influence</u>

The first component, Idealised Influence (II) consists of transformational leaders acting in ways that cause them to serve as role models for their followers. It indicates whether leaders hold associates' trust and maintain their faith and respect. Followers attribute to their leaders high levels of capability, determination and persistence. The leaders can be counted on to do what is right due to their high standards of moral and ethical values and conduct.

Burns and Avolio (2004) distinguished between idealised influence in transformational leadership with those leaders who are charismatic with their 'own agenda'. However, in a business context, leaders who have personal charisma often fail to develop associates to be able to lead (Howell and Avolio 1993). Continuing, they suggest that in fact many leaders resist empowering associates, finding it a threat to their own leadership. This does not necessarily mean that these leaders do not consult or delegate, but that they stop short of giving

subordinates the power or authority to act on their behalf. Burns and Avolio (2004) also comment about 'pseudo' transformational leaders who appear to be concerned about their associates' development, but do not support them in gaining more '*autonomy, control or influence*'.

Inspirational Motivation

The second component of the model is Inspirational Motivation (IM). In this, transformational leaders provide meaning and challenge to their followers' work. The result is high levels of spirit, enthusiasm and optimism, with the leaders working to help followers envision a positive future. Clear expectations are communicated to followers as well as commitment to the organisation's vision and goals. The leaders provide visions of what is possible and how to attain it. Bass (1988) adds that they enhance meaning and promote expectations about what needs to be done and he questions whether they are inspiring themselves or the greater good of their group, unit, organization or community.

Intellectual Stimulation

The third component is Intellectual Stimulation (IS) which shows the degree to which leaders encourage others to be creative in looking at old problems in new ways and creating new perspectives for existing situations. These behaviours should stimulate and encourage followers to be innovative, and any criticism voiced by leaders is expressed privately. The leaders should also refrain from criticising followers' ideas simply because they differ from their own. Intellectual Stimulation can occur at an individual, group or organisational level. A school leader for example may suggest how teachers could develop a new or innovative method to accomplish routine tasks (Sashkin and Huddle 1998).

Individualised Consideration

The last component is Individualised Consideration (IC). This indicates the degree to which leaders show interest in others' well-being and act as coaches and mentors. Leaders act to develop their followers to higher levels of potential. The leader encourages and facilitates two-way conversations with his or her followers and remembers to deal with them as people rather than simply as subordinates. McColl-Kennedy and Anderson, (2002) cite recent evidence to suggest that emotional intelligence (Goleman, Boyatzis, McKee, 2002) has links with individualised consideration. Such intelligence that the leaders possess, or do not possess, could be shown through the attention a leader devotes to an employee.

Together, the four main dimensions of transformational leadership are interdependent; they must co-exist and are held to have an additive effect. Gellis (2001) and Kelly (2003) go further and suggest that they yield performance beyond expectations but are all four dimensions needed in equal parts? Northwood (2013) suggests that this is not the case. Although not in the context of education, Northwood, when commenting on Steve Jobs and the company Apple, writes that those who have written about him or worked with him would agree that he was a transformational leader. However, Northwood shows that some employees have questioned the level of individual consideration he may have possessed, in comparison to the levels of the other three dimensions.

Bass and Avolio (1988) contrasted the components of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration with three factors as the components of transactional leadership: contingent reward, management by exception and laissez-faire leadership.

ii) Leithwood's model

In the second section of this chapter I will concentrate on Leithwood's model (Leithwood et al., 2006) and development of that model shown in Seashore et al., (2010) and Leithwood and Sun (2012).

The nine dimensions (building a shared vision, fostering the acceptance of group goals, creating high performance expectations, providing individualized support, offering intellectual stimulation, modelling appropriate values and practices, creating a collaborative school culture, restructuring the organization and building positive relationships with families and communities) of Leithwood's model (Leithwood et al., 2006), established the framework associated with transformational leadership practices and processes for problem solving in a school context (Leithwood 1994). Leithwood added four further dimensions (establishing effective staffing practices, providing instructional support, the monitoring of school activities and buffering staff from excessive and distracting external demands). These categories are described by Leithwood and colleagues as the *'core practices'* and these leadership behaviours are common amongst successful school leaders.

Setting direction

Leithwood (1994), through a series of studies relating to the effects of transformational leadership in schools, found that direction setting explained 50% of this particular type of

leadership. This was a function of the three dimensions of leadership: shared vision, school goals and creating high performance expectations.

Leithwood and Jantzi (2005) show the notion is built on the understanding that followers are more inclined to act when they are unified by a compelling purpose and that the purpose meets both personal and organisational goals. Excellent schools have a clear vision (Sergiovanni 1984) which ineffective schools are likely to lack (Mathews & Sammons 2005). Creating a vision is an important function of a leader (Day, Harris, & Hadfield, 2001; Hallinger& Heck, 1999) and this vision can create a sense of purpose and guide school activities. The context differs with each school however, and many processes which promote shared vision have been studied. Leithwood, Begley and Cous (1994) have shown that transformative leaders communicate purposeful goals and priorities meaningful to members of the school. The school vision must be student-centred (Leithwood et al., 1999) and it must be revised frequently because schools, as organisations, are constantly evolving (Hallinger & Heck, 2002).

Whereas the vision is overarching, goals are much more precise (Hallinger & Heck, 2002). Setting school goals enables the gap, which may exist, between current and desired practices be filled. Transformational leaders who want to encourage expectations of high performance will invoke practices which demonstrate the leaders' own expectations for *'excellence, quality and/or high performance on the part of the followers'* (Podsakoff et al. 1990: 112). Leithwood et al., (1999) stated the importance of setting direction for transformational leaders and that they should attempt to accomplish tasks that will make the direction of the school clear and that each teacher is motivated in progression towards vision, goals and high expectations. Leithwood and Sun (2012) combine developing a shared vision and building goal consensus, which is seen to be appealing and inspirational to staff.

Developing people

Leithwood (1990: 71) stated that the importance of the individual to the organisation should not be underestimated because '*people are the organisation'*. Leithwood (1996) identified facets of individual support, which, along with personal attention, demonstrated that the principal was concerned about the follower's needs and feelings, moreover respected them. For example the principal might engage in:

> leading workshops for staff in areas of their expertise, assisting in their own classrooms, attending in-service with staff and sharing information. (Leithwood, Begley &Cous, 1994: 147)

Bass (1990) and Leithwood et al., (2006) identified that individualised support can be provided by assisting individuals if they are struggling professionally or personally and by showing concern with regard to the needs and feelings of members of staff (Jantzi & Leithwood 1996).

In Leithwood's model (Leithwood et al., 2006) a part of individualized support is contingent reward. This is in contrast to Bass's (1998) model which viewed this type of leadership and management by exception as being transactional. Leithwood's model however, shows that rather than the follower simply being informed what the reward would be for their efforts, feedback is frequently given about performance and this feedback is considered transforming as it is important to a teacher's job satisfaction. However, contingent reward and management by exception have been shown by Leithwood and Sun (2012) as approaches to leadership in their own right. Management by exception is where the leader monitors staff performance behaviours and interacts if those deviate from expectations. Laissez-Faire Leadership (LF) is where there is absence or avoidance of any leadership behaviour and was not included in Leithwood and Sun's model (2012) as they felt it was not a part of transformational leadership.

They also documented, using their 2012 study, that laissez-faire leadership showed either '*non-significant or negative effects'* (Leithwood and Sun, 2012: 401).

Senge (1990) described creating intellectual stimulation through transformational leadership practices as an approach which allows teachers to become comfortable enough to be challenged to become uncomfortable. This enables followers to review their work and to find new ways of solving old problems. When attending to a teacher's professional development, which can nurture problem, solving ability (Leithwood et al., 1999), transforming principals give individualised intellectual stimulation and support which will provide opportunities for modelling the desired practices. This allows the principal to set an example for teachers to follow. It is also important that teachers see that what is modelled by the principal is in line with the school's vision (Jantzi & Leithwood 2006). The intention of developing people through individualised support, stimulation and modelling is for the principal to develop a relationship with teachers, to foster a culture open to growth and change.

<u>Redesigning the Organisation</u>

The focus of Redesigning the Organisation is on creating an environment in which educational change can occur. Schein (1985) claimed that building and sustaining a productive school culture was a central element in the practice of a leader and Huber and West (2002) suggested that leaders who impact school culture are able to foster change. Leithwood, Jantzi and Steinback (1999) agreed that there was considerable evidence to agree with Schein's claim that culture plays a big part in a school's success. Deal and Paterson (1999) showed that transformational leadership could significantly predict a positive school culture. Restructuring the organisation

to support collaboration, gives teachers opportunities for empowerment to use their expertise to make a difference not only in their own classroom but across the school.

In addition to building a productive school culture and participating in decisions, Leithwood, Jantzi and Steinback (1990) identified the creation of positive, productive community relationships as important in redesigning the organisation. Leithwood et al., (2006) felt it was essential that principals have connections with the community as what occurs outside school can, and will, impact on students' performance. When strengthening relations with parents, Leithwood and Jantzi (2000) suggested that transformational leadership plays an important role and by communicating effectively with parents, if necessary mediating between them and teachers, the strengthening of these relationships can be achieved. In Seashore et al., (2010) building productive relationships with families and communities and connecting the school to wider communities have been included separately. Leithwood and Sun (2012) however, show engagement of parents and the wider community as an important part of the creation of a positive, productive community and that principals should encourage parents to become involved with their children's education both at home and in school.

Managing the instructional programme

Leithwood et al., (2006) added four additional dimensions which formed the category managing the instructional programme. Although Hallinger (2003) showed little correlation between management practices that target classroom outcomes and effects on students, Letihwood and Jantzi (1999) showed that there were positive results and that they were comparable to other practices of leadership. The practices involved in managing the instructional programme will create an infrastructure which will enhance all other practices. It is important to staff the

programme with teachers whose abilities and interests are aligned with the school vision and goals (Leithwood et al., 2006). These practices are undertaken in order to improve the outcome of the school and in particular student achievement. In schools with particular obstacles to success leaders will create environments focused on academic achievement (Leithwood et al., 2006). Tracking and reporting of student progress is an important part of monitoring school activity and has been shown to be of particular importance to leaders who are facing tough conditions (Gray, 2000). The last practice of this area is that of buffering staff from distractions to their work, in order to prevent them from being pulled in directions different from the goals and visions of the school. For example, buffering by the principal is likely to be in connection with expectations of the parents and government.

Managing and improving the instructional programme (Leithwood and Sun, 2012: 401) focuses on instructional development and is the major difference in models of transformational leadership from educational and non-educational contexts. The four categories are those practices which Leithwood et al., (2006) assert are what makes a successful leader. It is unlikely and impractical to suggest that they should be performed daily, but these tools will enable a leader to help to solve problems and collaborate with parents, teachers, students and the community.

Having looked at Bass's and Leithwood's models in detail, it is important to consider the transformational and transactional leader. Although they can be quite distinctive this is a very long way from Burns (1978) who conceptualised transactional and transformational forms of leadership as being polar and essentially exclusive. Bass and Avolio argued that effective leaders display both characteristics (Bass 1990, 1995; Bass & Avolio 2004). They looked at first and second order effects and concluded that Transactional Leadership targeted first order effects,

but Transformational Leadership was aimed at achieving higher order effects. Extensive research suggests that Transactional Leadership is most effective when augmented by Transformational Leadership (Hallinger 2003; Leithwood, Harris & Hopkins 2008; Leithwood & Jantzi 2005; Yukl 1999).

Despite the abundance of research conducted by Leithwood et al., (2006), there are still unanswered questions and undeveloped ideas with regard to transformational leadership. With this in mind, section 2.2.2.4 will look in depth at empirical research on Transformational Leadership.

2.2.2.4 Empirical research on Transformational Leadership

Concepts of leadership as transformational have been critiqued by scholars who suggest that too much emphasis is placed on the transformational qualities of the leader (Evers and Lakomski, 1996 and Stewart, 2006) reinforcing the concept that the principal is the only source of leadership at the school.

The idea of transformational leadership being linked to charismatic leadership has been supported most by Yukl (1999). Yukl comments on the ambiguity of the concept and explains why many view both concepts as overlapping. Yukl also draws attention to the ambiguity in the influences for transformational and transactional leadership. Evers and Lakomski (1996: 72) also criticise this aspect, suggesting it is difficult to distinguish between transactional and transformational leadership behaviours and that this in itself puts into question the findings of the research regarding the specific effects of transformational leadership:

> If there is no principled way of telling one leader's behaviours from another then any claim to have empirically identified transformational leadership effects is not justified. In

> the absence of justification, however, claims to leadership are nothing more than personal belief or opinion, which does not carry any empirical status, no matter how many empirical studies are conducted.

This general criticism, aimed at transformational leadership by Evers and Lakomski (1996) could easily have been directed at other forms of leadership. Additionally, Evers and Lakomski (1996) specifically criticise the quantitative methodology linked to the Multifactor Leadership Questionnaire. In response to this critique, Bass (1999: 18) accepts that there were some problems with the questionnaire, specifically multicollinearity of its scales and

> lower than desired reliability under some circumstances for active managing by exception, and questions about the universality of the factor structure of the model of full range leadership.

Again, these particular criticisms are very general and could be directed not just at transformational leadership but at many cases of quantitative research using surveys. Hall, Johnson, Wysocki and Kepner (2002) question the morality of transformational leadership. They suggest that it has potential for the abuse of power. Transformational leaders can motivate followers by appealing to strong emotions regardless of the ultimate effects on followers and do not necessarily attend to positive moral values. It is the case that some transformational leaders can exert a very powerful influence over followers who offer them trust and respect. Bass (1997) acknowledges that transformational leadership lacks:

> checks and balances of countervailing interests, influences and power that might help to avoid dictatorship and oppressions of a minority by a minority.

Although not in the context of education, Yukl (1989: 226) describes this as the '*dark side of charisma*' and Bass (1985) originally argued that '*transformational leadership is not necessarily beneficial leadership*'. However, Bass (1997: 133) later appeared to change that position arguing:

> Transformational leaders move followers to transcend their own self-interests for the group, organisation or country.

There is little doubt that that some limitations have been identified with regard to transformational leadership. However, Bass (1999) noted over 15 years ago that more research is necessary on the topic, as is still the case. Considering there has been mixed success in measuring the effects of single leaders on outcomes, measuring transformational leadership effects is even more challenging as it does not assume that leadership is concentrated on the principal alone (Hallinger, 2003).

That transformational leadership is successful has been demonstrated by a wide variety of studies in different settings, ranging from military to education. The following description, by Stone, Russel and Patterson (2003: 4) shows why it is a leadership model that is so effective in so many different contexts:

> the transformational leader articulates the vision in a clear and appealing manner, explains how to attain the visions, acts confidently and optimistically, expresses confidence in followers, emphasizing values with symbolic actions, leads by example, and empowering followers to achieve the vision.

Studies have focused on transformational leadership and its impact on school culture, teacher and student outcomes. Additionally, much recent research has investigated specifically if leadership affects these factors directly or indirectly through variables. In an investigation into the effects of transformational leadership on the attitudes of teachers and the performance of students in Singapore (Koh, Steers & Terborg, 1995), data were collected from the Multifactor Leadership Questionnaire. When compared to transactional leadership, transformational leadership was found to have positive effects in predicting organisational commitment, citizenship behaviour and the satisfaction of teachers. However, the effect on the achievement of student achievement was indirect.

Leithwood and Jantzi (1999), investigating transformational leadership in Canada, found a strong, positive effect on school and classroom conditions. The variables included in these conditions were planning and organisational culture. The investigation reported a significant effect on the engagement of students, but weaknesses with regard to the behavioural dimensions. In a joint Dutch and Canadian investigation into the effect of transformational leadership on teacher commitment, Geijsel, Sleegers, Leithwood and Jantzi (2003) reported that it had only some effect on commitment to reform, but a significant effect on commitment and effort from the dimensions of vision building and intellectual stimulation.

Griffith (2004), Leithwood and Jantzi (2006), and Marks and Printy (2003) reported no relationship between transformational leadership and student achievement in their research and Barnett and McCormick (2004) reported weak effects. However, in a review of research studies Leithwood and Jantzi (2005) found mixed results and six out of nine studies showed that transformational leadership it had a positive impact on student achievement. Using data from a national literacy and numeracy programme in England, Leithwood and Jantzi (2006) examined the effects of transformational leadership on three teacher variables (motivation, capacities and work settings), student achievement and classroom practices. Using path analytical techniques they found leadership to have a significant effect on teachers' classroom practices, however there was no significant effect reported from leadership on student achievement.

The available research on the effect of transformational leadership suggests that a deeper impact on organisational processes is more likely to exist, particularly in processes associated with employee practices, motivation and satisfaction. In most studies positive indirect effects

have been identified, however the study by Barnett, McCormick and Conners (2001) identified a negative outcome between transformational leadership and student learning culture.

These findings of the effects of transformational leadership seem to support earlier research on leadership and outcomes which find them to be indirect, but influence the situation in the school and the classroom (Hallinger 2003). Therefore the relationship between leadership and educational outcomes makes it necessary to look at the variables which are more likely to have direct impact on students. Leithwood and Jantzi (1999: 14) suggest that this will '*constitute a significant challenge for leadership research'*.

Despite critical responses, and an acknowledgement that more research is needed to increase our understanding of leadership and its effects, most empirical research has found that transactional and transformational leadership are complementary and highly related (Bass & Bass, 2008; Judge & Piccolo, 2004; Wang, 2011). Judge and Piccolo (2004: 765) suggest that it can deployed by all leaders, to different degrees, in different situations.

Change is inevitable and effective leaders are able to respond to the changing needs which apply to them. Day, Harris and Hadfield (2001: 347) found that effective leadership was both a relational construct and highly contextualised. They recommended:

> the application of contingency leadership which takes into account the realities of successful principalship of schools in changing times, and moves beyond polarized concepts of transactional and transformational leadership.

Hallinger (2007) constructs a table which is a comparison of instructional and transformation models adapted from Hallinger and Murphy (1985) and Leithwood et al., (1998). It is used by Hallinger to suggest that the future could be an integration of the two models, as found by Marks and Printy (2003). Certainly, based on the table, Hallinger's assertion that the similarities

between the models are more significant that the differences, looks fair. However, Hallinger is keen to point out that the main differences are due to the emphasis given by transformational leaders to individualized staff and the building of goals from the ground up.

Heck and Hallinger (1999) commented, 15 years ago, that there are many 'blind spots' and 'blank spots' in our empirical and theoretical knowledge of leadership, however, there has been great progress in 30 years of research where the study of leadership has moved from top down behaviours to collaborative processes of change and school improvement. It is likely that transformational leadership will continue to evolve in the future and we may see more diversity in our approaches to leadership.

2.2.3 Leadership and Context

The previous sections looked at styles of leadership, specifically transformational, which is the style the study will research. The following four sections are concerned with variables which can affect leadership and I will look at the effect of context, power, trust and change on it.

Hallinger and Heck (1996: 14) stated that it is '*virtually meaningless to study principal leadership without reference to the school context*', and Leithwood et al (1999: 4) comment that leadership is '*exquisitely sensitive to the contexts in which it is exercised*'. However, Hallinger (2010: 18) stated that:

> only in recent years have researchers began to redress this oversight and illuminate the relationship between school context and leadership.

The oversight to which Hallinger refers is that leadership styles would be differentially effective across school contexts (Hallinger & Murphy, 1986). Furthermore, that a one-size-fits-all

approach took hold, not considering differences in the context in which the leadership was enacted. In a study of 200 American elementary schools Heck and Hallinger (2009) looked specifically at patterns of change in school capacity, leadership and growth in student learning over a four year period. In each school a pattern in change in learning outcomes in Maths and Reading, *'was characterized by particular school improvement trajectory' (*Hallinger2010: 18). Further analysis of these patterns showed that leadership makes different contributions at different points in the journey of improvement (Heck & Hallinger, 2009).

In a study of the impact of head teachers of improving and effective schools on student outcomes in the UK (Day et al., 2010) had similar findings. In one of the case studies identified in the study, the research identified four phases of improvement and approaches to leadership for learning. These are; 1. Coming out of special measures, 2. Taking ownership, 3. Developing creativity, 4. Everyone a leader. This supported patterns linking leadership behaviour to successful improvement across different contexts (Day et al., 2010) and countered the idea that one style of leadership is suitable across all school contexts.

Previously, emphasis was placed on heroic leadership *rather* than the situational context. It was believed that if a heroic leader was successful in one setting, he or she would therefore be successful in another. Leaders may need certain personal characteristics to be successful, but it is often the application of those characteristics within a specific context which defines success. Leithwood et al (2006), state that successful leaders need to be 'contextually literate'. What is meant by this is that the leader must be able to 'read' their contexts like texts. How a leader reads the 'text' and acts on it is the issue that distinguishes one leader from another: (Leithwood et al., 2006: 5)

> Expressed more simply it is not only what you do as a leader, but how you do it that makes the difference in any given situation and environment. Therefore, there is no one way to lead a school. Leaders must act in ways that meet the needs of the schools they lead.

Although there seems to be agreement that context matters, there is some difference of opinion as to the level of importance that should be given to it. Day (2011: 29) looked at 60 studies from *'the past decade's issues of six of the most prominent academic journals publishing educational leadership research'* and reported vast differences in importance. In one study context was claimed to be '*almost all that matters for leaders without the provision of systematic evidence to justify such a claim'*. However, other studies treated *'contextual variables as something to be controlled for or partialled out of explanations for leader effects'*.

It is important for leaders to gain an understanding of the context in which leadership is practised. Schools differ and the context of the school is affected by a variety of factors. Leithwood, Louis, Anderson and Wahlstrom, (2004) look specifically at organisational context, student population and the policy context. Day (2011) identified 12 contextual variables belonging to the larger categories of school characteristics, teacher characteristics, leader characteristics, district/regional context, national context, and characteristics of students and their families.

While the findings explored above are not definitive, there is little doubt that the information is of use to school leaders. Moving away from working within a set of specific rules about effective leadership, leaders can develop strategies more suited to their schools.

2.2.4 Leadership and Power

The concepts of leadership and power have been, and are likely to continue to be, interconnected. Although an individual may exert power without being a leader, it is almost impossible for an individual to be a leader without having power. Power can be defined simply as the potential to influence others. In organisations such as schools, leaders can exert power to achieve goals, either individual or organisational.

In a survey completed by members of the Centre for Creative Leadership (CCL) Bal, Campbell, Steed and Meddings (2008) researched the perceptions that leaders have of their own sense of power. The first finding was that most leaders surveyed recognised that they possess power at work and the second was that there is a noticeable correlation between the leader's perception of his or her power and their level in the hierarchy of the organisation. This is particularly relevant to research into principals' leadership, considering their position in the hierarchy.

Northhouse (2007) argued that there are two types of power personal and position. Personal power is developed from being seen by followers as being likeable and knowledgeable, whereas position power looks at the influence and authority afforded to people by their position.

Different types of power exist in organisations and a school is no different in this respect. Position power can be divided into different forms, referent, expert, legitimate, reward or coercive (Bennis & Nanus, 1985; French and Raven, 1960). Northouse (2007: 8) comments:

> Referent Power is based on the followers' identification and liking for the leader. Expert Power is described as being based on the followers' perception of the leader's competence. Legitimate Power is associated with having status of formal job authority. Reward Power is derived from having the capacity to provide rewards to others, and Coercive Power is derived from having the capacity to penalise or punish others.

It is the belief of the follower which creates power and the leader can use these forms individually or combine them in order to increase influence.

Looking specifically at influence, it is very difficult to separate it from leadership. Influence could be seen as the ability of one person to affect the behaviour of another. Looking at the relationship between power and influence, Michelson, (2003) claimed that influence involved: *'securing the consent of others to assist, collaborate, and work with you in achieving an objective'*. He stated that it entails any act or activity which would affect the behaviour of another person or group. A leader must maintain perspective in terms of targeting power in order to achieve influence. Simply having a strong base from which to use power is of little use unless the leader is able to secure the compliance and commitment of others. However, Michelson's research was carried out in a military setting, therefore the context of compliance and commitment of others could be very different from that of a school.

The conclusion of this section is that power and influence can affect leadership and, relating this to my research, the principal may have power due to his or her position, however it could be that influence will be more personal and social, due more to the personality of the principal.

2.2.5 Leadership and Trust

In the previous section I concluded that power and influence can affect leadership. The importance of trust is equal that of power in relationships between leaders and subordinates or principals and teachers. Embedded in this is the concept of the trustee and the trustor, and having more or less power in a particular situation. The next section will look at the concept of trust in schools.

Trust can contribute to the effectiveness of an organisation (O'Reilly and Roberts 1977) and Tschannen-Moran; M (2001) stated that people with a high degree of trust are more likely to: '*disclose more accurate, relevant and complete data about problems as well as their thoughts feelings and ideas*'. Podsakoff et al., (1990) showed that an individual employee's willingness to do more than the basic requirements of their job was linked to the level of their trust in the leader. Conversely, distrust can lead to deterioration in the performance of an employee (Robinson, 1996).

Evidence exists of trust contributing to the effectiveness of schools. Uline et al. (1989) demonstrated that the factors of trust and healthy school climate made a similarly important contribution to school effectiveness as instrumental factors of standardised student test scores. Tarter et al., (1995) found teachers' trust in their principal as well as colleagues, is linked to effectiveness of schools.

There are few studies which have empirically examined the links between leaders' relational qualities and students' social and academic outcomes. Byrk and Schneider's (2003) 7 year study involving more than 400 Chicago elementary schools, found that the schools which improved scores on standardised tests had high levels of relational trust, an essential part of positive, effective school leadership. Associated with this were respect for the principal and personal regard for teachers, competence in core role responsibilities and personal integrity. Louis (2007) identified similar principal behaviours which affect trust, but also showed the importance of trust in effective distribution of leadership (Day et al., 2010). In a school context, relational trust, (Tschannen-Moran & Hoy, 2000) involves:

> a willingness to be vulnerable to another party because one has confidence that he or she will fulfill the obligations and expectations relevant to the shared task of educating children.

This trust can be applied to any relationship within the school, including teachers with their principal, and parents with teachers, for example. When specifically defining relational trust Bryk and Schnieder (2002) and Robinson (2007) state that it is dependent on four criteria; respect, competence, personal regard for others, and integrity.

The most basic criterion is that of social respect and involves recognition of the role that everyone plays in the education of a child. Competence is linked to the teacher's perceptions of their principal, their ability to deal effectively with conflict and to achieve desired outcomes. Personal regard is how one goes beyond what is generally required of their role in trying to care for or help another person. Lastly, integrity can be summarised as the consistency between what people say and what they actually do.

Good schools depend on relationships amongst the various members of the school community. Relational trust is the 'glue' (Bryk and Schnieder, 2002) which holds these relationships together.

2.2.6 Leadership and Change

The nature of change has often been debated and, increasingly, the emphasis has been on transformational change. Therefore, it is likely that leaders will find themselves leading, encouraging and promoting change as a crucial part of their role. Movements in organisational shape, structure, values, beliefs, systems, and culture are often linked to transformational change, but more than just these, being about the change in mental models of what the organisation is about, sometimes referred to as change in the organisational paradigm (Biney and Williams 2005).

If the goal is change, business and education leaders have much in common. The principal of the future, like the leader of business, must be fully aware of the 'big picture' and as Fullan (2001) stated, should be '*a sophisticated, conceptual thinker who transforms the organisation through people and teams'*. An effective school leader is the key player in educational reform. Although maintaining high standards is important, Fullan (2001) states that leaders have a deeper and a more lasting influence on their particular organisation if their focus extends beyond this. Collins' (2001: 20) study looked at the effective leader *'who catalyzes commitment to a compelling vision and higher performance standards'* in addition to the executive leader who extends beyond performance standards and '*builds enduring greatness'*.

For a principal or any other agent, change can be problematic. Fullan (2001: 1) describes it as '*a double edged sword'*. No matter how small, change presents a challenge to leaders and followers alike. For leaders the challenge is making the change happen in reality, and for followers there is the challenge of coping with it changes over which they often have no control. In many cases change may involve the followers in taking up new tasks or roles or even what can often be most problematic, unlearning old activities.

Leaders should acknowledge that change can be a very slow process requiring careful planning and patient execution to accomplish it successfully. Change can often fail because too many ideas are implemented at the same time. Fullan (2002) and Hallinger and Heck (1999) state that a few programmes carried out effectively are far more powerful than divergent programmes which are poorly carried out.

Some leaders are prone to rushing into change too quickly or with neither plan nor vision. Davies (2003) warns against leaders who do not build coalitions of followers who support the

process. Principals should be aware of the dangers of implementing change too quickly. Fullan (2001: 31) reminds us that a culture of change consists of:

> rapidity and nonlinearity on one hand and great potential for creative breakthroughs on the other.

He continues to suggest that, because of this paradox, transformation is unlikely to happen without '*accompanying messiness'*. Principals must also be aware of how complex change can be.

Continuing the work of Hargreaves et al., (1997) and Fink (2000), Hoban (2002) investigated the notion of 'change frames'. Hoban (2002) constructed a diagram showing educational change as a complex system and suggested that the change frames do not act in isolation from each other, but are integrated; they allow the change agents to understand the multidimensionality and complexity of change in schools.

Changes often affect many aspects and Hargreaves (2002) suggests that change is influenced by life in general. He continues that it is not simply a case of changing the teacher, as to do so involves changing the person and therefore changing lives. Leithwood (2000: 83) also states that: *'change processes can also be viewed as learning opportunities for staff, small contributions toward shaping the direction of a learning organisation'*.

Leithwood (1994) points us to the fact that they need to play a more prominent role when change occurs. Leithwood and Jantzi (2005) and Bass (1990) looked at principals adopting a transformational leadership style in schools faced with 'turbulence' brought about by uncertainties in the environment. Hay (2006) suggests that at a time of organisational change a transformational principal needs to consider the following four areas. First, he or she must make a strong case for why this particular change is needed, as without this the staff may not be committed to it and even resist it. Second, the principal must inspire a shared vision as this will

help all those involved to set a shared course of action. Third, the principal needs to establish clearly the sense of urgency without which the change may lose impetus and fall flat. Last, the change must become part of the school's culture.

2.3 Culture

The previous section, 2.2.5, looked specifically at principal leadership and change and showed that change is a part of the school's culture. The remaining sections of this chapter will look at and describe what culture is, show that it can be societal or organisational, that there are different typologies of culture and bring leadership, culture and change together.

It is important for schools as organisations to recognise that their structure, behaviour and performance can all stem from their culture (Cunningham and Gresso, 1993). Deal and Patterson (1999) suggested that a positive and collaborative school culture would affect performance by fostering productivity and effectiveness; improving collaboration, collegiality, communication and problem solving; engendering successful change and improvement efforts: building staff, student, and administrator commitment and identification; amplifying staff, student, and community motivation, energy and vitality; increasing the focus upon what is important and valued in daily behaviour.

It could therefore be the case that all leadership efforts, aimed specifically at continuous improvement of the school, must not look only at the structure, but also the culture of the school (Deal and Peterson, 1999).

The next section will examine what culture is, typologies of school culture and its significance to leadership.

2.3.1 Defining school culture

Culture is difficult to define (Deal & Paterson, 1999; Gruenert, 2000), and many attempts have been made to describe it: attitudes, behaviours, beliefs, ceremonies, covenants, dress, fairy tales, heroes, history, knowledge, language, laws, myths, norms, traditions, values in a school (Fullan& Hargreaves, 1996; Gruenert, 2000; Hallinger& Heck, 1999; Hopkins et al., 1994; Leithwood & Jantzi, 2000; Peterson & Deal, 2002; Schein, 1995; Sergiovanni, 1984).

The Oxford Concise Dictionary defines culture as '*customs, ideas, and social behaviour of a particular group of people'*. Schein (1997) commented on the difficulty of understanding the concept of culture and stated that it is essential for leaders who wish to create and manage culture of their own, first to understand the concept of what culture is. We know it exists, we know, or at least suspect, it matters. Leithwood and Duke (1998) state that culture is a universal phenomenon. Moos, (2002: 374) stated that it is diverse and not '*monocultural'*. Sergiovanni (1993) considered culture as the organisation's behaviours, tightly linked with sets of shared values. Fullan and Hargreaves (1996: 37) state that it is:

> the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate) to each other.

There are many different conceptualisations of culture, some of which will be explored in more detail, but there seems to be general agreement of what culture is. It is a phenomenon that means people who belong to the same culture think and behave similarly. Vance (1979), in his research on effective schools, was one of the first to comment that the schools with a purposeful climate and ethos were conducive to learning. He added that numerous studies of school change have identified organisational culture as critical to the successful improvement of

teaching and learning (Fullan, 1992). Deal and Peterson (1999: 7) believed that beneath the awareness of everyday life in schools, there is a stream of thought and activity. They further agreed that this flow of feeling 'wends' its way through schools. They wrote:

> This invisible, taken for granted flow of beliefs and assumptions gives meaning to what people say and do. It shapes how they interpret hundreds of daily transactions. This deeper structure of life in organizations is reflected and transmitted through symbolic language and expressive action. In short, culture consists of stable underlying social meaning that shape beliefs and behaviour over time.

These definitions show that school culture is very much related to organisational culture. Culture deals with a pattern of values and assumptions which affect the way people act and think and, in education, it can be looked at from two dimensions; organisational and societal and the concept of school culture can help us to understand what these varied patterns are and how they affect performance.

2.3.2 Societal and Organisational Culture

The previous section defined school culture and showed that culture can be looked at from a societal and organisation dimension. The next section will look at societal and organisational culture in depth.

<u>Societal Culture</u>

The concept of culture can be applied to social systems at many different levels, not only the societal level but also the sub-cultural levels of ethnic group, gender, region, religion, profession and generation. Hofstede (1991) suggests that there is no such thing as human nature independent of culture; it is what binds groups together. Most definitions include a reference to values, beliefs, norms and attitudes, which differentiate one group of people, or one country,

from another. Triandis (1994) for example, defined it as consisting of objective and subjective elements. Objective aspects include tools and technology as opposed to subjective ones that include norms, values and roles. Hofstede (2001: 9) defines it as:

> The collective programming of the mind that distinguishes the members of one group or category of people from another.

Continuing, Hofstede comments that collective programming takes place at the societal and organisational levels, and then further distinguishes between societal and organisation culture. Societal culture looks at members of one nation and distinguishes them from another. Organisational culture distinguishes between an employee of one organisation and an employee of another. Hofstede (2001) was the developer of the most widely cited framework for observing cultural management and leadership stating that, at a societal level, culture is manifested mostly in values as opposed to practices and that at an organisational level it manifests itself less in values and more in practices. Hofstede (1980) contextualised his cultural dimension from examining values of IBM employees during the 1970's. Dimmock and Walker (2005: 22) suggest that his work is '*generally accepted as the most influential in the field of international comparative management over the last 20 years* or so. The four work-related values he suggested were: power distance, uncertainty avoidance, individualism versus collectivism and masculinity versus femininity.

A further fifth dimension was added, called the Confucian dynamism factor, by The Chinese Culture Connection, (1987) after a study using a survey instrument developed with Chinese employees and managers. Hofstede (2001) described this dimension as a culture's long term orientation. This focuses on the degree to which society chooses to embrace, or not, long term devotion to traditional forward thinking values.

In section 2.2.4, I commented on the concept of leadership and power being interconnected and will therefore look at the power distance value that Hofstede (1991:28) contextualised in more detail. Hofstede (1991: 28) defined power distance as:

> the extent to which the less powerful members of the institutions and organization within a country expect and accept that power is distributed unequally.

Gladwell (2009) looks at power distance and cites Korean Airlines. In the 1990's this airline unfortunately suffered numerous plane crashes. The most infamous was the Guam disaster of 1997. Gladwell deduces, and this has been supported by the airline and information available about the crash, that the power distance culture, existing in Korea at the time, meant that the First Officer was unable to question openly the pilot's decision and had he done so when first suspecting something was alarmingly wrong, the crash may have been avoided.

This could be of particular relevance in this project, as the case study focuses on international schools in South East Asia. Hallinger (1998) commented that Hofsted's research found differences in how the traits of leaders were perceived by various nationalities and that there was little empirical data available concerning the impact of culture on the behaviour of the leaders as opposed to the perceptions. In his research and discussions with principals from Thailand, he showed anecdotal support in favour of the claim:

> She (a Thai principal) illustrated this by describing how an administrator who is younger than one of his or her teachers will be constrained by cultural norms from making critical comments about that teacher's classroom instruction. Hallinger (1998: 131)

Although Hofstede's work on dimensions of culture has been described as '*probably the dominating explanation of behavioural differences between nations*' (Williamson 2001), the model has not been without its criticisms. Critiques of Hofstede are related mainly to quantitative

aspects of his research and the '*representativeness of his studies in the context of each society studied*' Dimmock and Walker (2005: 22). Smith (2002: 122) argues that:

> If we compare culture A and culture B on some attribute, the mean scores that we achieve will tell us nothing about variability within each nation, nor will it tell us whether the particular individuals whom we sampled are atypical of that culture.

Dimmock and Walker (2005) also draw attention to problems with the narrow range of only four or five values and whether it is appropriate or not to use questionnaires to 'capture complex values'. Dimmock and Walker's (2005: 22) conducted research aimed at developing a cross cultural understanding of leadership and developed their own framework intended to '*facilitate the comparison of educational leadership across cultures and within different cultural contexts'*. Included in the framework was a model comprising of two interrelated parts. The first shows organisational structures, leadership and management processes, curriculum, teaching and learning. These are described as the '*four elements that are taken as constituting schools'* Dimmock and Walker (2005: 24). The second part shows six dimensions which may apply at societal cultural and sub cultural levels and are: power distributed/power concentrated, grouporiented/self-oriented,consideration/aggression,proactivism/fatalism, generative/replicative, and limited relationship/holistic relationship and relate to the specific society that is being looked.

With reference to the six dimensions of Dimmock and Walker (2005), and the work of Hfstedes (1980, 2001) Gladwell (2009), I hypothesise that, although societal culture may have relevance to this project, the power distance value may have only a minimal effect in an international school where most students are not nationals` of the host country, nor are the leadership team, nor most of the teaching staff. In addition, I suggest that societal culture is likely to be of less importance in this project than organisational culture.

Organisational Culture

Schein (1984) outlined three levels of organisational culture: tangible artefacts, values and beliefs and underlying assumptions. His work is representative of studies describing culture as a system of shared meanings and relationships (Stolp & Smith, 1995). The artefacts level is the most visible of the three and is closely associated with people's understanding and perception of a school. All schools have a wide spectrum of artefacts located in hallways, classrooms and meeting places. Artefacts differ from school to school but, for example, could include daily rituals and ceremonies or flowers in the reception area. They give a feel of the school and can act as reminders or triggers. On seeing them, people think about their meaning and are reminded of their own identity as a member of the culture (Brown, 1995).

Values and beliefs define the organisational character of the school. They are enacted as part of a school's daily routine. In research on restructuring schools the National Leadership Network Study group suggests that members of the organisation develop a sense of direction to guide their day-today behaviour (Burham and Hord, 1993). Teachers, principals and other staff members express certain beliefs about the value of education and these can reflect the nature of education at a school. External context may also have an influence; however, values and beliefs are not always explicit.

The least tangible of the three levels is underlying assumptions. These are not clearly recognisable but they can still have an effect on teachers and shape their behaviour. In researching school culture Bowers and Flinders (1990) suggest that they might not even be recognised, are hidden away in the dimensions of the school and can be taken for granted.

Examples of these could be which pedagogical techniques are used in the school or how students are divided into tutor groups.

It is important to note that the difference between the second and third levels of Schein's model is very subtle; therefore it is necessary to look at what is left out. It could be that the omitted values help to demonstrate those assumptions which the school considers to be important. A leader of a school should be as concerned with the values and beliefs that are not explicit as with those that are.

2.3.3 Typologies of school culture

Section 2.3.3 will look at typologies of cultures existing in schools. As part of the project is an investigation into culture in selected schools in South East Asia, determining if existing or new typologies of culture exist at the schools, will be important when looking at what culture exists at the schools and the effects of leadership on the culture of the schools investigated.

Typologies, according to Ancona & Caldwell (1992) mean that groups can be categorised by the distinctive styles, traits and patterns they show in interacting with their environment. Leithwood (1992) and Brown (1993) described school culture as being in one of two categories, rigid or top down, with teachers choosing to work in isolation or in collaboration, working together with the goal of change. Hopkins, Ainscow and West (1994) expanded on the work of Rosenholtz (1989) with four categories. These categories were stuck, wandering, promenading and moving.

Stuck schools often are failing schools. Teachers work in isolation and, typically, are not responsive to change, with blame often placed on external stakeholders (Hopkins et al. 1994).

Wandering schools are portrayed as experiencing too much innovation, creating fragmentation and lacking a unifying vision or mission. There is movement, but it lacks a clear destination. Promenading schools live on their past achievements, not moving fast or far, and tending to be pleased with the status quo, consequently feeling no need for change. The final type, according to Hopkins et al. (1994), is the moving school which has the most positive culture and demonstrates both change and stability.

Fullan and Hargreaves (1996) described five typologies which provided a broader range of different cultures in schools than previously observed. The school with fragmented culture is one in which a teacher is isolated and there is usually little collaboration and support from others. Balkanised school cultures contain many strong sub-cultures, competing with each other. There is little collective acceptance about learning, curriculum and discipline. Schools with cultures of contrived collegiality are those in which the administration creates and dominates the school-wide values and beliefs. Comfortable collaborative school cultures often have staff who engage in limited forms of dialogue about improvement and change, however, the conversation is limited to giving advice and sharing of material resources. Meaningful discussions of deeper issues are not common. The final culture is true collaboration, in which teachers' development is facilitated through mutual support, joint working and agreement on educational values.

Fullan and Hargreaves (1991) tied collaboration to positive school outcomes and showed that success is more likely when teachers work collaboratively on improvement activities. Collaboration has been linked to school improvement experiences in different areas, including inclusive education for disabled students (Fisher and Frey, 2003; McLeskey and Waldron, 2000), using faculty teams to improve student literacy (Irwin and Farr, 2004; Richardson, 1996) and

increasing student achievement through collaborative teaching, learning and professional development (Englert and Tarrant, 1995; Dufour, Eaker and Many, 2006). In these three examples, successful change was highly dependent on the collaboration of teachers.

Gruenert's (2000) typology focuses on explaining the merits of a collaborative school culture, which includes administrators fostering productive working relationships with faculty, teachers in dialogue with each other about their craft, professional development as a means to personal development for all faculties, administration and staff, the acceptance of a school-wide common mission or clear unity of purpose, and the active management of healthy learning partnerships between families and school employees.

Looking specifically at culture in international schools, Elbot and Fulton (2008) offer their four mind-set model. The stages are: dependence, independence, interdependence and the mind-set of integration. The dependent culture follows a top down approach and there is respect for leadership. The independent work in isolation, as opposed to interdependence, where teachers work collaboratively in order to solve problems. The fourth part of the model is an integration of the best qualities of the other three parts and so develops a flexible culture.

Fullan (2007) and Hargreaves (1991) both found that a collaborative culture is relevant when looking at principal leadership. Fullan (1992: 20) notes that developing collaborative working cultures to help staff deal with school improvement, is a major responsibility of the principal. He asserts that:

> the message for both the school and district levels is captured in Schein's (1985) observation: 'The only thing of real importance that leaders do is to create and manage culture'.

An additional challenge for principals is that they are also part of the culture through their attitudes and relationships with others. Leaders seeking to improve schools for at-risk students will nurture the norms of school culture which support lasting improvement.

To summarise this chapter, a collaborative culture is important because of the effect it has on everything within the school, be that teaching, learning or staff development (Hamilton & Richardson, 1995). Therefore, using school culture typologies can help to examine and assess the existing culture and to develop it.

2.3.4 School leadership, culture and change

In the previous sections of this chapter I have looked at school leadership and culture individually. As the focus of this project is looking at the leaderships behaviours of the three principals and their effect on culture, therefore, in this section I will look specifically at school leadership, culture and the importance of change.

In the last 15 years, much research has been undertaken to look at the relationship between educational leadership and culture (Bass, 1997; Dimmock and Walker, 2000, 2002, 2005; Gerstner and Day, 1994; Leithwood and Duke, 1998. Wilson (2005: 15) states that '*leaders are culture makers',* Schein (2003: 1) states that leadership and culture are so closely bound that they are '*two sides of the same coin'.* When looking more closely at the relationship Schein (1997) stated that leaders first create cultures when creating groups and organisations. Once that culture exists, it will determine the criteria for leadership, therefore determining who will and who will not be the leader. He further suggested that cultural understanding is imperative for those who want to lead their organisations, because if they do not become conscious of the cultures in which they are embedded, those cultures will manage them.

Gruenert, (2000) showed that principals want to affect the culture of a school positively because it is a major factor of school improvement and it is an area which they can influence (Barnett & McCormick, 2004; Leithwood et al., 2006). The effects which principals can have on school culture can in turn have an effect on the achievement of students (Barnett & McCormick, 2004; Hallinger& Heck, 1998). Specifically, research from studies investigating the effect of school culture on the achievement of students, support the idea that the presence of a transformational leader and a strong culture can impact positively on it. (Barnett & McCormick, 2004; Lucas & Valentine, 2002; Miles, 2002; Schooley, 2005; Scope, 2006).

The research carried out on educational leadership and culture has increasingly focused on the importance of the school's culture in bringing about change. It is important because it affects everything going on within the school, including learning and teaching. Fullan & Hargreaves (1996: 37) state that a school's culture consists of:

> The guiding beliefs and expectations evident in the way the school operates, particularly in reference to how people relate (or fail to relate) to each other.

School culture strongly influences the effectiveness of structural changes made to improve and reform schools. In her study looking at the interplay between culture and the reform model 'The Accelerated Schools Project' and school/classroom cultures, Finnan (2000: 7) put forward five assumptions that she felt influenced the success or failure in implementing reform: assumptions adults hold for students, assumptions about leadership and decision making, assumptions about adult roles and responsibilities, assumptions about best practices and structures for education students, assumptions about the value of change.

According to Finnan (2007), these assumptions are understandings rarely brought to the fore in school cultures. On the other hand, most reform models are explicit in their assumptions.

Finnan concludes that in order for reforms to be accepted by a school, the assumptions between the reform mode and the school must be compatible. This requires the culture of the school to be analysed and brought to the conscience level of staff and administrators. Finnan's assumptions are important, as the essence of change is that it has to correspond to the culture of the school in order to be effective.

Discussion has also been conducted with regard to the effects of globalisation. Influenced possibly by its rapidity, educators are beginning to consider the importance of national culture in influencing education worldwide. As mentioned in the introductory chapter, globalisation is likely to mean that the trend of growing numbers of International Schools will continue, particularly in less developed and developing countries. Dimmock and Walker (2002) state that to a certain extent globalisation is immune to cultural contexts, however, in the international school context, its influence on education leadership could 'blur' cultural context (Moos, 2002).

What should not be overlooked, when considering educational leadership, and in cross cultural settings, is the '*cultural sensitivity*' school leaders must possess (Dimmock and Walker 2000). They must work to understand the values of their school communities and be culturally literate. Webber and Robertson (2002: 545) state that tomorrow's leaders require:

> understandings of how local educational conditions are influenced by and contribute to global patterns in education.

Hallinger and Kantamara (2000) highlighted three cases which showed the implementation of school-based management, parental involvement and new teaching and learning technologies in selected schools in Thailand. In these three cases, Hallinger and Kantamara viewed the

implementation as being successful, attributing the success to the three directors (principals) who adopted:

> Participatory leadership styles, to group orientation and teamwork, and to a combination of pressure and support for changes as well as the fusion of spirit and celebration in traditional Thai style.

These cases highlight outcomes which are quite different. However, what is not different is the crucial role of the principal in attempting to bring new curricula into traditional cultures. As Dimmock and Walker (2000) state, the moral is clear:

> When challenging reforms are imported from other cultures, they demand strong but sympathetic leadership and management from Principals to mediate their introduction to the local cultural setting.

However, both they and Hallinger and Kantamara (2000), stressed the importance of the role of the principal in introducing new culture into traditional ones. The focus of this study is on international schools, where a majority of the students might not be from the host country. Therefore, referring back to the hypothesis made in section 2.3.2, I expect to find that the principal is more challenged by organisational culture than societal cultures when bringing about change.

2.4 Research on International Schools

Research into leadership in international schools has not developed at the same speed, or in the same depth, as that into traditional school leadership. (Hayden, 2006; Walker & Cheng, 2009). Hallinger, Walker & Lee, (2010) were able to identify only 12 empirical studies and of these only half were published. The volume of research is further reduced when looking at schools in the geographical area covered by this project. However, much of this recent research has

concentrated specifically on schools offering the International Baccalaureate, and this is of particular relevance to this project.

In a survey of 30 international school principals Melton (2003) found that most of those surveyed described themselves as instructional leaders. Looking at factors linked to success in 30 I.B. schools, Riesbeck's (2008) research showed a comparison of those in the top and bottom deciles, based on the school's specific I.B. scores. The research showed that the principals in the top decile were perceived to exhibit the following leadership characteristics: good public relations skills, enthusiasm for the programmes they were offering, promoting their programmes publically and modelling professional behaviour. Additionally, the research showed that teachers at the schools did not feel that there was a specific need for instructional leadership from their principals. Although not shown in the research, Riesbeck suggested that the teachers could have perceived themselves as experts in their specific subject areas.

Hallinger et al., (2010) showed that the I.B. schools researched had created a demand for instructional leadership, due to the complexity of their formal organisation. Specifically, the organisation included the head, principals in primary, middle and secondary, vice principals, I.B. programme leaders and subject heads. Consequently, the organisational structure and the multiplicity of leaders, provided the conditions and environment for distributed leadership.

Hallinger et al., (2012) conducted a study of five schools selected from a list of I.B. schools in East Asia. Those chosen were from China, Hong Kong, Thailand and Vietnam. The study investigated instructional leadership strategies demonstrated by principals in the implementation of I.B. programmes (PYP, MYP, and DP). The findings indicated three contextual conditions which had shaped leadership in these schools and that they were all linked to the transition of

programs. The first condition was that parents have different levels of understanding of I.B. programmes; the second was the cultural diversity of these schools and the third was the difference in teaching styles of the three different programmes.

The lack of research focussing specifically on international schools is one of the areas which this project attempts to address.

2.5 Conclusion

Chapter two has examined and discussed different concepts of leadership and specifically the models of transformational, transactional, instructional and distributed leadership and their effects on educational organisations. A main focus has been on transformational leadership and evidence has been given to show that it can bring about significant change (Fisher, 1994) and affect student outcomes (Leithwood 1994).

The chapter also investigated variables affecting this study and their effects on leadership and culture. It considered how culture can be created and sustained and how important it is for leaders to understand the existing culture when managing change. Moreover it proposed that principals should be concerned about creating and maintaining a positive culture leading in a way that encourages and facilitates collaboration in their schools.

In conclusion, the intention of this literature review has been to produce a platform from which to develop the study. The next chapter will present the methodology selected.

Chapter Three

Methodology

3.1 Introduction

This chapter will outline the research rationale and methodology adopted. First, I will address the research problem (3.2), the philosophical framework (3.3) and the ontological and epistemological assumptions which have shaped my research (3.4). This will be followed by the methodology (3.5) the research design (3.6) and the organisation of the study (3.7) which will show the two phases of my project which are phase one (3.8) and phase two (3.9). The chapter will then conclude (3.10).

3.2 The Research Problem

As introduced in chapter one, the main purpose of this study was to explore the links between the leadership of school principals and school culture in international schools in South East Asia.

The main focus was divided into two questions. i) To what extent, if at all, do the principals exhibit behaviours of transformational leadership? ii) How does the selected transformational principal's leadership style and behaviour affect the culture of the schools? In order to answer those questions, it is necessary to answer further questions:

1 What kinds and levels of transformational leadership behaviour does the study show the selected principals display?

2 Does the study show that principals use various leadership behaviours at different times?

3 What does the study show affects the selected principal's leadership behaviour?

4 Are principals' own perceptions of their leadership the same as others perceive them?

5 What are the leadership cultures present and are the culture models discussed in the literature review evident in the schools investigated in phase 2 of the study?

6 Is there a relationship between the transformational leadership behaviours of the principals identified in the literature and the MLQ and the culture that exists in the schools?

In order to show how I undertook my study, it is necessary to look at what shaped it. Therefore, I will start with a discussion highlighting my position with regard to the philosophy of research. In order to do that, I will firstly look at the nature of theories.

3.3 Philosophical Framework

There are numerous reasons why understanding of philosophical issues is important. Hughes (1994: 47) asks:

> What is it about philosophy that gives it this seemingly vital role in human intellectual affairs? Is this simply a contingent fact of our intellectual history, or is there something distinctive about philosophy itself which gives it this authoritative place?

The answer to this question, it could be argued, is that it is the nature of philosophical questions which best demonstrates the value of understanding philosophy. Individuals rarely have time to do this in everyday life, but Proctor (1998) suggests that the exploration of personal beliefs could help in understanding wider philosophical issues and the example he gives concerns the interrelationship between ontology, epistemology and methodology. In other words, the nature of reality, what can be known and how what he/she believes in can be discovered by the researcher.

When seeking to discover why the exploration of philosophy may be significant, with reference to research methodology, Easterby-Smith, Thorpe and Lowe (1997) suggested that knowledge of research philosophy will allow the researcher to evaluate different methodologies and

methods and avoid unnecessary work. Also it could help the researcher to be creative and innovative in either selection or adaptation of methods which he or she had not previously experienced. In addition, it helps to refine and specify the research methods used in the study.

However, before looking at research methods it is important to consider the nature of paradigms. Denzin and Lincoln (1994: 107) suggest that '*a paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimates or first principles'* and is a way of looking at the world. They continue by suggesting that inquiry paradigms can be summarised by the responses given to three questions; the ontological, the epistemological and the methodological.

At this stage it is necessary for me to clarify the terms. Ontology is '*the very nature or essence of the social phenomena being investigated'* (Cohen *et al*., 2000: 5) and epistemology is concerned about *'the very bases of knowledge – its nature and forms, how it can be acquired, and how it is communicated to other human beings'* (Cohen *et al*., 2000: 6)**.**

Burrel and Morgan (1979) cite a range of research approaches or methodologies available for inquiry in social situations. Guba and Lincoln (1989) and Burrell and Morgan (1979) both provide frameworks for decision-making for the choice of a methodology. They each agree that ontological and epistemological assumptions are the primary steps in determining the choices available from which to select a methodology for use in inquiry.

Ontology represents a particular view of reality held about the situation in question. Burrel and Morgan (1979) and Guba and Lincoln (1989) suggest two main ontological possibilities, useful in decision-making about methodologies. The first is that there is one reality and it is observable by an inquirer who has little, if any, impact on the object being observed and the second is that reality consists of an individual's mental constructions of the objects with

which they engage. At first glance, the two might look to be opposites of ontological assumptions; however, they could represent two intermediate positions related to a specific situation, which are constructed by the participants. The point that Burrel and Morgan (1979) and Guba and Lincoln (1989) are making is that engagement impacts on the observer and the situation being observed.

Whereas ontological assumptions concern the nature of reality, epistemology relates to how such assumptions can be known. The epistemology is the relationship assumed to be present between the knower (person knowing) and what is sought or known to be known. Burrell and Morgan (1979) suggest that the relationship can derive from accepting that knowledge can be either be viewed as objectively knowable, or in contrast, only subjectively knowable. Therefore, in social inquiry, subjective knowledge produces a subjective relationship between elements of the inquiry.

Burrell and Morgan (1979) however, suggest a possible third dimension, putting forward the idea and importance of human nature and the relationship between human beings and their environment. They base this on the idea that human nature is present in identifying assumptions before reaching a position leading to suitable methodological choices. There is an important distinction between the determination of human nature by outside forces and the idea that humans create their own environment. They state that, from the assumptions mentioned above, two images of human beings start to emerge. One portrays them as responding mechanically to their environment and the other as the initiators of their own actions. In highlighting the three assumptions they suggest that they have direct implications for the methodological concerns of the researchers. The simple fact that researchers will

have differing ontologies, epistemologies and models of human nature will, in turn, demand different methodologies.

Taking the above into consideration, it is appropriate for me to discuss my own perspectives at this point as a means of helping to make clear the foundation for my own methodological choice.

3.4 Ontological and Epistemological Perspectives

Continuing from the assumptions of Burrell and Morgan (1979), Hitchcock and Hughes (1995) suggest that ontological assumptions give rise to epistemological assumptions. These in turn give rise to methodological considerations and to issues of instrumentation and data collection. This recognises that research is concerned with understanding the world and that this is informed by how we view our world, what we take understanding to be, and what we see as the purposes of understanding, rather than seeing research methods as simply a technical exercise.

For researchers a range of theories is available. Crotty (1998) comment on the fact that not only is there a 'bewildering' array of theoretical methodologies, but that the terminology applied to them is inconsistent.

Ontologically, I believe that each person's interpretation of what is occurring will be the 'reality' of our situation for them. Epistemologically, while some information acquisition can come from others, it is only by experiencing, (the schools or stakeholders in person) that valuable knowledge is generated at a personal level. In relation to the issue of human nature, some external features can have some impact on individuals. However, in the main we are each able to create our own interpretation of our social environment. In holding this position, it is our

interaction with our environment that provides us with the knowledge and data we need to interpret and create it.

3.5 Methodology

In the previous section, I outlined my ontological and epistemological position and I will now look in more detail at the forming of my philosophical stance.

Paradigms are a set of theories, ideas, abstractions and beliefs which provide models (Kuhn, 1996). Research traditions can evolve from these models. With regard to educational research, there are two dominant research paradigms; the positivist paradigm and the post-positivist paradigm (Anderson, 2000).

Simplistically speaking, positivism suggests that the goal of knowledge is to look at the phenomena which we experience. Science is simply to adhere to what we can observe and measure. Positivism is intrinsically quantitative, with firm emphasis placed on the measurement of behaviour, prediction of future measurements and patterns, and an explanation of reality predicated (Lincoln and Guba, 1985; Anderson, 2000).

Adopting a positivistic stance is not only about adopting certain approaches to the design of research studies. Crotty (1998) points out that it implies that the results of research will tend to be presented as objective facts and established truths.

Williams and May (1996: 27) however, described positivism as *'one of the heroic failures of modern philosophy'*. Hughes and Sharrock (1997) suggest that the fundamental mistake of positivism was some of the assumptions it made about scientific inquiry, for example positivism was criticised for being unable to observe human behaviour (Anderson, 2000). However, in the middle part of the 20th century, there was a shift away from positivism into

what is termed post-positivism, by which I do not mean a slight adjustment to, or revision of, the positivist position, but a complete rejection of the central theme of positivism.

One of the most common forms of post-positivism is a philosophy known as critical realism. A critical realist believes that there is a reality independent of our thinking about it that science can study. Where the positivist sees the aim of science as a way to uncover the truth, the post-positivist critical realist believes that the aim is to hold to the goal of getting it right about reality, even though we can never achieve that goal. Post-positivists also see that observations are theory-laden and that we are all biased by our own views of the world. However, simply because views based on individuals' views are different it does not mean that each other's experiences cannot be understood. Denzin and Lincoln (1998) state that post-positivism rejects the relativist idea that we can never understand each other because we come from different experiences and cultures.

A more simplistic view would be that quantitative approaches were favoured by positivists and constructionists favoured qualitative approaches. By adopting a critical realist position one is able to *'ignore much of the silliness which many of the writers on educational research expose us to'* (Pring, 2004: 58).

3.6 Research Design

One way to distinguish between qualitative and quantitative research is that the former is subjective and the latter objective. Qualitative research is the collection, analysis and interpretation of data by observing what people are doing or saying. Quantitative research refers to counts and measures of things, however, many researchers are not content with this distinction, claiming it to be too simplistic. Denzin and Lincoln: (1994: 2)

> Qualitative research is multi-methoded in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studies use and collection of a variety of empirical materials….that describe routine and problematic moments and meanings in people's lives.

Going further, Glesne and Peshkin (1992) comment that researchers try to make sense of personal stories which are in evidence, and the interaction of these stories. However, with quantitative research King, Keohane and Verba (1994: 2) suggest that it:

> uses numbers and statistical methods. It tends to be based on numerical measurements of specific aspects of phenomena; it abstracts from particular instances to seek general description or to test causal hypotheses; it seeks measurements and analyses that are easily replicable by other researchers.

As can be observed from the comparison of descriptions of qualitative and quantitative, researchers have different opinions on exactly how they define the terms and these become even more confusing as authors differ in what is meant by method. Some focus on one facet of research and others on a different facet. For example Blatchford, Russel, Bassett, Brown and Martin (2007) investigated the relationship between teaching assistants and class size, pupil behaviour and achievement. They used a survey to look at the links between teaching assistants and class size to study teacher and pupil behaviour and results from SATs and QCA tests to look at pupil achievement. They used case studies of schools; semi-structured interviews, teachers' comments, and observation for their 'qualitative component'. Symonds and Gorard (2010) commenting on the research done by Blatchford et al., (2007) assume that because no discussions of the interview findings were given and that the conclusions were based solely on numerical data, that the study does not fit neatly into the 'strict' definition of mixed methods.

More confusingly, Symonds and Gorard (2010) refer to the above study as using mixed methods (qualitative and quantitative) and Blatchford et al., (2007) defined their own study as multi-method (several different methods of analysis of the same generic type).

Having looked at the differing descriptions of qualitative and quantitative paradigms, and what is meant by method, it is important to determine which paradigm should be used. Many researchers chose a research paradigm early in their careers, perhaps because of ease or based on the researcher's convictions about knowledge and reality and the correct method to measure both. It is unlikely that these researchers will consider combining two approaches. Hathaway (1995) states that 'these purists' would neither contemplate combining both, or alternating them. Their decision to use quantitative rather that qualitative may be based on the fact that they are comfortable with numbers, or a single characteristic of quantitative research, such as its presumed objectivity (Hathaway, 1995). Others opt for qualitative research methods: (Hathaway, 1995: 554) *'since they enjoy being immersed in the research as a subjective partner and gain pleasure from the insights into human phenomena they gain in this way'.*

With regard to the two paradigms, each has criticised the other's method of study, procedures and the validity of its outcomes. Burke and Johnson (2004: 14) comment that: *'For more than a century, the advocates of quantitative and qualitative research paradigms have engaged in ardent dispute'.*

Cresswell & Plano Clark (2007: 5) cite Campbell & Fiske (1959) as using more than one quantitative measure in one study. They referred to it as 'multitrait' or 'multimethod' research. Symonds (2008: 2) when tracing the roots of the paradigm question commented:

> These numerical beginnings served to demonstrate how by juxtaposing the results of multiple methods, different facets of a phenomenon can be identified – a concept later formalised by Webb et al. (1966) as 'triangulation'.

Triangulation was seen as a way of removing, or lowering, the chances of, generalisations being included in results. It confirmed or confounded the issue, and the validity was seen to increase. Greene et al. (1989: 256) argued in favour of triangulation stating that: *'All methods have inherent biases and limitations, so use of only one method to assess a given phenomenon will inevitably yield biased and limited results.'*

Tashakkori and Teddlie (2003) show that before mixed methodology, there were numerous studies which used multiple methods in order to show the advantages of triangulation (Galton and Wilcocks, 1983). But, some, such as Galton and Delamont (1986) stated that there were inherent problems in showing results based on data taken from more than one paradigm.

The field of mixed methodology, the 'third research paradigm' (Tashakkori and Teddlie 2003: ix) in educational research, evolved as a result of these discussions and controversies. However, there have been critics of mixed methods both from inside the mixed methodology camp, (Greene, 2008; Creswell, Plano Clark & Garrett, 2008) and from those outside (Denzin & Lincoln, 2005, Howe, 2004).

The third paradigm could be considered as a pragmatic way of using the strengths of both approaches. Pragmatic, as many researchers using mixed methods have not been interested in delving deeply into the philosophical orientations that supposedly underlie the application of their research study.

Burke Johnson and Onwuebuzie, (2004) suggest that the ultimate goal of mixed methods research is not to replace either of the two approaches, but to draw from the strengths of both and minimise the weaknesses, in single studies. Symonds (2008: 14) states this may not be that

case and continues by commenting on the assumption that mixed methods offset the weaknesses of single research methods, and ultimately provide better data is *'inherently biased'* when addressing Cresswell & Plano Clark's argument (2007: 9) that:

> …quantitative researchers are in the background, and their own personal biases and interpretations are seldom discussed. Qualitative research makes up for these weaknesses. On the other hand, qualitative research is seen as deficient because of the personal interpretations make by the researcher…. The combination of both approaches can offset the weakness of either approach used by itself.

Bryman, Becker and Sempik (2007) support Symonds suggestion of inherent bias when showing differences between a 'universalistic' discourse, where mixed methods is deemed superior, and a 'particularistic' perspective of mixed methods, which is only appropriate when it best answers the research question. Further support is given by Hammersley (2004: 201) when critiquing the bias of which he describes it as a *'paradigm building exercise'* following the assumption that the use of mixed methods is *'always desirable'*. The key to this issue, and what Hammersley and Symonds are both trying to show, is that it is not necessarily important to look at whether the triangulation of both paradigms will bring about the most effective study, but that the study suits the research topic the best, regardless of the specific method used (Onwuegbuzie, 2002).

Hammersley (1996: 164) suggests that contrasts between qualitative and quantitative present simplistic and exaggerated distinctions between different methods. He suggests that there is no clear cut distinction between the two and that no method can be seen as solely one or the other: *'If we look at research today in the human sciences we find that much of it does not fall neatly into one or other of the two categories.'* Slife and Williams (1995) stated that research design is most appropriate if it best fits the questions or problem and Patton (1987) stated that the

choice of research design should be appropriate to the subject being investigated. Taking this into consideration, mixed method research was used in this project.

As mentioned previously, when commenting on the work of Symonds and Gorard (2010) and Blatchford et al., (2007), and with relevance to my project, that there is some lack of clarity with regard to the differences and similarities of mixed methodology and multi-methodology, as it is how they are used which determines if they are mixed or multi-method. If there is a period between the analysis of the quantitative and the design of the qualitative, this could support the claim that mixed methods are being used rather than multi method. Creswell (2002) and later Creswell (2006) comment on different types of mixed method designs and I am interested in Creswell's categorisation of sequential explanatory designs. Cresswell and Plano Clark et al (2003) define explanatory design as a two phased method design and the purpose is that qualitative data helps to build upon the initial quantitative results.

In this study I applied a mixed method design (phase one was quantitative and phase two was qualitative) and using the Cresswell and Plano Clark et al (2003) criteria from above, I could categorise it as an explanatory design. Morse (1991) suggests that this design is well suited to a study in which a researcher needs qualitative data to explain significant results, outlier results or surprising results. This design can also be used if the researcher wants to form 'groups' based on quantitative results and follow up the groups through subsequent qualitative research. In my research I used two stages to help identify three groups (the three selected principals). Morgan (1998), Tashakkori and Teddlie (1998) and Creswell (1994) name this a two-phase mixed method design. Creswell explained that in the Quantitative/Qualitative sequence the researcher first starts with a quantitative method and then follows in up with a qualitative study. Cresswell

(1994: 177) suggests that the advantage of this approach is that it *'presents a consistent paradigm picture…… and still gathers limited information to probe in detail one aspect of the study.'*

Taking the above into consideration, the research design of the current study, as stated previously, was carried out in two phases: the first, the quantitative approach and, in the second, the qualitative approach. However, the two stages of the design could stand separately as two projects, as opposed to being used together to form components of one research study and therefore it could be seen as being a multi-method study. It could also be seen as being a mono method study, involving three case studies, and that phase one was purely sampling. But, with my project there was a connection between the two phases which meant that the two projects could not stand alone. As will be seen in chapter six, data given in the form of the answers for the questionnaire were analysed and commented on in the findings. In addition, some of this information helped me to consider how I would interview the principals.

To support my claim that there is sometimes a lack of clarity with, and understanding of, the differences between mixed and multi method research and that this project may not fit neatly into the box of mixed method research, I will look at previous, similar studies using the same instrument that I used in my project. Barnett, McCormick and Corners (2001); Niemann and Kotze (2006) and Oluremi, (2008) researched links between leadership and school culture in secondary schools. Barnett et al (2001) used both quantitative and qualitative approaches in order to confirm their findings. For their quantitative research they used the Multifactor Leadership Questionnaire - the MLQ 5X (short) developed by Bass and Avolio (1997). They used the results of this and the findings were used to formulate questions for the qualitative approach. This was the same instrument that I chose for my study, and details on this are in the research instrument section, chapter 3.8.5.

My project in phase one used quantitative methods to indicate the levels of transformational leadership perceived by the principals. Once the results of the first stage were analysed, three school principals were selected according to their levels of identified transformational leadership. The principal with the most transformational leadership traits, School J, the principal with the least transformational leadership traits, School I, and the principal in the middle, School E, were selected for use in phase two.

Naru (1995: 1) stated; *'that the blending of qualitative and quantitative methods would produce a final product which can highlight the significant contributions of both.'* By combining the two methods I focused on the relative strengths of each methodology. Burke Johnson and Onwuebuzie (2004: 20) listed tables of advantages and disadvantages of quantitative and qualitative research. I found one of the reasons given in this table particularly relevant to my project, namely that it could be used and analysed in order to be a criterion for selecting (a) school(s) for further investigation (either quantitative or qualitative).

Therefore I assumed that using mixed methods would: answer a broader range of research questions; add insights and understanding which might be missed when only a single method is used; and produce more complete knowledge necessary to inform theory and practice.

3.7 Organisation of the study

In order to find the answers to the research questions stated in chapters 1 and 3.2 the following procedure was used:

Permission given from the university ethics committee. (appendix 1)

Literature review (first draft) produced and methodology section produced (first draft).

Phase One

Instrument designed. (see research instrument chapter 3.8.5)

24 International Schools were sent a letter inviting the principal of the school and its leadership team to partake in the research. The schools were then emailed and called in order to find out if they were willing to participate.

Permission given from the eight principals or Chairmen of the Board of Directors for research to be undertaken at their school. Then, permission from the leadership team of that school. (appendix 2)

Email addresses of the principals and the members of the leadership team of the 8 schools who were willing to partake in the research project were sent to me.

Participants completed one of two surveys. The principal of the school completed the Leader Form (appendix 3) and members of the leadership team completed the Rater Form (appendix 4).

The questionnaires were collated, analysed and the data processed. The findings were that the principal in School J showed most traits of a transformational leader and School L had the principal who showed the fewest. School E had the principal who was in between.

Phase Two

A qualitative study, a case-study, was undertaken of the three schools.

Collection, collation and analysis of phase 2 data.

3.8 Phase One

The purpose of this phase was to select the principals to be studied in phase two. The selection criteria targeted the principal who showed the highest levels of a transformational leader and the one who showed the fewest. In addition, I chose a third principal in the middle, meaning that he showed some behaviours of transformational leadership, but fewer than the first ranked

principal and more than the eighth. To an extent the third principal would act as a control, as he was in the middle of the two other principals used.

The principals were chosen according to their ranking out of all 8 principals (see chapter 4). Those selected were Principal D (1st /8) and Principal L (8th /8) and the third was Principal C (5th /8). However, when I informed Principal D of his selection, he informed me that he would prefer not to continue involvement in the project. The reason cited was that, due to projects he was currently involved in, he would be unable to devote time to my research. In addition Principal C informed me that he would be leaving the school at the end of term and felt that it would be best for the project that he should not continue. Therefore Principal J (2nd/8) was selected instead of Principal D and Principal E (6th/8) instead of Principal C.

3.8.1 Data Collection

Once permission had been given from the eight principals or Chairmen of the Board of Directors had granted permission for the research to be undertaken at their school, (see 3.7) I started the data collection process. Although initially I had intended to visit each school and administer the questionnaires personally, this proved impractical. A combination of time and financial restrictions meant that I decided on self-administrated questionnaires. These are one of the most frequently used methods in research studies (Bourque & Fiedler, 2003).

The principal of each school provided me with details about the members of their leadership teams and I contacted each member individually and received permission to include them in the research.

The principals and the leadership team (see 3.8.2 for the sample) were emailed the questionnaires and asked to fill them out in their own time and return them by mail or e-mail.

The principals completed the leader form and the leadership team completed the rater form. The main advantages of this method are low cost and speed. It is also easy to administer to a larger set of people and, as Fowler (2002) states it can be the most usable form of data gathering. The disadvantage of this method is a low response rate (Bourque & Fielder, 2003).

A majority of the respondents emailed back their responses within one week. Two weeks later I emailed the remainder to ensure that they had received the questionnaire and this prompted all but one reply. The final respondent later emailed me his completed questionnaire.

3.8.2 Sample

Cohen et al., (2005), in stressing the importance of the sample, suggest that the quality of a piece of research stands or falls depending on the appropriateness of methodology and instrumentation and on the suitability of the sampling strategy.

The main questions arising are with regard to defining the population on which the participants will be chosen. Accessibility, time and expense mean the researcher cannot obtain information from the whole population therefore it is necessary to gain data from a smaller group, i.e. a subset. When making decisions in deciding sampling strategy Cohen et al (2005: 93) suggest that judgments have to be made about four factors:

1 The sample size.
2 The representativeness and parameters of the sample.
3 The sampling strategy to be used.
4 Access to the sample.

Addressing the question of sample size is a matter that can cause novice researchers considerable problems, as it did for me. In stage four of my procedure shown above, I selected 24 international schools in South East Asia. Those selected were part of the organisation

FOBISIA (Federation of British International Schools in Asia). The response was slow, and after the initial mail shot, emails and phone calls were used.

In addition to the purpose of the sample, its size depends on the nature of the analysis to be performed, the precision of the estimates one wishes to achieve, the kind and number of comparisons to be made, the number of variables to be examined simultaneously and how heterogeneous a population is sampled. Salant and Dillman (1994) take into account more technical considerations and they define the sample size as a function of the precision of the estimates one wishes to achieve, and the variability or variance one expects to find in the population. However, Dillman was making that comment with regard to large scale population research. Cohen (2005) states that there is no clear-cut answer and, simply, the correct sample size depends on the purpose of the study and the nature of the population and, furthermore, sample size can also be determined by the type and style of the research.

In the same way as there are many types of probability samples, there are several types of non-probability samples; convenience sampling, purposive sampling, dimensional sampling, quota and snowball sampling (Cohen, 2005; Mugo, 2009). I felt that convenience, dimensional, quota and snowball sampling were not appropriate for this project, due to the fact that I wished to select sample schools for the research and then the participants from those schools, rather than certain individuals from any of the schools. However, the ability to select the schools drew me to purposive sampling. In this, I chose the cases to be included in the sample by using my judgment, for which my criteria are shown later in this chapter. This means that the sample is based on specific needs of the research; however, I included selection filters. Purposive sampling has been described by Merriam (1988: 48) as *'based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the*

most'. Patton (1990) goes further and lists 16 different types of purposeful sampling. Of particular interest to me was his listing of criterion sampling, which involves setting criteria and picking all cases which meet them. The following section will look at the criteria I used to select my sample.

Initially I considered looking only at schools in the country where I was teaching. However, I discovered that although there had been previous research into educational leadership in that country (Cogan, Derricott, J and Derricott, R, 2000; Hallinger, Taraseina, and Miller 1994; Hallinger, P. 1998; Hallinger and Lethwood 2000; Hallinger and Pornkasem, 2000), I was unable to find any studies where leadership in international schools was researched. Therefore, being employed in an international school and finding limited previous research in my area of focus, led my choice to research international schools rather than other types. Also I was initially interested in focusing on international schools in the country in which I was employed and compiled information on those. Although I tried not to be influenced by my previous thoughts on many of the international schools I was familiar with, it was difficult not to be. In addition, the government at that time made it very easy for virtually anyone to set up a school and call it an international school. This led me to consider that concentrating solely on the country in which I was working, although convenient, would not be the best approach.

At that time I started compiling lists of schools in Asia, particularly those in FOBISIA (Federation of British International Schools in Asia), whose name implies that the organisation covers all of Asia. Although it is considering expansion, it does not currently include Southern or Western Asian schools. All of those which are part of FOBISIA are established international schools, have good reputations and a common aim of promoting excellence through British-style education. The school I was working in was part of FOBISIA and the organisation was, and

still is, keen to encourage participation in a variety of activities between the schools. These range from sporting events and job-like workshops (JAWS), to educational research projects. The organisation also published full information on each school in the federation and this helped in matching my particular criteria with the relevant schools. I set the following criteria: choice of curriculum, accreditation and longevity the school's choice of curriculum, if or from which organisation the school had accreditation and the number of years the school had been established.

With regard to curriculum, the main choices were International Baccalaureate (IB), British and American. There are also some schools which cater to specific nationalities such as French, Swiss (German), Japanese, therefore I chose only schools offering the curriculum taught in England, which traditionally leads to students taking GCSE (IGCSE). The rationale for this was that I had only studied or taught at a school offering this curriculum, that I was British and that the university where I was studying was British. Consequently I had considerably more knowledge and experience of the English curriculum than of others; furthermore, the curriculum of all schools in FOBISIA was assessed through IGCSEs.

My second criterion was accreditation. The main accreditation agencies for International schools are: the Council of International Schools (CIS); Worldwide Education Service (WES); Western Association of Schools and Colleges (WASC); New England Association of Schools and Colleges (NEASC). All schools in the FOBISIA organisation were accredited by at least one of these bodies. CIS accreditation had a perception of quality amongst both schools and stakeholders and therefore I chose to select only schools with CIS accreditation or were in the process of seeking it.

My third criterion was longevity, which I chose for two separate reasons. The first was my perception that a longer established school was likely to be more reliable for undertaking my research than was a new school. My view was based on the fact that a great many international schools locally were opening each year and many were closing. I was concerned that the school I was researching might close and this would severely affect my research. This was another reason for choosing schools both from the FOBISIA organisation and those with CIS accreditation as they were consequently established schools. Nevertheless, there was still the possibility that an established school would close. The second reason was that I felt a longer established school would offer a wider cross section of participants to select for phase two of the research.

Using criterion sampling, selecting schools from the FOBISIA organisation and following the above criteria, 24 schools emerged as possible research sites. Criterion sampling satisfied my need to take this type of sample, as it does not pretend to represent a wider population and it is deliberately selective and biased. Therefore 24 International Schools were purposely selected for the sample and, in addition, there was a potential 25th school, the one in which I was working at the time.

By including that school, I could have been accused of bias (Humphreys 1970). Although to a certain extent all research could be considered biased (Humphreys, 1970), I felt that the validity of the project would be compromised by including the school I worked at.

With regard to access to the sample, I had to consider not only that access is permitted, but also practicable. Principals are busy individuals and predictably time was the major reason given by 50% of the principals for not wishing to be involved. Two principals declined for that reason but asked to be contacted at another time and later agreed to take part. Cohen (2005: 99)

suggests that in some sensitive areas the participants deny access. He gives the example of an AIDS counsellor who could be so involved and stressed by his/her work as to be unable to face discussing their traumatic experiences with a researcher. As members of the leadership team of the school would complete a questionnaire about the principal, it could have been that some of the principals were not happy for this to happen. There could be a variety of reasons for this and it is not for me to speculate on them here. Therefore of the 24 schools selected for the sample, 10 granted access, but unfortunately, one principal become ill and one left for a new position. The following shows the eight schools which took part in phase one with limited information about each one, in order to protect their anonymity.

Table 3.1 Schools used in Phase 1

School	Year established	Number of Students (range)	Age range	Curriculum	CIS Accreditation
School B	2001	300-700	2-18	IGCSE/IB	YES
School C	2003	1100-1800	1-18	IGCSE/IB	YES
School D	1992	300-700	2-18	IGCSE/A	YES
School E	2003	300-700	2-18	IGCSE/A	YES
School F	2005	1100-1800	3-18	IGCSE/IB	YES
School H	2002	300-700	2-18	IGCSE/A	YES
School L	1994	300-700	2-18	IGCSE/IB	YES
School J	1976	700-1100	3-18	IGCSE/IB	YES

School B was established in 2001. It offers IGCSE and IB. In September 2010 it had 520 students and it educates its students through three languages and is fully accredited by the International Baccalaureate Organization (IBO), the New England Association of Schools and Colleges (NEASC), the Council of International Schools (CIS), The Federation of British International Schools in Asia (FOBISIA) and the Ministry of Education (MOE). The school has a good reputation for sports and technology and the out-of-town campus has very good facilities. The principal leads a senior leadership team of three however, one member of the team chose not to be involved in the project as they had only just started at the school and did not feel they were in a position to comment accurately on the principal.

School C opened in 2003 and has grown to 1300 students, ranging from 12 months to 18 years of age. It is a British International School offering a curriculum based upon the English National Curriculum to Year 9, IGCSE in Year 10/11 and IB in Year 12 and Year 13. It is accredited by CIS, FOBISIA and IBO and the principal has been in post since the opening of the school, leading a senior leadership team of four, all of whom were involved in the project.

School D was established in 1992 as an independent unit within an existing educational institution. The sixth form was introduced and the current principal appointed in 2004. The school offers education in the English medium to students from aged 3-18 and operates largely within the National Curriculum of England. It is recognised and licensed by the Ministry of Education and is a member of CIS and FOBISIA. The principal leads a senior leadership team of two.

School E has a roll of 385 students and was founded under strong religious views. However, nowadays it concentrates more on providing a supportive environment in which students of varying ethnic backgrounds can pursue a value-oriented education focussed on academic excellence and moral integrity. The school is accredited by CIS and FOBISIA and has a special ESL program for those students with little English. The principal has been at the school for three years and leads a senior leadership team of three. All were involved in the project.

School F was founded in 1972. It developed extensive experience of managing schools and working with governments to raise standards and improve educational achievement. The group has been operating international schools since 1992 and currently operates five in Asia. This school follows the English National Curriculum with an international dimension. Students are from 18 months to 18 years of age and study leads to entry to higher education in the UK, USA and over 40 other countries worldwide. The school is an Affiliate of the Council of British International Schools (COBIS), IBO, FOBISIA and CIS. The principal heads a leadership team of eight, all of whom partook in the project.

School H was founded in 2002, but affiliated with an established UK school. It provides a traditional British Education with a curriculum rooted in the English National Curriculum and their teaching staffs is mostly from the UK. The school concentrates on traditional, academically rigorous education and students are entered for IGCSE's at 16, and A/S and A2 from 16-18 years of age. The school is CIS and FOBISIA accredited. The principal heads a senior leadership team of four, of whom three were involved in the project.

School L was established outside the capital city in 1994 to serve the needs of the children of the growing international community living in that locality. It offers a curriculum using the

British system, but clearly identifies itself as an International School, not a British International School. Students study IGCSE and IB in Year 12 and Year 13. It has, in common with most international schools, a significant number of students who require extra English support. The school is accredited by CIS, British DFES, IBO, FOBISIA and COBISEC. The principal has led the school since 2007 and four of his leadership team of five took part in the project.

School J was established in 1976 with two classrooms and has grown to 800+ students from 31 nationalities. It is a member CIS and FOBISIA, and was accredited by the IBO to offer IB in Key Stage 5 in 2003. The school offers over 70 ECA activities which cater for a wide range of sporting, artistic and creative talents. The principal leads a leadership team of four, who all took part in the project.

In addition to showing how I selected my sample and information about the schools in my sample, it is also important to explain my selection of the participants in each school. The focus of the research and the main participants were the principals of the schools. Those who would rate and comment on the leadership of the principal would be the leadership team. My main reason for choosing only the leadership team as participants, as opposed to the whole or a sample of, the teaching body was pragmatic The leadership team was an already selected group, whom I believed would be in the best position to comment about the principal.

3.8.3 Ethics

In the previous section I gave the reasons why I had chosen not to include the school where I was working when selecting my samples. Humphreys (1970) made a bold statement that he:

> has never known an interviewer to be completely honest with his respondents… Neither does any researcher ever have adequate insight for a perfect representation of his identity; it is always a matter of greater or lesser misrepresentation.

Ethics should always be a concern in research. Lewis (2004) draws attention to the fact that it should not only be something which occurs at the beginning of a research project prior to fieldwork. Ethics are a code of conduct, rules which are concerned with the way people act and care must be taken to ensure that research is not harmful, as it could be to the research participants, researchers, schools research community, etc. McName and Bridges (2002) looked further into the relationship between the researcher and the researched. They examined criticisms and looked at case studies which highlighted ethical problems and suggested that the best way to proceed was to follow clear guidelines. One such could be the British Educational Research Association Ethical (BERA) guidelines. These highlight 34 points to be followed when researching, including voluntary informal consent, the right to withdrawal and privacy.

In addition to my ethical decision to not include the school I was working in, I had to take into consideration the fact that all the schools in my sample were private schools. If my research was inaccurate it could adversely affect the reputation of schools used in the project and potentially their roll numbers. This issue was addressed by ensuring that the schools' data was safe and that the schools would not be traceable. One example of how I ensured this was that entry into my computer was through password only and my backup copies of data (and my computer) were kept in my locked office at home.

By gaining permission from the University Ethics Coordinator (March 2008) and by following the BERA guidelines, I considered the ethics of many decisions made at all stages of the project, most importantly ensuring the anonymity of the school and the participants in the project.

Preceding the research all principals signed a participant consent form (appendix 2) giving agreement for the school to take part in the research and each participant involved in either phase of the research also signed such a form which additionally, gave them permission to withdraw from the project. The principals agreed to be recorded during interview, and to receive a copy of the transcripts. Agreements were also made that all documents used, including photographs, would respect the anonymity of the school. This for example included the use of Photoshop computer software to remove names or links to a specific school which were shown on artefacts photographed. In addition, it was agreed that the principals of the school would receive a copy of the completed thesis.

3.8.4 Questionnaire

The main aim of phase one was to select three principals for phase two. With regard to the instrument I would use for phase one, the first question I had to consider was whether to design my own instrument or replicate an existing one.

Designing or replicating an accurate and appropriate questionnaire to measure variables in any study is a very important issue and is vital to the success of the research effort. Due to the wide use of questionnaires in many disciplines of research, including educational leadership research, a wide range of reliable and valid instruments is available. Zmud and Boynton (1991), when looking at Management Information Systems research, suggested four criteria for replicating an instrument. Firstly, each scale must be comprised of various items. Secondly, that the scales can be measured in terms of their reliability and validity. Thirdly, that item construction is described. Fourthly, the instrument must be used and cited in published literature. Arguably, however, these criteria seem to be very safe. Most instruments could be

included under four areas, and this does not necessarily show that the instrument is the ideal one to replicate.

Fink (1995) and Bourque and Fiedler (2003) strongly suggested using and replicating standard questionnaires which had already been developed and used. They cited the main reasons as the fact that they have been checked and used for their reliability and validity. By replicating the questionnaires it can also give the researcher an idea on which analysis methods to use. For example, researching to discover in which projects the instrument was used would give an indication of which analysis method was used previously. The instructions that may be used have been tested, and proved to be usable. Also, results can be verified and clear comparisons made with the findings of previous studies which have used the same instrument. However, there is a major disadvantage of replicating questionnaires, which is that they may not fit the exact purpose. In addition to the reasons above, time pressure is one of the reasons for using a standard questionnaire already developed and used. For my project I adopted and replicated the Multifactor Leadership Questionnaire (third edition 2004). This was based on the above criteria and furthermore I felt the instrument was fit for purpose. It had been used in educational research (Dvir, Eden, Avolio and Shamir, 2002: Leithwood and Jantzi, 2005) and would enable me to evaluate the levels of transformational leadership in each of the eight principals I selected for phase one and the three chosen for phase two.

3.8.5 Research Instrument

Before choosing the Multifactor Leadership Questionnaire (MLQ) I had considered other instruments. Many have been identified as capable of measuring Transformational and Transactional leadership, such as the Transformational Leadership Behaviour Inventory, designed by Podsakoff and MacKenzie (1989). This was used by Podaskoff, MacKenzie, and

Bommer (1996) to measure what the designers were identifying as the key areas of Transformational Leadership. They were identified as: articulating a vision, encouraging group goal formation and acceptance, expectations of high performance, modelling appropriate behaviour, individualised support, and intellectual stimulation. I decided against this instrument as I found very little evidence to show that it truly measured the six areas.

Burke (1991) designed the Leadership Assessment Inventory, which used a six point scale across 18 pairs of descriptive items. The pairs consisted of a trait of leadership as either more transactional or transformational in nature. The responses are scored and the higher scores therefore indicate a greater degree of Transformational Leadership. Measures of reliability and validity of scores were consistent, but not as consistent as the MLQ (Church & Waclawski, 1998). However, I found that the instrument had been used infrequently in educational research. I was drawn to it by the fact that it clearly identified the leader who appeared to be most transactional and the leader who appeared to be most transformational. Nevertheless, the problem with this instrument was that it followed the premise that transformational and transactional leadership are dichotomous as opposed to being, at times, complementary. Therefore I chose not to use it.

The next instrument I looked at was the MLQ (Bass, 1998), which indicated that it identified the construct of transformational leadership, and distinguished if from the concept of transactional leadership, management by exception leadership, and laissez-faire leadership. Based on the concept of contingent reward, transactional leadership is conceptualised as an agreement by the leader and the subordinate to specific behaviours required, including follow-up to the task completion. Management by exception is less effective than contingent reward and laissez-faire is the least effective, representing a lack of transactions (Bass 1998). Den

Hartog, Van Mujen and Koopman (1997) showed that their statistical analysis indicated that laissez-faire leadership is not a component of transactional leadership but a completely different type. In characterising it as having a lack of transactions, Bass (1998) would seem to be agreeing with this. Of all the instruments attempting to measure Transformational Leadership, the MLQ has been found to show the highest levels of both validity and reliability (Bass & Avolio: 2004) and this was the reason for selecting this one.

The MLQ consists of 45 statements looking at key leadership and effectiveness behaviours. A five point rating scale is used for observations of leaders' behaviour, which is 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often and 4 = frequently. The chosen behaviours have been linked strongly with organisational and individual success (Avolio & Bass, 2004). The MLQ instrument's aim is to measure leadership effectiveness and the constructs of transformational leadership (see 2.2.2.2 p21), (idealised influence, inspirational motivation, intellectual stimulation and individual consideration) transactional leadership, (contingent reward and management by exception active) passive/avoidant leadership (management by exception passive and laissez faire) and three outcome scales; followers' extra effort, effectiveness of leader's behaviour and followers' satisfaction with their leader (Avolio & Bass, 2004).

A full range of leadership styles is measured by these sub-scales and outcomes (Avolio and Bass, 2004) and the MLQ has been found extremely effective in determining the leadership style of many leaders, in many different situations, inside and outside education. Avolio and Bass (2004) have spent over 25 years developing the survey. The original instrument was generated from a total of 142 items brought together from a survey completed by 70 senior leaders and available literature.

3.8.6 Reliability

Avolio and Bass show that the MLQ has been used by different managerial levels in Fortune 500 and 1000 firms (the largest 500 and 1000 American firms), non-profit agencies, government agencies, in both the United States and the United Kingdom. Raters have varied in gender, age, career stage, educational and cultural backgrounds. They also show that the MLQ was reliable in over 30 countries across all types of educational institutions. It was the subject of a large meta-analysis to determine if it was valid for the measuring of the full range of leadership styles and was found to be so in a study using a sample of nearly 1400 subjects (Antaonakis, Avolio and Sivasubramaniam, 2003).

3.8.7 Validity

Earlier definitions of validity simply showed it as the extent to which an instrument measures what it is supposed to measure (Carmines and Zeller, 1979). However, more recently it has taken a number of forms. In quantitative data, validity could be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data (Cohen, Manion and Morrison, 2000). Although the MLQ is the most widely used instrument when assessing transformational leadership theory (Kirkbride, 2006) there have been criticisms of its conceptual framework and validity.

These criticisms were most notable from Charbonnea, (2004); Northouse (1997) and Yukl (1998). Tejeda, Scaduar and Pillai (2001) criticised what they thought were measurement based flaws. Bass (1997) acknowledged these criticisms by refining the instrument and stringent hypothesis techniques were devised by Antonakis (2003) using 3368 subjects to test the evaluations of leadership and this provided a comprehensive assessment of the validity of the MLQ.

It is now considered to be successful in fully capturing the leadership constructs of transformational leadership theory and is thought to be the best validated measure (Ozaralli, 2003).

3.8.8 Data Analysis

Having received the completed questionnaires, I prepared them for coding, and processing using SPSS. However, due to their design, I was able to transfer the ratings to a spread sheet and analyse the data manually. It should be noted that I was aware that with such a small number of questionnaires, the findings could be seriously questioned for their value and reliability. However, the findings do highlight the principals to be used in phase two and that was the main purpose of phase one.

3.9 Phase Two

Phase one identified the three principals to be selected for phase two. These three were identified by analysis to possess the highest and lowest levels of transformational leadership and the one in the middle (see 3.8). Phase two consisted of three case studies. With regard to my specific study, a case refers to the school of which the principal was the leader. For this project there were three case studies: Schools E, L and J.

Firstly, I will discuss the methodology and the research design for the qualitative part of this phase, which complements the quantitative component in phase one. The goal of the qualitative phase is to raise issues which had not been covered in phase one (questionnaire). Qualitative research methods were developed in the social sciences to help researchers studying cultural and social phenomena (Myres, 2009). There are many different approaches to qualitative research, such as action research, case study research and ethnography. This research uses

qualitative data and qualitative data resources which can include observation, questionnaires, interview, documents and even the researcher's impressions and reactions. Case study remains a very important method to enable data to be gathered from a social science point of view (Yin, 2003).

The main objective of this study is to investigate the influence the selected principals have on the culture of the schools they lead. In this research I was aiming to investigate and study any issues which might explain differences present in the culture of the three schools.

3.9.1 Case Study

There are different ideas about what is a case study and it seems that most researchers define it according to their field of interest. Yin (2003: 13) defines it 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.

Nisbet and Watt (1984: 72) define it as: *'a specific instance that is frequently designed to illustrate a more general principle; it is the study of an instance in action.'* The two definitions, although different, include agreement that something is investigated in 'action' and in a particular context.

The case study provides the researcher with a real example of people in real situations, rather than presenting them by theories. It can enable readers to see how the ideas fit together and can dig more deeply than purely numerical analysis. Case studies can establish cause and effect. One of their major strengths (Alderman, 1980) is that they observe effects in context, and recognise that context is a major determinant in both causes and effects. Nisbet and Watt (1984) remark that the whole is more than the sum of its parts. Sturman (1993) argues that one

of the distinguishing features of case studies is that human systems are not loose connections or trails, but are much more complicated and have a wholeness and integrity to them.

Case studies are often the favoured approach for answering questions of how or why (Yin, 1994). When seeking answers to these questions researchers are in explanatory mode and it is the ideal method when the focus is on a contemporary phenomenon (Yin, 2003). The purpose of this study is for me to use the case study method to explore the levels of transformational behaviour shown by the three principals from phase one and the effect that they had on the culture.

Previously, I showed that literature points to advantages and disadvantages of both qualitative and quantitative methods and this was one of the main reasons for the choice of mixed methodology. Quantitative and qualitative methods are both popular in researching educational leaders' effect on culture and, to a certain extent, no one method is more suitable or reliable than another for all research purposes. The case study method therefore has strengths and weaknesses. Nisbet and Watt (1984) state that when studying a phenomenon in natural settings, case study is the best method to use. They suggest seven points when making this claim, which include the ease with which the results can be understood by a wide audience and that the case study speaks for itself. Cohen et al. (2005) liken it to a television documentary. Yin (2003) highlights an important disadvantage of case study research which is that researchers have argued that a single case is not adequate from which to generalise theory or findings. Also, case studies can often take a longer time than was planned and, unlike surveys relying on statistical generalisations, they rely on analytical generalisations and can be open to observers' bias (Nisbet and Watts, 1984).

3.9.2 Case study design

Commenting on case study research design, Nachmias and Nachmias (1996) define it as guiding the investigator in the process of collecting, analysing, and interpreting observations. These principles are important as they allow the evaluation of the quality of the data of this study. In selecting a case study to collect data as a means to understanding leadership and culture the following were considered:

1. The latitudinal nature of this study
2. The selection of the instruments
3. The use of methods of evaluation of others
4. The need for systematic control of the results across the three cases
5. The use of the sampling technique selected (criterion sampling)

The cases in this project are Schools E, L and J, and specifically Principals E, L and J (refer to 3.1). In this project, the rationale for using a case study was that it allows the researcher to draw conclusions relating to leadership and culture. By interviewing those who are led by the principals, the interviewees' thoughts, opinions and points of view can be discovered by using case study and many sources of gathering data can be used.

Yin (1989) suggests that researchers undertake design preparation before starting on a case study and that it needs to define, identify what the researcher seeks to find (prove), choose the interviewees, deal with other sources of evidence and lastly to consider the notes and other materials during the writing up. These points were considered before starting the case study research and case study interview protocol.

At this stage it normally would be prudent for me to comment about the selection of cases, whether to select single or multiple cases, and the sampling procedure. However, the purpose of phase one was to select the three principals who would be studied in phase two, therefore the three case studies are the schools led by those principals. With regard to sampling, this is a continuation of the criterion sampling approach.

For Phase two, data was collected from in-depth interviews, direct observation and document analysis. These sources were used to build up evidence of the leadership styles of the three principals, and ultimately, their effect on the way things were done at the school.

One major way of collecting qualitative data is by conducting in-depth interviews. The advantage of conducting face to face interviews is that of being able to clarify the situation with follow-up questions in order to gain further information (Tuckman, 1972) and to avoid misunderstandings where the questions may have different meanings for different people (Cohen et al., 2005). The researcher can also gauge the feelings and emotions of, and expressed by, the interviewee.

For this project I conducted two rounds of face to face interviews. During the first round I spent full days at the each school, interviewing the principal and other members of staff (see above). All three second round interviews were conducted using Skype as time, travel and cost issues, meant face to face interviews were not possible.

Overall I interviewed the three principals, the leadership teams (those from phase one) and three teachers. The teachers I selected were one in the first year of contract, a medium serving teacher (three to five years) and a one who had been at school over five years and had served under a previous principal. I felt that participants of differing lengths of service would give me access to a wider cross section of the teaching body and add enrichment to the

data. Such teachers would also comment on different areas, for example, those in their first year at the school would be able to discuss recent experiences, such as recruitment, induction and the principal's involvement in any problems they may have had in that year. Teachers who had been at the school for three to five years would be able to comment on how the principal had grown as a leader and in the way the principal had affected the school. The teacher who had been at the school for over five years and had served under a previous principal at the school, enabled me to make comparisons and to gain information about the culture at the school under previous principals. The medium serving and long serving teachers would also be able to comment on the principal's implementation of change, and their views on how successful that implementation had been.

Although I had intended to interview three teachers from each school, after my visit to school J, the medium serving teacher informed me that he did not wish to continue being part of my project. For logistical reasons, it was not possible to return to the school to interview a replacement.

Initially, I had drawn up an interview schedule however, after my visit to the first school, it was not logistically possible to stick to this schedule. The interview times were selected based on when the teachers (or cover) were available, and this was so at all three schools but, in each case, I was able to interview the principal last.

With regard to the case study questions, I decided to follow a semi-structured interview and I selected areas of leadership and culture from which I wanted to include questions but not a list of questions. Many of these topics were shaped by my reading at that time, which is evident in my literature review. In particular Leithwood's (2006) model of transformational leadership and

Deal and Patterson's (2002) 'The Shaping School Culture Field book' influenced my range of questions.

I did not formally pilot the questions and with the benefit of hindsight this was due to naivety on my behalf as an inexperienced researcher. However, having chosen not to include in the sample the principal of the school where I was working I consulted with him with regard to the case study. We discussed what would be a suitable approach to adopt when asking the questions (see case study interview protocol) and discussed some of the questions that I would ask. This led into discussion about matters such as the history of the school and previous principals, which I had not considered previously. These themes were added to my areas to cover during the interviews.

Although tempted to use an informal conversational interview (Patton, 1980) I was not confident that I could deal with a certain range of topics just by following a very brief set of prompts and was concerned that if certain questions did not naturally arise, I might have collected different information from different participants. Choosing a semi-structured approach meant that I had a list of questions on specific topics. However, in reality, conversations naturally drifted towards certain areas, and therefore the schedule was not rigidly followed. Another advantage according to Bryman (2008: 438) is *'questions not included in the guide may be asked as the interviewer picks up on things said by the interviewees'.*

3.9.3 Case study interview protocol

Yin (2003) suggests that a case study protocol is set up. This is not in fact a tool, but simply an outline or plan for the researcher to use in structuring the interviewing process. He claims that this will increase the reliability of the case study. At this point it is prudent to state how important that reliability is. As mentioned earlier, a suggested weakness of the case study

method is bias, so having a protocol would increase continuity (important in when I was looking at three different schools), accuracy and reduce bias. Also, it is possible that, at a later date, this research could be repeated, using the same protocol. Bryman (2008: 440) recommends following some form of structure in multiple case study research to *ensure cross case comparability'*.

The following is the protocol I used for the in-depth interviews. The Interviews were held with: principal of School J, principal of School L and the principal of School E. The interview questions were developed and finalised after the implementation of the MLQ questionnaire.

General steps for introducing the interview

Introductions.

Talk about general issues before starting the formal interview. Thank the principal for their time and the willingness to be involved in my project.

Explain to the principal the purpose of the interview.

Make sure that the principal is happy for me to use a tape recorder and offer a copy of the transcript for him to sign (verification)

Discuss and ensure anonymity (including photographs)

Give an overview of the case study project

Give an overview of the two phases of research.

Explain the purpose of this study.

Explain what will happen after phase two.

Interviewee and school background

How long the principal has held the job.

Previous positions.

Age

Brief history of the school

Brief statistics of the school (number of teachers, curriculum etc)

Case study questions

Ideas of questions to be followed (appendix 5)

With regard to the interview questions, Yin (2003) when discussing triangulation, points out that when using case study as confirmatory to a quantitative approach, such as a questionnaire, the questions should be closely related to those from the survey. Most of my questions were open ended and some complemented or added to those from the MLQ, with regard to leadership. For example, statement 13 on the MLQ asks the participants about the level at which the principal talks enthusiastically regarding what needs to be accomplished. In the case study interview participants were asked about how much of a motivator they felt the principal was and if they could give examples to show that he was (or was not) an inspirational motivator.

3.9.4 Instrument; Observation

All first round interviews were held at the school, the second by Skype, and therefore the opportunity existed to observe the case in its natural setting. Yin (1994), wrote that observational evidence is often useful in providing additional information about the topic being studied. In a way observation is a process in which the researcher tries to make sense of what they can see, hear, etc. thus gaining a deeper understanding of the context in which the principal's leadership behaviour operates in relation to the activities of the school.

3.9.5 Artefacts

In addition to interviews and observation I wanted to research artefacts which would provide visual and written examples of the culture of each school. This included looking at minutes of meetings, agendas, administrative documents, magazine, bulletins and recording these artefacts through the use of photography.

Visual representation, such as photography, assists in describing a culture by adding details and images to the narrative. Cultures possess objects that are symbols and these can show the culture and its identity. In this study photographs were taken of the school which were representative of the elements being studied.

Due to the difficulty of obtaining permission to show photographs of students or teachers, my photographs contain only inanimate objects. The ethics section 3.8.4 shows that permission was received from the principals to photograph the visible artefacts of each school. Research shows (Banks, 1995, 2001; Pink 2003, 2007) that seeking consent for photos is in the interests of gaining good data. Specifically, it is important in developing trust with the participants and that the images taken emerge from collaborations between the researcher and participants and are jointly owned (Harper, 1998: Banks, 2001; Pink 2003).

The exploration of artefacts provided a descriptive and historical context of the school and the cultural and social realities existing in it, which could not be seen from observation and interview alone. I was allowed to take away many of the documents, either as hard or soft copies, but I was not allowed to take away some materials. Due to their being private international schools, and varying laws of disclosure in different countries, I was unable to view, or be given permission to use the exam results for all three schools, consequently there will be no reference to them in the project. With such documents, for example the governors' report, I was given time to view the document only at the school.

3.9.6 Reliability and validity of the case study

Studies by Cannel and Kahn (1968) indicated that validity in interview was problematic and that bias is likely to be the cause of invalidity. Bias could arise from the characteristics of the interviewer, the characteristics of the respondent and the content of the questions (Cohen et al., 2006). A highly structured interview will have higher levels of validity than a less structured one (Silverman, 1993) as the questions asked of the respondent are the same.

Silverman (2003) suggests that both triangulation and respondent validation add to the validity of the interview. The use of the MLQ offered some triangulation, particularly with the outcomes of extra effort, effectiveness of the leader's behaviour and followers' satisfaction. Copies of the transcript from my interview with them were sent to the principals.

3.9.7 Data Analysis

I adopted the steps defined by Gillham (2000) in analysing interviews, using the content analysis approach. Gillham argued that listening to interviews is not the best way to proceed and it is necessary to write up each interview before analysis.

Initially I felt that using a data analysis tool such as Nvivo would be unnecessary as I thought that I could manually analyse my data effectively, given its volume. I did so by making copies of the interviews in different colours (to represent the three schools) and then arranged them into themes. At first this seemed to be effective, but when different themes emerged from the same sentence or paragraph for example, it was difficult to show this. Therefore I made more copies of the interviews, cutting up each section and in some cases each answer, to various questions. Then, using post-it notes and coloured pens, in keeping with the colours used for the three schools, I placed the post-it notes on various piles to show what the different themes

were. In addition to identifying different themes, I needed to show links and relationships, which I attempted by using coloured string. This process took three intense days and certain common areas started to emerge. However, I then realised that I had used only the information mainly pertaining to leadership, not to culture. It was only at this stage I realised that, using data from 18 interviews, with each transcript ranging from 10-20 pages, there was simply too much data to be analysed manually. Consequently I used Nvivo. Firstly the sources (interview transcripts and photos) were uploaded, then, from the post-it notes and colours arranged on the floor, a series of nodes was entered. Next, each interview was coded and placed in the nodes.

Whilst coding and placing the quotes in the nodes I found it necessary to add sub-nodes and place some quotes in more than one node. For example one node I categorised as artefacts, and then sub-nodes from artefacts of displays, facilities, notice boards, school publications and symbols. Some of the original nodes which I had identified from the post-it notes were not as useful as I first thought.

When all the sources, both interviews and photographs had been coded, and placed in nodes, I decided to split the results and analysis into leadership and culture. For the leadership section, initially I made all the nodes sub-headings and then started to write up the analysis based on the-sub headings. Whilst doing these new areas, themes or keywords became noticeable and were either added as sub-headings or written on a memo to be included later. The analysis in chapter 5 has been separated into the three principals and the sub-heading came from the nodes and the data inside the nodes in Nvivo.

At the end of the leadership analysis I reviewed all the areas, themes and keywords on the memo and commented about these in the relevant or new subheadings. Then keywords and phrases were entered into Nvivo and the results studied. This showed that I had discovered areas requiring comment or further comment and these quotes and themes were added.

I used a similar system with the culture section, including a memo for later additions. While analysing the data linked to culture, some important details were unearthed about leadership, so another list was made for the leadership section. At the end of the culture analysis the themes and ideas from the memo were added and a keyword search was done for culture. Both keyword searches were quite effective, but, only with finding similar words, for example, entering the word 'visibility' would not highlight the sentence 'he is never seen around the school'.

However, constant searches, checking, and re-reading of sources and the quotes in the nodes in Nvivo meant that I came to know my data well. Ultimately I realised that I had used Nvivo initially as a data filing cabinet, another likely trait of an inexperienced researcher, rather than analysing the data and discovering nodes and themes in a more natural way. Nevertheless, I am confident that the analysis became considerably more effective by my using Nvivo rather than continuing with a manual analysis. It is possible that my inexperience in using Nvivo meant that I did not utilise all of its functions to maximum capacity, and, if I undertake a further study, I would take time to shadow an expert Nvivo user to help me fully understand and use the software to its full capabilities.

3.10 Conclusion

The purpose of this chapter was to provide rationale for the choice of methods I used to collect and analyse data in this study. The methods I used in the design and collection of the data were selected to represent my worldview and mixed methods research was used.

The next chapter (chapter four) will look at the analysis findings and results of phase one, with chapter five and chapter six looking at the phase two analysis, stage one and stage two.

Chapter Four

Results and findings - Phase One

4.1 Introduction

As shown in the methodology chapter (Chapter 3) the project was split into two phases. Chapter four looks at phase one of the project and is a presentation and an analysis of the data collected from the MLQ survey. This survey was given to the leadership team members of the eight schools selected for phase one. The chapter will look at profile of participants and the levels of transformational leadership shown by the principals in phase one.

4.2 Profile of participants

The following table 4.1 shows the eight schools selected in phase one and the number of participants in each school. The number does not include the principal of the school, only the number of members of the leadership team from each school which took part in phase one.

Table 4.1 The schools selected in phase one and the number of participants

School	B	C	D	E	F	H	L	J	Total
Number of participants	2	3	1	2	7	3	3	3	24

Table 4.2 (below) shows the gender and age of the 24 participants in phase one, of whom 66.7% were male and 33.3% female. With regard to age, 4.2% were between 21-30, 66.7% were between 31-40 and 29.1% were 41-50 years old.

Table 4.2 Gender and Age of participants in phase 1

	Variable	Frequency	Percentage
Gender	Male	16	66.7
	Female	8	33.3
Age	21-30	1	4.2
	31-40	16	66.7
	41-50	7	29.1

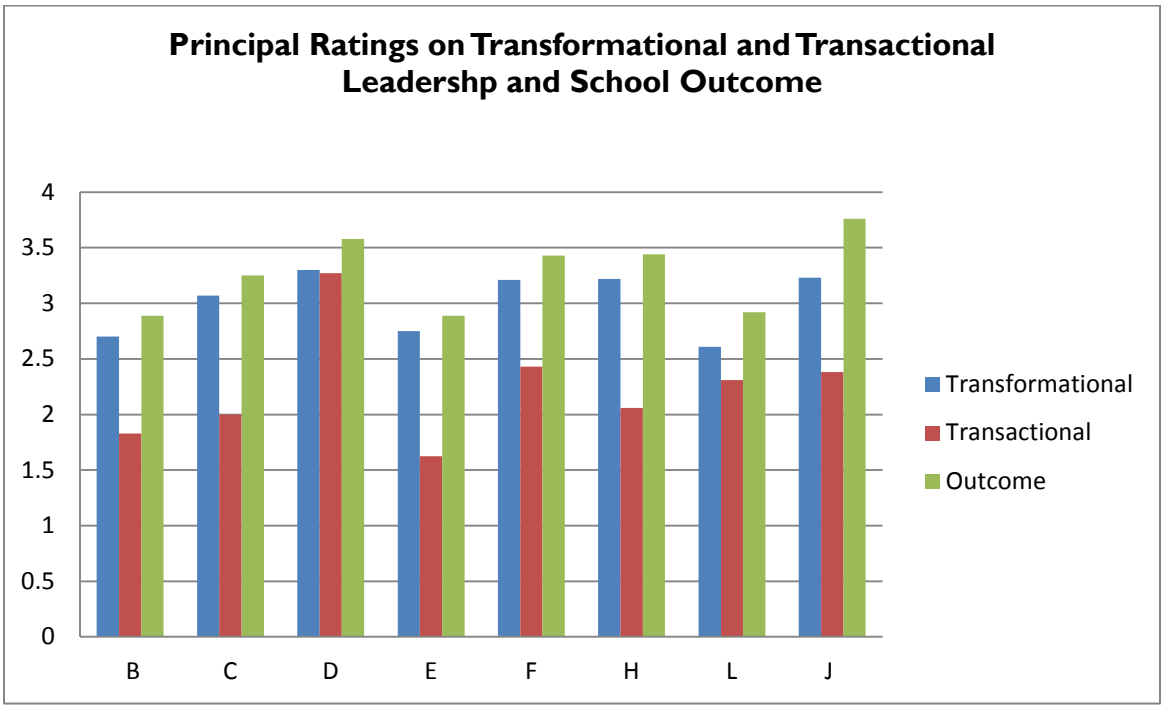
4.3 Levels of transformational leadership of the eight principals

Table 4.3 summarises the results from the MLQ survey, showing the eight principals involved in the project. Table 4.4 is a bar chart showing the information contained in table 4.3 and also shows the results from the transactional and outcome ratings given to the eight principals.

Table 4.3 Results from the MLQ survey

School	Transformational Mean	Rank	Transactional Mean	Rank	Outcome Mean	Rank
B	2.7	7	1.83	7	2.889	8
C	3.07	5	2	6	3.25	5
D	3.3	1	3.27	1	3.58	2
E	2.75	6	1.625	8	2.889	7
F	3.21	4	2.43	2	3.43	4
H	3.22	3	2.06	5	3.44	3
L	2.61	8	2.31	4	2.92	6
J	3.23	2	2.38	3	3.76	1

Table 4.4 Chart to show results of the MLQ survey



The number in the transformational leadership column is based on the mean score of the raters (given by members of the leadership team) for each school, based on a five point rating scale used by the MLQ. The scale of 0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often and 4 = frequently, is based on the level that the rater observes the principal showing. For example, the transformational column for School H contains a score of 3.23, which shows that the mean rating of the 7 members of the leadership team, based on the levels of transformational leadership observed, was 3.23. The same scale is used in the transactional and outcomes columns.

To help simplify the above I used a ranking system. The ranking of 1st means that the leadership team who ranked that principal gave him/her the highest score. Table 4.5 shows the

transformational leadership ratings of all the principals in phase one. The same rating scale of 0 to 4 is used to highlight the levels of each principal.

Although the aim of phase one was to select three principals for phase two, based on their levels of transformational leadership, by using the MLQ survey I was also able to show the rated levels of transactional leadership and outcomes (followers' extra effort, effectiveness of leader's behaviour, and followers' satisfaction with their leader) for each principal.

Principal D was rated the highest in both transformational leadership and transactional leadership while Principal L was rated the lowest in transformational leadership and midway for transactional leadership. This would support Day et al., (2001) in moving beyond polarised concepts of the two.

Table 4.5 Transformational leadership ratings of the eight principals

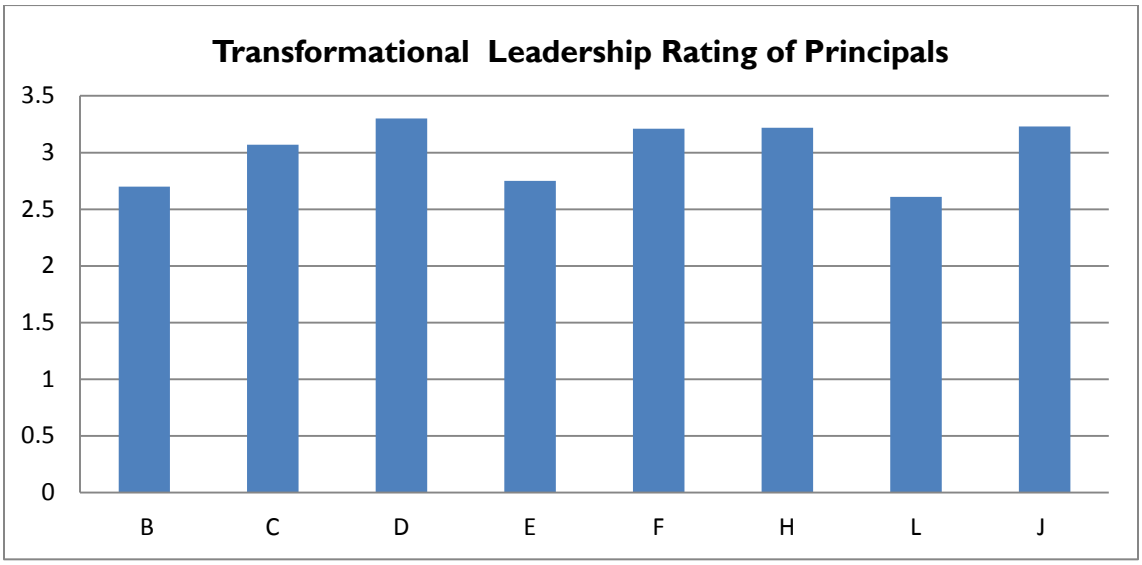
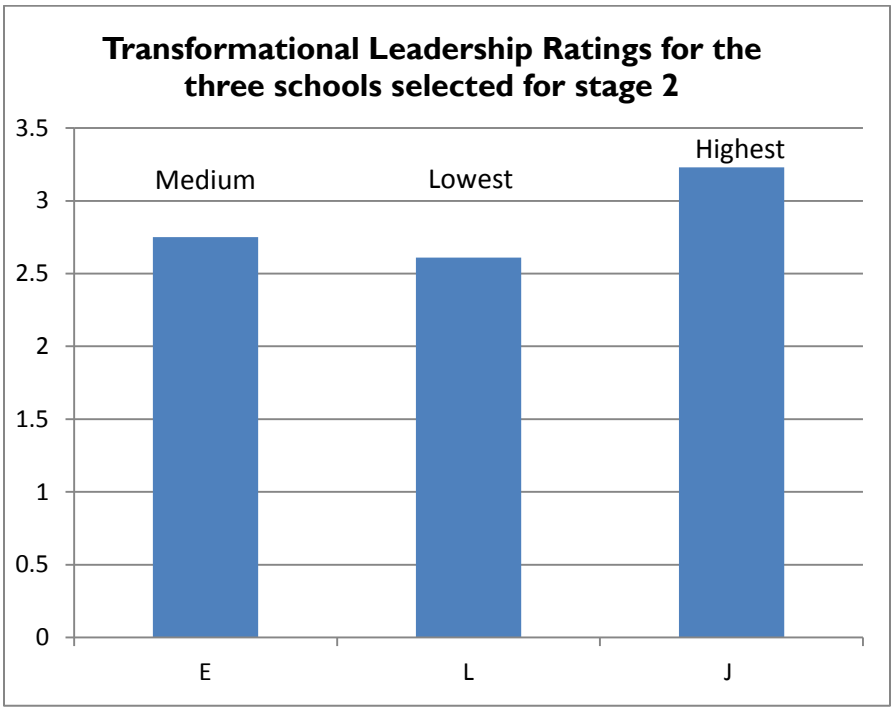


Table 4.5 (above) shows that Principal D was rated the highest in transformational leadership and Principal L the lowest. Unfortunately, as shown in chapter 3.8, Principal D no longer wished

to continue with the project, therefore I selected the principal with the second highest rating who was Principal J. In addition to the principals rated as showing the highest and lowest levels of transformational leadership I included a third, the middle principal. As there were eight principals, choosing the middle one was not straightforward, therefore I used the mean average. The mean average rating of the eight principals was 3.01 so I selected the one closest to that, which was principal C, whose rating was 3.07. Unfortunately, as shown in chapter 3.8, Principal C was unable to continue with the project. The mean average without principals C and D was 2.95 and the closest to this rating was Principal E, whose rating was 2.75. Therefore Principal E was chosen as the middle principal. Table 4.6 shows the transformational leadership ratings of the selected schools: School J, School E and School L.

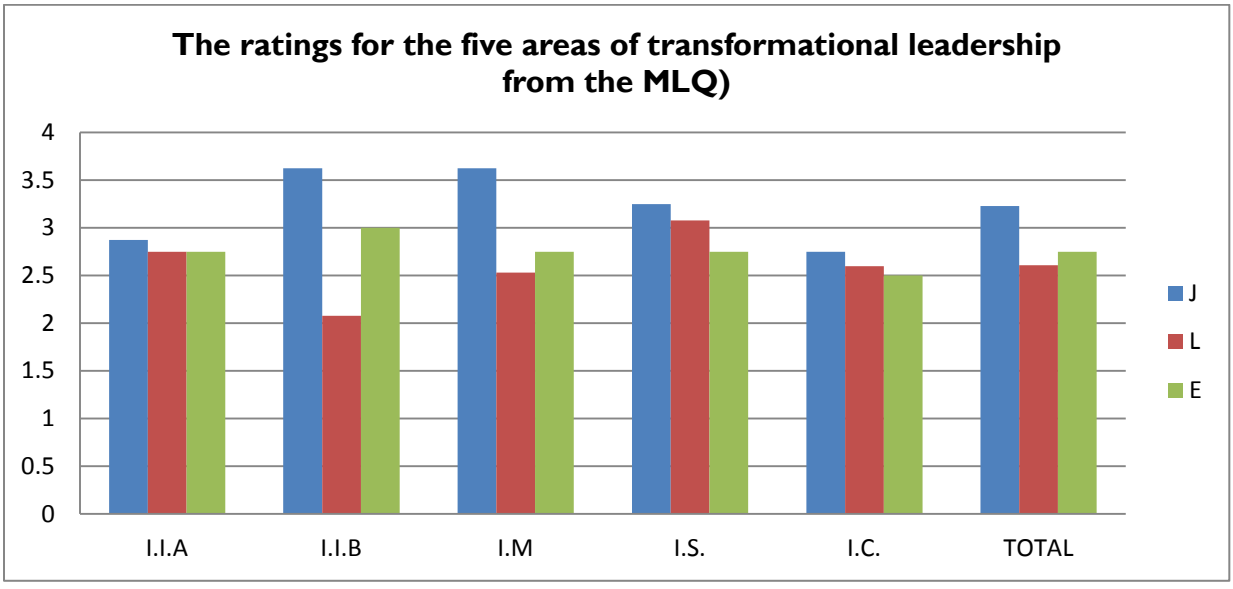
Table 4.6 Transformational leadership ratings for the three schools selected for stage two



In chapter 3.8.5., I showed that the MLQ survey broke down transformational leadership into five areas. In the table below I have shown those areas and the ratings of each principal. In table 4.7 the following abbreviations have been used. Idealised Influence Attributed (I.I.A.), Idealised Influence Behaviour (I.I.B.), Inspirational Motivation (I.M), Intellectual Stimulation (I.S.) and Individual Consideration (I.C).

Table (and chart) 4.7 The ratings for the five areas of transformational leadership (from the MLQ)

School	I.I.A	I.I.B	I.M	I.S.	I.C.	TOTAL
J	2.875	3.625	3.625	3.25	2.75	3.23
L	2.75	2.08	2.53	3.08	2.6	2.61
E	2.75	3	2.75	2.75	2.5	2.75



As can be seen from the above table the total score for transformational leadership was the average score of the ratings across the five areas. Principal J received the highest rating overall,

and in all five areas, but for idealised influence (attributed) and individual consideration the gap between Principal J and principals L and E, was much smaller.

4.4 Conclusion

Using the MLQ survey, phase one measured the levels of transformational leadership of the eight principals in my sample. These results enabled me to choose the three for phase two of the project, Principal J, Principal E and Principal L.

Chapter Five

Results and findings - Phase Two

5.1 Introduction

Phase one involved the selection of three principals for the second phase of the project. The second phase, a case study of the three principals of the schools, was carried out using qualitative research; observation, interviews and analysing documents. The following chapter is the findings from phase two starting with section 5.2, which will look at the three case studies.

The chapter is then organised into the main themes which emerged when analysing the data using NVIVO and into three main sections, 5.3 Principal E (School E), 5.4 Principal L (School L) and 5.5 Principal J (School J). Each of these three will look specifically at the principals and the schools they lead. The first part of each section will concentrate on the visual context of the school. Then images of the principal, their leadership behaviour and the relationships of the principals with the various stakeholders of the school will be looked at. The vision and values of the school, the school day, traditions, histories and stories and lastly recruitment will then be looked at.

Section 5.6 will look specifically at the leadership of the principal, 5.7 will look at the culture of the three schools and 5.7 will be a cross case analysis of the three schools.

5.2 The three cases

School E has a roll of 385 students and was founded under strong religious views. Nowadays however, it concentrates more on providing a supportive environment in which students of varying ethnic backgrounds can pursue a value-oriented education which focuses on academic

excellence and moral integrity. The school is accredited by CIS and FOBISIA and has a special ESL programme for those students with little English.

The school was founded by a family whose background was in Business, Banking and Information Technology. It was intended that the school be creative and build on strong values and Principal E said that the owners wanted to develop the school specifically for gifted and talented students. However, due to its location and other factors, to be looked at later, the type of students attracted to the school now are different from those first targeted, especially the older ones.

Principal E is the school's fifth since it opened. The first stayed for a year, the next one for 5 months. The third principal started as assistant headmaster and stayed for a year, but was then replaced by an experienced assistant principal who also stayed for a year. Family problems led to his return home making way for the current incumbent.

In 2007 the school grew to a roll of 180/190 and in 2008, when Principal E started, it had 300 students. The principal said that although he would like to think that his reputation may have accounted for some of the rapid increase of students that year, it was gaining accreditation and the growing economy which were the influencing factors. A year and a half ago it had a roll of 385, but it is now 360, with capacity being just over 400. The student body is made up of 60% 'local' and 40% international students. American, British, Korean and Filipino were the nationalities most represented.

Prior to starting at the school Principal E had been an advisor, on a part-time basis, for two years. He described his position at the school in July 2008 as the academic head. The owners, the director and the deputy director were involved in the overall decision making and

relationships, but there have been changes in these distinct roles over the years of Principal E's tenure.

Before School E, the principal had been head of an International School in the same city in the early 80's and then again in the late 90's and early 2000's. The schools had a similar philosophy of strong values. Most of his experience had been in foundation schools, but in recent years at proprietary schools.

School L was established outside the capital city in 1994 to serve the needs of children of the growing international community living in that particular area. It offers a curriculum using the British system, but clearly identifies itself as an International School. Students study IGCSE and IB in Year 12 and Year 13. It has, in common with most international schools, a significant number of students who require extra English support. The school is accredited by CIS, British DFES, IBO, FOBISIA and COBISEC. The principal has led the school since 2007 and four of his leadership team of five took part in the project.

The school was founded approximately 20 years ago and is owned by an educational company from a different South East Asian country from that of School L. The location was chosen due to the closeness to a large developing industrial estate and is nestled between two sizeable cities of approximately 300,000 inhabitants. Most students come from those two cities, although the larger city has an international school of its own.

Currently the school has 400 on the roll. Commenting on student numbers, the principal explained that the drop in roll was due to the economic downturn which had hit the area and the school quite hard. A sizeable number of students (10%) were from the Korean community, where many businesses had been adversely affected and companies had closed or the families

returned to Korea and their students no longer studied at the school. When commenting on numbers, the principal was confident that, with the economic situation improving, student numbers would slowly increase over the next couple of years.

The school has students from 35 different nationalities with 35% of the students local. The next biggest nationality is Indian, which represents 20%, mainly because of the petrochemical enterprise zone which is close by and also employs many parents of the Korean students.

Principal L is the school's fifth and has been in post for three years, having joined as Head of Secondary in the previous year. He has worked in International Schools for the past 38 years, covering Africa, the Middle East, Europe and most recently Asia. His predecessor left by mutual agreement after completing his two year contract.

School J was established in 1976 with two classrooms and has grown to 800+ students from 31 nationalities. It is a member CIS and FOBISIA, and was accredited by the IBO to offer IB in Key Stage 5 in 2003. The school offers over 70 Extra-Curricular Activities which cater for a wide range of sporting, artistic and creative talents. The principal (since 2004) leads a leadership team of four, who all took part in the project.

The school was founded when a group of parents set up the school. When drawing up the constitution, they decided that the custodians of the school should effectively be those British institutions with 'Britishness'.

The first head was described by reputation from the L.S.T., as a *'very old school prep'*. When the L.S.T. started in 1994 *'coming in there was like a time warp; it was like being back in the late 60s, 70s.'*

In 1994 a new head took over and stayed until 1999/2000. He started to modernise the school in terms of bringing it up to date with the National Curriculum. In 2000 the school was run by an Ofsted inspector, who was in charge for only eight months due to *'bit of a breakdown'* (L.S.T.). His successor started at the school as a primary teacher rose quickly through the ranks and stayed until 2004, when the current principal took over.

In July 2011, the school had a student roll of just over 800 which is a significant increase from 550, when Principal J started. The main growth has occurred in the senior school.

The recent changes, caused by the economic recession, have not affected the 'make up' of the student body. Currently the biggest group of students are British, 33%, then 'local' 30% then 10% local and U.S. (where one of the parents has a U.S. passport) and the remainder from other countries, mainly the Commonwealth. British students are automatically accepted, Commonwealth is the second category and 'others' are third. Of the teachers, about 75% are British and the remaining staff Australian, Canadian, South African, French and Irish.

The school is run as a trust with two levels of governance; the Trustees and the Board of Governors. The trustees are the institutional owners of the school and are the British Embassy, and 4 other organisations (identity withheld). Asked what their exact role was, the principal stated:

> Their roles are restricted; they approve the budget, they approve the appointments of the Head, but don't appoint. They approve any change to major policy and they appoint eight members of the Board.
>
> The Trustees meet three times a year for an hour each. I mean, it's a formality as much as anything and I think the stability of the school… I think if there was a crisis they would probably become more involved, but they are fairly detached. Interesting people, busy people, but in terms of day-to-day, really not involved.

The Board of Governors is the second level of governance, and as stated above consists of eight members who are appointed by the trustees; they are proposed by the principal, from his/her knowledge of the community. The Trustees and the principal know therefore that the governors are appointed because of their expertise in specific areas. For example, the HR Manager was head of HR at the Asian Development Bank. The other four members of the board are elected by parents and they are the Parent Governor, the PTA Governor, the Marketing Governor and the Alumni Governor.

The current principal worked for 18 years in the U.K. but always wanted to go overseas. He then spent two years in Kenya followed by a school introducing IB in Germany. After this he went back to Kenya for his first principalship which lasted seven years. After this year, his seventh at School J, he would be moving on to be the principal of a British School in Saudi Arabia. I asked in more detail if two periods of seven years were accidental or intentional and his answer was that it was the latter and were both based on personal and professional reasons.

5.3 Principal E (School E)

The visual scene

The place where we work or where we learn can have a powerful impact. Paterson & Deal (2001: 69) exploring this theme commented:

> architecture and the physical environment affect our emotional state and our ability to concentrate, and they communicate beliefs about what is important.

Places and locations within a school are important because they are where the members of the school 'live'. The outward appearance of the locations can demonstrate the functioning of the culture; for example is a culture healthy or proud. Schein (1997) commented that it was necessary to reflect on culture at different levels; ranging from tangible artifacts to more embedded assumptions. Whilst at the schools I was able to gain data in its natural surroundings and much of this 'tangible' data I recorded as photographs.

I was shown around by each of the three principals (as requested) and wandered freely around the school at other times. All three principals had given me permission to enter all teaching classrooms, providing individual consent from the teacher had been given. I spent little time in the classroom observing the interaction between teacher and student, as this was not the focus of my project. However, I did observe the layout of the classrooms, notice boards and visibility of key documents. I had arranged the school visits so that it was possible to observe school assemblies, where possible, and I observed lunch at each of the schools, with students entering and leaving school at the beginning and end of the school day.

School E is situated in the city centre close to one of the major highways which intersects the city, therefore land prices in this area are very high, and this has an effect on the school. The school consists mainly of one large block of 6 floors with all the classrooms inside that block. The first floor consists of reception, staff room, shop, offices and classrooms. The second floor is just classrooms. The third floor consists of a reception area, the admin offices, the leadership team's offices and the cafeteria. The fourth floor is senior school classrooms and the fifth floor contains specialist rooms such as the music room, science laboratories and the computer laboratories. The sixth floor consists of a swimming pool, a chapel and a temporarily unused area.

As I arrived at the school car-park the loud speakers around the school were playing the National Anthem. I followed the clear, visible signs towards the main block passing through the outdoor play area (photo A), the basketball court (photo B) and to the student drop off area outside the main block (photo C).



Photo A



Photo B



Photo C

On entering the School L was informed that the admin offices were accessible through the lift. One of the signs (No teacher, No elevator) (photo D) was next to a prominent display of the school's mission statement and vision. On my leaving the lift and walking towards the reception desk, the principal introduced himself to me.



Photo D

My thoughts whilst walking through the building were that the school was a pleasant place in which to learn and teach. Students' work was displayed all around the school in prominent

places. The use of light colours for the walls gave an 'airy' spacious feel to the corridors and all areas were well lit. Notice boards were colourful and informative and showed students' work of a variety of years, however, many of the notice boards had one or more notice on them not securely fastened, and this created a slightly unkempt look. This was not the case with the walls and the corridors which were very clean and seemed to have been painted within the last year or so.



Photo E



Photo F

The hard work of students was recognised with displays about the English Speaking Policy (photo E) and art competitions, (photo F) and the success of students was demonstrated by a trophy cabinet and a house-point notice board. In addition to notice boards and displays showing the students' achievements, one notice board contained documents pertaining to the school's accreditation to organisations both within the host country and outside. The core mission of the school is displayed at the entrance to the building, by the elevator, in a prominent position. (Photo G)

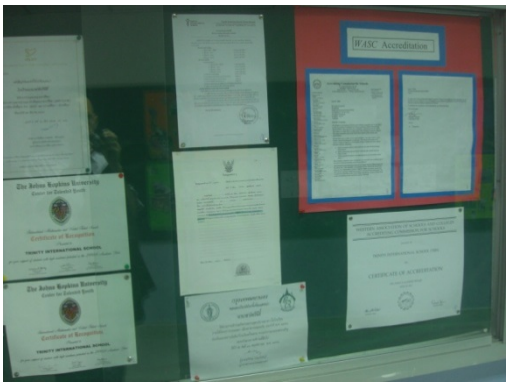


Photo G

In the younger years, the classrooms had a welcoming air to them. The primary school classrooms, and displays, were particularly colourful and inviting. (Photos H, I, J), however the senior school classrooms were spartanly decorated, by comparison.



Photo H



Photo I



Photo J

The office was functional and organised although it was a noticeably quiet area out of bounds for students. The top floor of the school was not decorated and maintained to the same standard as the rest of the building. Although used in school productions, (photo K) the area was untidy and I was informed it had been like that for some time. Next to it was the swimming pool (photo M) and on the same floor, but through a different door was the old chapel (photo L) which was now the school meeting room.



Photo K



Photo L



Photo M

Although an English Speaking Policy was present at the school, and there were many notices around (Photo N), encouraging students to speak in only English, this was often not the case.



Photo N



Photo O



Photo P

The library, photo O and photo P was a place where I heard only English, and this was an exceptionally clean and well organised part of the building. However, there were noticeably few students in evidence when I went there at lunchtime.

There was a considerable difference in my journeys around the school when I was accompanied by Principal E, and when I was not. Although I witnessed no running, students were speaking

the language of the host country, and made no effort to change this when, on two separate occasions, teachers walked past them, neither did the teachers address the issue. However, when walking with Principal E, I heard only English wherever he was in the school.

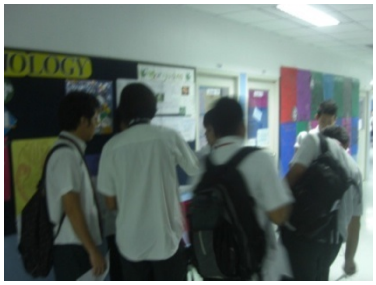


Photo Q

Although not disruptive or aggressive in any way, I observed isolated incidents of students walking around the corridors in quite large groups. Generally these students, although in uniform, were mostly with their ties not fully done up and their shirts out (photo Q). Again, when walking with the principal, students who saw him quickly tried to change their appearance. A possible reason for this was the lack of teachers I saw around the school as, other than in the lunch area, or in their own classrooms, the teaching body of the school was not very visible. In addition there were students in areas such as the meeting room (photo K) where there was no supervision. Although some teachers were present, there was also little noticeable supervision of students during the science fair. There was however noticeable supervision by teachers in the dining hall (photo S).



Photo R



Photo S

The staff room (Photo R) was used primarily by the teaching assistants. I entered it twice and both times it was very quiet, with teaching assistants busily preparing activities for teaching. The staff room was a place where teachers work and social interaction between them tended to take place in the dining area or the seated area outside the school.

Interactions with the students were generally limited, however in brief conversations with students in the science fair the ones that I talked with were very enthusiastic about the event and they tried their best to explain their particular stalls.

In summary, the school was a pleasant environment in which to both teach and learn, the younger year classrooms and areas were particularly pleasant, but there was a noticeable culture of non-English speaking and minor unruly behaviour in the corridors and in other areas, both during and outside lesson time.

Images of Principal E

Having looked at the visual ambience of the school, I will now look at the images of the principal which arose from interviews with members of staff. As shown in the methodology

chapter, a member of staff from each 'category' was chosen in each school. Those selected from School E were the following; the Assistant Head, the Academic Coordinator, a Long Serving Teacher, a Medium Serving Teacher, and a New Teacher.

The Assistant Head **(A.H.)** has been the Assistant Headmaster of School E for five years. He was internally promoted to this position and had worked under five different heads at the school, before which he was employed at a larger International School in the same city and in the SEN department. His role is mainly:

> with the micromanagement of the school, student administration which is my major, major work and then I am also responsible for scheduling, rooming, everything which goes with a teacher around the school.

The A.H.'s role also includes organising community service trips for the high school and all the overnight trips.

The Academic Coordinator (**A.C.)** has been in this position for two years, and working in the same country since 1999. She joined School E in 2004, increasing her responsibility and becoming the full time Academic Coordinator last year. In addition to that role, she teaches in the English Literature Department.

The Long Serving Teacher **(L.S.T.)** currently e teaches English, Social Studies and Art and has been employed at this school since shortly after it opened. Previously, the L.S.T. was employed in a number of areas around the same country.

The Medium Serving Teacher (**M.S.T.)** is currently teaching in the Senior School in what is the first school outside his home country and the first international school.

The New Teacher **(N.S.T.)** is currently in the first year of teaching at the school, in the Senior School and has been working since August. Before that the N.S.T. had been travelling for a year, and previously was teaching in the UK as an ESL teacher.

The first question (appendix 5) I asked each of the members of staff whom I interviewed was: can you comment about the principal and his/her leadership? The responses were as followed:

> Okay, very experienced, really knows his business, that's him, the principal. He is, he will step back a bit and think before he makes that decision; he's a firm decision maker but he take time before he jumps into it. **(A.H.)**
>
> He is confident. He tries to maintain the peace. **(A.C.)**
>
> Dependable, supportive and consistent. **(L.S.T.)**
>
> Thoughtful, even-handed, and maybe a little hands-off. (**M.S.T.)**
>
> I'd say I feel like I have freedom in what we do. He's pretty good at letting us, letting me do what we want to do. **(N.S.T.)**

The above summarises how the interviewees felt about their principal. In answer to the questions asked, the key themes that emerged were his experience, leadership style, collaboration, trust, supportiveness, motivation and visibility. These areas will be explored in more detail below.

The interviewees felt that he was an experienced head, who was fair, consistent and thoughtful. The A.H., and A.C., who are members of the Leadership Team, and work closest to him, commented on the fact that he was a good listener and that he was very honest about his capabilities and how far his authority stretched. The school had had 5 principals in as many years:

> Principal E is the first principal that's been here for more than one year. And so he has brought a degree of consistency to this school, which it was lacking before. **(L.S.T.)**

With regard to his specific leadership style the interviewees agreed that he was not a principal who micro managed. The M.S.T. commented that he was allowed plenty of freedom in his classroom and didn't feel that he had *'anyone looking over his shoulder constantly'*. The L.S.T. suggested that he had a collaborative leadership style:

> He's collaborative, you know. He sets a direction that we follow, but… and he's, like I said, like, he writes his own agenda for meetings. But when people have issues and they raise their hand and they speak, he makes changes. He will listen to anyone who wants to speak.

The N.S.T. commenting on his collaborative style;

> I like the way that he will do the things that he, if he expects you to do them, he will do them too. So, like, we had the conference where we had professional development, and he was there.

Looking at trust and supportiveness; the trust that has developed between the Principal and others, according to M.S.T. and L.S.T. meant that the principal allowed them to get on with their duties. N.S.T, commenting on trust:

> He trusts what I do, and how I'm doing, so I think that I feel like I can have the freedom, you know, in my class in terms of teaching and doing what I'd like to do.

The A.H. A.C. and L.S.T. commented about his supportiveness. L.S.T:

> He's very supportive of all the time and effort that it takes to put these things on. And he's willing to be flexible and allow us the time to put in the effort.

The L.S.T., commenting about his supportiveness, also mentions his personal relationship with Principal E:

> Personally he treats me well. I think I have a good relationship with him and I don't know if it's better or worse than any other teachers. I've never had a problem with him

> any time I've spoken to him about any academic-related issue. He's always been supportive.

With regard to motivation, those interviewed had slight differences of opinion, but on the whole there was agreement that Principal E was not a great motivator. The A.C. felt that he motivates through trust but that he did not necessarily praise his teachers enough. The A.H felt that his leadership style is different from the previous principals and one of the ways the principal motivates the A.H. and others, is because he has *'the ability to convey the needs or the changes to the owners.'* In the early days of the school the owners were open about things but there had been some instances, according to the A.H. and the A.C. that 'abuses of power' had occurred, so the owners tended to restrict a lot of things. Slowly, under Principal E this had been changing and had given staff confidence in the principal's ability and had motivated them. The M.S.T. commenting about Principal E's motivation gave an example of an interaction with the Principal; which did not motivate him, but asked me not to include it. However, the M.S.T. did say; '*If anything, I'd say that's probably a weak point'*. Expanding on that point:

> I don't feel very motivated. I don't know how much of that is him and how much is just the environment that is created here because of the constraints.

The N.S.T. commented that '*he makes it clear what he expects from you, and if you do it you're fine*.' The N.S.T. stated that the staff could be motivated more by the principal being more positive:

> I think just the attitude I guess, in terms of maybe being a little more positive about where the school is going. And I think he, I feel like there's a bit of frustration in terms of where he wants to be and where…(inaudible) And all the challenges that lie ahead of him. And so I think, just maybe being more positive about what, where they've come so far, you know, where they've come.

L.S.T:

> Yes, like, you know, as many, sort of, plaudits as I want to give him, he doesn't really motivate. He's not really a great motivator.

The last comments were about visibility. The A.H. and the N.S.T. felt that he was a visible principal. N.T:

> I see him in the hallways, I see him walk around. He has like, meetings with us. I don't know if I would say… like, he doesn't come into our class and, you know, do any teaching or anything, so yeah, but I see him walk around and stuff.

However the A.C. felt that visibility is not necessarily just about being seen, it's about doing the things that a principal should be doing:

> At different times of the day, he's more visible than others. He spends a lot of his day in his office. He probably goes on a round of the school once a day or something. During lunchtime, he's most visible. Like I said, he goes around the cafeteria. He doesn't sit [unclear] little bit here and there. He talks to different teachers. Events like this morning with the science fair... I was aware that he was not there. I think he could spend more time being a presence during those kinds of events. I mean, he comes and welcomes people and... so, he provides some support, but I think he could be a bigger presence.

Having looked at how principal is seen, I will now look at the relationships between the principal and different stakeholders at the school.

Principal relationships

The next section focuses on the principal's relationships with various stakeholders. I felt it was necessary to explore these to discover more about the principal's specific leadership style and how the relationships affect or do not affect the culture of the school. The stakeholders who were considered were the School Owners, The Leadership Team, Parents, Students and Teachers.

School Owners

All interviewees and the principal had very similar opinions about the relationship between him and the school owners. As mentioned earlier School E is a proprietary school, which, according to the principal, means that the owners are not generally very knowledgeable about education and they: *'tend to make decisions based on preferences and all kinds of things that are important to them'.* Principal E stated that he knows exactly how he fits into the decision making of the school and is content with the way things are. As times go by, he feels that more of his ideas are being considered and implemented than was previously the case:

> The owners of the school are business people who are learning to be educators. They have very definite ideas about how they want the school operated. This significantly affects my leadership style as I have little autonomy beyond basic academic functional operation. However, as the owners have a high degree of trust and respect for me, it has helped greatly in establishing and maintaining a strong and positive working relationship.

The L.S.T. whilst commenting on the relationship of the principal and the owners also felt it was important to establish the fact that the school is a proprietary school:

> In this school, the owners wield a little more power than I think a lot of people are used to. Principal E is limited in what he can do whereas other headmasters in other school environments might not have those limitations.

Previous principals at the school had tried to make sweeping changes, that they had felt were better for the school, but the owners had not allowed these, confrontations erupted and all but one of those I interviewed stated that a deterioration with the owners led to four of the five previous principals leaving. Principal E, well aware of the relationships' of his predecessors with the owners, stated '*I told the teachers in my first orientation my initial goal was to be this time next year!'* This gives a clear indication of previous relationships between principals and owners and the fact that Principal E was fully aware of the situation he was entering into.

The A.H. and A.C. commented that Principal E coped well with the situation, considering, and felt that he dealt with it very well. The A.H. added that one of his main roles at the beginning was to keep the peace. He tried to meet the teachers' needs, and keep the owners happy.

The teachers at the school are aware of the relationship between the owners and the principal and how this affects his control. A.C. gave an example with regard to finance:

> It happens in regards to specific things like budgeting. Principal E is able to approve some things, but a lot of it has to run through the directors. I think all the teachers are aware of this... it's not limited authority, but limited decision-making ability or something.

However, the L.S.T. felt frustrated by the relationship and that it restricted the effectiveness that the principal could have. In the last academic year there was a restructuring of the school day which meant that teachers were teaching 5% more lessons per week. This was not very popular with the teaching staff:

> You would hope that if you're given that position, you should be able to make decisions like that, right? But so far, and he seems keen… He's listened to the complaints; he's listened to the grumblings. He's seen it, like teachers are taking more sick days. I think that the quality of instruction has actually suffered as a result of this new constrictive, you know, schedule. And he hasn't been able to do anything about it. I believe that he really wants to, and he would if he could, but I think that the owners have just, sort of, I don't know, stonewalled him. So, yes, he hasn't been effective in this… on this one issue, which is disappointing.

The M.S.T. and the N.S.T. were less certain of the exact relationship between the principal and the owners of the school, but were aware that the principal did not have a 'free hand' with regard to the major decisions of the school.

<u>The Leadership Team</u>

The leadership team, consisting of Principal E, the A.H., and the A.C., had worked together closely for three years, although the A.C.'s position was not a full position until the previous

year. Principal E commented that the familiarity that the three of them had enabled them to be a closer more effective group. The A.H. said that previously the leadership team met weekly, but now they met only fortnightly. However, they were meeting weekly, with other senior school members with regard to monitoring the on-going accreditation process. The A.C. was very positive about their relationship with the principal. The A.C. felt comfortable with the principal, knowing he would listen. The A.H. reiterated this point, saying that the principal will sit back, take in what is being said, and often not decide until some time has passed for him to fully consider the decision, and often come back to further discuss the situation before making a decision. The A.H. liked this democratic approach to the principal's leadership. When I asked about the levels of control the principal had with regard to the work given the A.C. enthusiastically stated:

> He doesn't attempt to control the work. He will pop in and see how it's going. He will regularly ask for progress, not formal reports, but just how it's progressing. Then, when it's completed, we would have quite a comfortable two-way discussion about how it went and where we need to go from here. So, he's not controlling at all.

When asked if the principal's relationship with the leadership team was different from that of the teachers, both the A.H. and the A.C. agreed it was mainly due to their familiarity and the respect that they had for each other:

> I think he gives myself and the A.H. more... he's kind of more naturally respectful to us. Like I said, he's incredibly supportive of us and it's quite an easy going relationship.

Comments made, by the others whom I interviewed, about the leadership team were that in general they were an effective group. The M.S.T. felt at times not all information was fully communicated to other teachers, but mentioned that this could be due to the work being done by the whole school on the accreditation process.

Parents

When asked about his relationship and dealings with parents of the school, the principal said that he met parents mostly on an individual family basis, where he would answer their questions concerning school policies. Also, there were times that he was meeting parents to encourage them to respond to the needs of their children. When asked to go into more depth on this the principal gave specific examples, which will be looked at in the 'students' section of this chapter. The M.S.T. and N.S.T. commented that the principal was always present for functions and events where parents were present, and that he was very supportive, especially in parent/teacher conferences. The A.C. felt that he was very diplomatic with the parents, but only on very rare occasions did he not support the teacher:

> He's obviously polite with the parents, but he – this might sound a bit weird – doesn't let them get away with causing unnecessary problems. (A.C)

However, the A.C. was unable to cite an example when the principal did not support the staff. The fact that he 'did not let the parents get away with causing problems', was something which endeared him to the A.C. and the L.S.T. but the feeling shared by the A.C., A.H. and the L.S.T. was that this did not endear him to the parents. L.S.T:

> I think he's not the parents' favourite headmaster. And I think that has something to do with the culture here. I've seen headmasters that have been well liked, even adored, by the parents. And I've seen how they regard him. And the difference is, they would like, in general… generally speaking, there are always exceptions of course… like more of a host, someone who will glad hand, someone's who's good at cocktail conversation, and sort of, kiss butt a little bit.

The L.S.T when clarifying the above comment, felt that to a certain extent the parents are entitled to more of a 'host', considering they are 'buying a product', but the L.S.T. respected the principal for the fact that he is much more concerned with the running of the school than

'*sucking up to the parents'*. When asked to clarify in more detail about 'the product' the L.S.T. explained that this is a private school and if there are not sufficient students, it will not continue, therefore the education on offer is the product.

Students

When questioned about the Principals' relationship with the students, he commented that his interaction is somewhat limited by the nature of the position. He does not teach, as the owners prefer his role to be relatively free in order to oversee, plan and coordinate. The principal does occasionally cover for absent teachers, but the A.H. schedules him for this very rarely and, when he meets the students he does as much as possible to learn about their situations, interests and needs, but regrettably the reason he was meeting students was often for disciplinary considerations.

Due to the nature of these interactions, it was unsurprising that the A.C. said '*the students prefer not to have to talk to him'*. The A.H. and the L.S.T. felt that the students saw him as an 'old school guy'. L.S.T:

> I don't think that they see him as someone warm and approachable. That's not really his style. How do they see him? They probably see him as that stern old headmaster.

The M.S.T. also felt that students saw him in a specific way; '*it's more of an old-school approach to things.'* Although he is seen is this way, I would like to clearly state that this does not mean that they do not respect him. Observations, which will be shown later in this chapter support this, and the A.C. commented that when she had discussed with the students what had occurred with their 'consultations' with the principal; *'They recognize that he is fair and understanding of their situation.'*

The M.S.T. went further with regard to respect and stated:

> They tend to respect him. I've been at schools where the kids don't respect their headmaster or the principal and they'll let you know. They'll ridicule him right in front of you. I've never seen that happen here.

Teachers

Overall the principal enjoyed good relationships with the teaching body. As mentioned earlier trust, respect and support were cited when describing him and his leadership style, and these were again cited when looking at his specific relationship with the teaching body. The A.H. when commenting, felt that the teaching body saw him as a '*very straightforward guy, he gives you a lot of chances; he will give you a lot of reminders'.* The M.S.T. felt that the principal was 'stuck in the middle':

> Sometimes it's frustrating because I think everybody here at the school knows the potential for the school, but we know it's only going to go so far as where the owners want it to go. That can be a little bit frustrating. Principal E sometimes is in the middle of that. So, sometimes you're not sure where things stand when you're talking to him.

This perception of his relationship with the teachers stems from that which he has with the owners. The A.C. commented on his friendliness with staff members; *'He is friendly to them on a day-to-day basis. At lunchtime, he'll sit down in the cafeteria and have a little chat with them.*'

The N.S.T. summarised the relationship by stating: *'In general I think that he wants to make sure that you're doing your job, so, and that you're doing it the right way and consistently.*'

With regard to 'doing your job' teachers accepted and were used to the principal popping in and out of lessons. However, there were times when this was done for other reasons. A.C; *'If he sees something bizarre happening in the classroom, he might pop in and say, what's going on?*' This was an underlying point that was echoed by the interviewees, which was that although Principal

E was fair, there had been situations in the past when he found it necessary to be more autocratic in his approach. The A.C.:

> I think that he may have had issues with a few teachers. I think he's definitely got his own personal style. I would sort of characterize him as, like, an old-school type of leader.

The A.H. was not able to give examples of 'issues' that the principal had had with any of the staff, as he did not have precise details and did not want to pass on possible rumours rather than fact. The A.H. reiterating the fact that principal did give many chances also stated that '*he will give you a lot of reminders, but when he will hit you he will hit you hard, that's him'*. The N.S.T. felt that their relationship changed, for the better, and that in general the teaching body had a better relationship with him as they got to know and understand each other better:

> I feel like I can… I think he's okay. Like, in terms of, I can run things by him if I need anything, or have any concerns I can talk to him. Sometimes I feel, though, if I feel like, when I first came I was a little intimidated by him, but as the year has progressed and I feel like I've… we're, I'm at a better standing with him, if that makes any sense.

Going back to the relationship with the leadership team, this seems to be a thread in the principal's relationships, and could explain why the team is quite a close, tight one.

The M.S.T. felt that generally his relationships with teachers were good, and to portray him as autocratic or strict would be unfair. The M.S.T. further implied that this was more to do with the principal's personal characteristics, rather than his specific leadership style or relationship with the teaching body:

> With me, I think we interact pretty well together. He tends to listen to what I have to say, it seems like. I think sometimes, people might be frustrated.

Lastly, I asked each of those interviewed to give examples of something that the principal had recently done as an example to highlight his leadership style. I asked for one example of where the interviewee felt that the principal could have acted differently and one where he acted in a way which they respected.

The A.C. gave an example of a recent event when a teacher had made a complaint about a student. The A.C. set up the meeting between the student's parents and the teacher, and although she had set up the meeting, she felt it was not her area of responsibility, but that of the principals. The meeting took place in the principal's office, but he was not present:

> I didn't want to go without an administrator in there, so I stepped in and I felt very much out of my league. When Principal E came back, he motioned for me to stay there. Then, after a few minutes, I had to say, no, I have to leave. This is... I'm not comfortable here. I think he should have made it a priority to be there from the beginning. The second one...

The A.C. felt that the principal should have been there for the whole event. The M.S.T. also commented on this incident, however he felt that , as the teacher had experienced problems with the student for a couple of years, the principal could have done something earlier to prevent it reaching that point. *'The way Principal E handled that situation... I'm not sure it's leading to a positive resolution for anybody.'*

At first the A.H. struggled to give an example, but then stated that he was frustrated and wanted to improve the financial conditions of the lower ranked employees. This however is more to do with the relationship between the principal and the owners than specifically with the principal's leadership style.

Interestingly the A.H, A.C. and N.S.T. all gave examples relating to professional development. This was something which the principal was very keen to provide for the teaching staff, but currently felt the school did not do so. He claimed that this was inevitably to do with finance however, less than a month before I visited, 50% of the school had spent a Saturday at an international school on the other side of the city on various professional development courses. This was financed fully by the school and the principal, who also attended, and all staff members found the day to be very beneficial. Linked to this, the A.C:

> I put forward a professional development idea based on this inspirational book I had read. Principal E after my recommendation – also read the book. He has almost got it into action now. He has been working very closely with the director to organise bonuses for teachers that complete the development on the financial side of things. It's impressed me because he's the only one that can make it happen and he is putting a lot of effort into making it happen and it's something that I think is very important.

The L.S.T. struggled to come up with an answer to the question during the interview. He then commented that this:

> speaks to his steadiness, you know. Because there haven't really been any overwhelming highs or really, like, debilitating lows, really. And that is… that, I think, characterizes his leadership more than anything. It's kind of been like this. Slowly, going like that.

Visions and Values

The previous section looked specifically at images and relationships of the principal. The next section will start with the school's vision and values. Schools have a set of values which enable teachers and students to know what is important even if it is difficult for them to articulate explicitly what that is. The 'deeper' values and the purpose will shape a school's vision. The vision is the picture (the 'big picture') or the dream of what the school can become and will provide a direction for the school. The values and the vision often drive the long term planning

of the school, and to aid in this schools write mission statements. These statements highlight what the school is about. To delve deeply into the schools mission and purpose it was necessary for me to consider the vision, mission statements and values and beliefs of the three schools.

School E's published vision:

> To foster and inculcate Seventh-day Adventist Christian values for the development of the whole person in terms of physical, mental, spiritual, and social growth. (Published vision taken from the school website)

Principal E's comments about the school vision were interesting as there was a noticeable difference between his and the published vision of the school.

This will be explored more in the values and beliefs section, but the school had moved away from the specific of religion through Seventh-day Adventism, towards an all-round vision of strong values and beliefs (not necessarily from a religious aspect).

The school used neither motto nor slogan to put forward its vision. The principal felt that in order for the vision to be the guiding force there was work to do around the school before hand, mainly due to the legacy of his predecessors. His considered opinion was: *'I think bringing cohesion, bringing structure, bringing direction in policy, understanding, helping people realize what's important'*.

He commented that the vision of the school was not something that could be achieved only by the principal that it was something that 'the school' itself must be involved in. When looking at the vision of Principal E, the A.C. and L.S.T. felt the issue of the number of principals in the last five years affected the principal's vision and conveying of the vision. The L.S.T. felt:

> He's slow and steady. He's moving the school in the right direction. His vision of the school, I would infer, is… it's just moving it along the right path in a slow and steady way. He hasn't really articulated his vision of the school, so I'm just… I have to infer.

The A.C. felt that the principal had not really articulated his vision other than developing the school, and in particular the senior school:

> I think... because when he came, we had run through about five principals in as many years. Our high school had our first graduating class last year. So, his vision – I think – has been focused on developing the high school.

The issue of: if it was the principal's vision or the owner's vision, was something the L.S.T. commented on:

> I guess, in the decisions that he makes, in the projects that he supports, maybe more than others. Again he doesn't articulate it. It's hard to know exactly what he has in store for the school. But that has something to do with the power of the position. In this school, the owners wield a little more power than I think a lot of people are used to. It's a proprietary ship, and so Principal E is limited in what he can do whereas other headmasters in other school environments might not have those limitations. So it's really… it's the owners' vision which is the one that's being followed, you know. I think that can be frustrating for Principal E.

And this was something the M.S.T. raised also:

> From talks I've had with him, I think we have a lot in common as far as what educators want from the school. Sometimes, it seems – like I said earlier – that all of our vision is limited because there's only so much control we have over what happens here.

The A.H. said that the conveying of the vision of the school is through meeting agendas, rather than through visionary speeches, which is not really Principal E's style. The N.S.T. felt that the principal conveys his vision by the people whom he hires, and what he expects from them and how he shows what he expects. However, there is evidence from the principal's comments, both about the religious aspects of the vision of the school, and the recruitment policy of the school, that this may not be the case.

Mission Statement

There is some debate to whether the School's Vision and the Mission Statement are two individual 'statements'. However, all three schools have published their mission statements separately from their vision; therefore I will look at the two separately. The mission statement for school E is:

> To provide multinational value-oriented educational programs, nurturing the qualities of academic excellence and integrity, while preparing youth for joyful, independent and selfless service to God and society. (school website and published around the school)

The statement was developed by the founders of the school in connection at its beginnings. The principal was not involved in the process, as he was not employed at there until several years later. The mission statement has not changed since its inception. Although he was not involved in the writing of the statement the principal felt that it accurately reflected the school:

> While I was not involved in the writing, I believe the mission statement reflects the philosophy, vision and rationale of the owners for starting the school. There are no plans presently to change it.
>
> He felt that the results and effects of the mission statement are valued by the parents as '*constituting a caring, nurturing environment with strong character, training and values.*' The mission statement and vision were prominently displayed around the school although there was not a copy of them in each classroom.

Values and beliefs

A value, as mentioned above, is what the school feels is most important. Values are likely to be the standards set for the school to show what defines them and are shaping factors in decision making and behaviour of the stakeholders.

Beliefs are normally more easily articulated than values and are likely to be shared by most members. Beliefs are understanding about the world around us. They are '*consciously held,*

cognitive views about truth and reality' (Ott: 1989: 39). The principal, the staff and the students will all have beliefs about the major aspects of the school. If a school believes that is it strong and powerful its actions are more likely to look strong and powerful.

I have placed beliefs and values together, for ease, however values and beliefs differ in that values cannot be normally articulated by those in the organisation but beliefs are articulated more easily, and can be observed in the everyday events of the school.

In School E the values and beliefs when the school was first started, were linked to the S.D.A. However, this is not the case at the present time. Principal E:

> it is somewhat ironic that the spiritual outreach at School E, since its inception has been probably the most unsuccessful aspect of the school's development.

School E does not ask that its staff or students are members of the S.D.A., in fact the principal stated: '*right now we have only one teacher that's an Adventist'*. This is in contrast to the principal's previous school where all teachers were church members. The main religion of School E's student body is Buddhism, with 80% of the students being practicing Buddhists. I asked if this was in conflict with the values of the school to which the principal stated: '*we want to place more emphasis on common values than specific beliefs'*. He continued by saying that:

> We don't ask that they believe, obviously. We don't ask that they practice. We ask that they be supportive and not anti- or whatever. We try not to force feed or proselytize.
>
> The principal said that students might be exposed to S.D.A. values but they will not be pushed on to anyone. The A.H. reinforced the point that values had changed by stating that the school had changed its way of doing things from its being established as an S.D.A. school. For example it used to start the day with chapel, but in line with the changes of values t the principal stated: Okay, why not change it into assembly where there is more of an acceptance from the community, there's an interaction, you don't preach you share words, you share values, that's what we do.

The school presently taught common values, which the principal felt suited the school as an international school, not one which was previously regarded as a S.D.A. school. The principal stated that the following values were what the school instilled on its student body: committed, determined, dependable, diligent, discerning, discreet, humble, honest, joyful, kind, observant, patient and peaceful. He added: *'as they grow older and more mature, they make wise choices in terms of what makes sense for them'*.

Whilst at the School L had the opportunity to have informal discussions about values with some members of staff, in addition to the ones I interviewed. Two of these mentioned an incident involving the school basketball team which offers an interesting portal into the values that are practiced at School E. In the second interview with Principal E, I asked about the incident:

> the very first game at this school ended up a tie because we decided to quit because it wasn't fair that either team lost in that situation. That was just a fantastic spirit-developing event for the school. Everybody wants to win, but at the same time, both teams played their hearts out and neither team deserved to lose. So, we let it stay a tie.

School E's Day

When looking at the school day I have also included my observations and information given from the interviewees about rituals and ceremonies which occur over the academic year. This also includes looking at meetings, play, traditions and histories and stories. Deal & Kennedy (1982) describe ceremonies as being to school culture what the movie is to the script, what the concert is the to the score, and what the sculpture is to the values of the artist. Rituals and ceremonies are social events and are an expression of the culture and the core values of the school and these communal events are the bonding bricks of a school. Peterson and Deal

(2001: 30) states that rituals are; *'processes or daily routines that are infused with deeper meaning. Rituals help transform common experience into uncommon events.'*

Each school has hundreds of routines and therefore to comment on all, or many, or to even fully understand all of them, would be too difficult to accomplish under the given circumstances. Even in the short period of time that I spent at the schools, I recognized dozens of rituals. The routines could be taking the register in the morning, the 10 minute break in the morning, how students are collected from school at the end of the day.

School E starts at 7.30-7.50 with registration, then two lessons from 7.50-9.20. Break is 10 minutes then three lessons from 9.30-11.45. Lunch is 11.45-12.30, then three lessons until the end of the day at 2.45. Scheduled meeting are arranged on Tuesdays and the first Tuesday of every month is a full staff meeting. The second Tuesday is primary staff, the third is senior school staff and the fourth is for Professional Development. The Parent Council meets monthly, but that is not regular, and considers various issues related to their role. The council is chosen by the parents with regular rotation of position. According to Principal E, the most significant contribution to the school calendar year by the Parent Council is the holiday fun fair, at the end of term 1.

<u>Meetings</u>

The main meetings which help to indicate the culture of School E is the full staff meeting. These as mentioned previously, occur on the first Tuesday of the month and, as with the senior school meeting on the second Tuesday , were 'chaired' by the principal , and from those that I interviewed I gathered that both meetings follow a very similar path. The agenda is set by the principal, but there is the opportunity for others to have items put on the agenda, if they

speak to the principal in advance.

The meetings consist of the principal talking for a large percentage of time, but both the A.C and M.S.T. commented that there was the opportunity for staff to discuss issues openly during the meeting. However, although the L.S.T. agreed that the staff were able to voice their opinion during the meeting, the climate might not exist where they feel comfortable to do this:

> Right. No, we… absolutely. But the tone of it isn't… it's not really a collaborative tone. It's sort of… it feels like a lecture. And so the only people that speak up are the people who are not shy to share their feelings where… and actually I can remember one or two times when he kind of wanted to move on and maybe shot someone down a little bit too abruptly. That's happened a couple of times.

The meetings last approximately one hour but the impression the L.S.T and the M.S.T. gave was that the majority of the information could be passed to the staff through email, rather than a meeting. Due to the process of accreditation, of which there were separate meetings, those interviewed felt that the meeting had recently become less productive.

Play

Play, or the lack of it, is part of all organisations and therefore is a good instrument for observing the culture of a school. Most play in schools takes place within school time. The types I witnessed, or became aware of during visits were student to student play, teacher to teacher play and in some instances, student to teacher.

Most of the student to student play was at break and lunchtime and consisted of basketball and general tomfoolery in and around the climbing apparatus. The primary school students were observed in the indoor play room and the grassed area. The school was part of the sporting network of International Schools which operated in the capital city and also sent teams to take

part in the FOBISEA events. Although new to school sporting competition the school's varsity basketball team was successful and many students enjoyed athletics. Two students, whom I spoke to, commented that they were members of a school choir and that they would be singing at the weekend in a nearby exclusive shopping mall. Play within the curriculum included fieldtrips to local places of interest such as the water park, museums and shopping centres.

I did not observe, nor were any comments made with regard to, student to teacher play. With regard to teacher to teacher play, as mentioned earlier the staff room was used by few and only then as a quiet place to mark work and prepare lessons. The teachers attended midterm and end of term dinner parties at local restaurants, as did the principal present. I was informed that the staff socialised frequently outside school.

Traditions

Traditions are events, singular in nature, having a special history and meaning and occurring annually. They might not necessarily be large communal events but as traditions they are part of the history of the school and they tie people together and root them in the school. Due to their location (within South East Asia), and the fact that they are international schools, many of the traditions celebrated by the three are similar. The next section will look at some of their rituals and traditions. In most instances, I have looked at the relationship between the ceremonies and the principal.

As commented in the section on values and beliefs the school has moved away from its strong S.D.A. roots. One way that it does this is to celebrate many ceremonies that previously it did not. The A.H. stated: *'previous years we don't because most of our teachers are SDA and it's not within the context of their belief.'* With the school having students of which are 80% Buddhists,

many events are celebrated from different religious calendars. The festivals of Loy Kratong, Songkran and Diwali are now celebrated. The principal said that these events are celebrated as a respect to the culture, whereas some are celebrated, as required by the government, such as public holidays for example, but respecting other cultures and celebrating them are values and beliefs the principal felt underpinned the school. It also has Christmas parties, and a Christmas show, which would not normally occur in a school with a strict SDA philosophy.

With Loy Kratong for example, the event is celebrated during school time and involves students putting lighted kratongs in the school grounds. The L.S.T. said:

> we seem to have more and more every year, which is good. There's a, there are a lot of festivals here like Loy Krathong was the most recent holiday, and there are a few of those spread around. And the school makes a big deal out of those. They get the parents involved, which is good.

The A.H. said that with events such as Loy Kratong and the water festival, the principal will delegate the responsibility of organizing the event to others. Commenting on the principal's involvement in these festivals, such as the water festival for example the A.H. said: *'he would wear, like, a Hawaiian shirt. So, yes, he goes as far as that'.*

Principal E commented that probably two of the biggest 'ceremonies' at the school were the annual science fair and international culture week. I observed part of the science fair, which involved all high school students. Small groups of students had stalls where they showed and explained experiments. Students from other schools were invited to be involved but none had taken up this offer.

The other main ceremony is international culture week. This consists of each class representing a different country decorating the classroom in the style of that country and serving typical food. The students would go around different 'countries' with a passport, getting it stamped.

This year the principal implemented the idea whereby the high school students acted as tour guides. Other celebrated events were sports day and, this year for the first time, a school play, Macbeth.

The A.H. and principal both considered that the most important activity was the end of year awards ceremony. Principal E:

> The most significant activity here is the annual Recognition and Award Ceremony at the end of each school year where awards are given for academic achievement, citizenship and perfect attendance. This is done school-wide in assembly sessions and is highly valued.

History and Stories

Core features of a culture are moulded over a period of time and these are affected by events that have occurred. All schools have had successes and failures and it is how these have been dealt with that shapes the present and the future. For this section I looked specifically at important events which have happened in the history of the three schools.

The first area I looked at was to determine how successful the school was. The purpose of this project is not to show if the three schools are successful, or to show if the principals of the schools are successful, however, the principal's thoughts on the success of the school, and what has made or makes the school successful is something that I have explored.

When asked about the success of the school Principal E felt that the biggest indicator of success was to do with accreditation. The school had recently had its first visit after accreditation and was very proud of the report it had received, plus the fact that the school had received the longest term length of accreditation available. Principal E, commenting on the visit: *'the visiting*

team members indicated that our report was exemplary and that our action plan was a model that could be used by other schools.'

The report highlighted changes which the school had made, and it was these the principal felt were the reasons why the school was successful. These successes were linked very closely to the history of the school, and were mainly to do with changing the behaviour, attitude and attendance of the senior school and its general development. In the principals own words '*remember it was just a baby'*.

The principal's first reference was with regard to changes in behaviour and he commented specifically about the school elevators. The students were not supposed to use them without an adult, yet every time he (the principal) went to use one, it was full of students. Getting all the staff involved in encouraging students to not use the elevators unsupervised and notices around the elevator proved to be successful very quickly. Successful, but over a longer period of time was the principal's drive to increase senior school attendance. He said:

> It was just developing. A lot of the high school students... 'we'll come when we feel like it'. 'As long and we do the work and pass the exams, whether we're here isn't important.' It took a lot to change that mentality.

The A.H. and the L.S.T. commented that the situation with attendance is much different now from two years ago. The principal instituted a class attendance policy, with palpable consequences. He started communicating with some parents about students who were delinquent, making clear that students who did not reach a higher percentage of attendance would be required to go through summer school. Principal E felt that it sent a strong message to the students:

> That sent a strong message. We gave you plenty of opportunity and communication. It's important that you're here. It's not fair to other students when we give passing grades and higher grades to students that weren't here.

It took over a year to be successful and the principal felt that what did more than anything else to help was the system of points which he introduced. The old system involved the parents getting a letter and then an interview with the principal, but he felt that: *'the consequences were too far removed from the needs. It didn't have much influence.'* He then introduced an afternoon detention for those who had 'demerit points', which meant that, initially, there were many students in detention. Linked to this was tightening up on classroom management and ensuring that all the staffs were following the demerit system:

> Our main goal is academic development and growth, but you've got to get their attention first. It's like classroom management. If you don't have their attention, it doesn't matter what we do. That was the case school-wide. We worked hard on changing that culture, especially with the older students.

The principal felt that it was also in the school's best interest if some students did not return, however, the law of the country made it very difficult to dismiss students during the school year, but it is possible to not accept them back for the following year. Last year 6 students were asked not to return. This sent a very strong message to the students and the principal feels they are consequently much more serious. The last issue the principal has been concentrating on has been running in the school: *'running is not bad, but – in a building – it's dangerous. So, everybody tried to work together.'* He brought up the issue in a staff meeting and a noticeable difference ensued. *'Everybody's working together to try to change that. Those are just common examples of things that can be done.'*

In addition to the successes above, there were others which were not linked to 'changing' students' behaviour. The principal felt that there had been considerable improvement in the English speaking policy at the school, the IT systems of the school had improved drastically with

a change from windows to Ubuntu and the A.H. highlighted the school community service programme and the school basketball team as particular successes.

The principal was very happy to report that with the exception of the sheer number of principals that the school had had before his appointment, there had been no significant crisis at the school. However, the school closed for a week during the problems which the capital city had endured during the previous year. This was purely a precautionary measure, as the school was not in an area where the 'troubles were', but as student travel to and from the school was an issue, so the school was closed.

Recruitment

The last area that emerged from my analysis was that of recruitment. All three principals felt that this had a significant impact on the culture of the school.

School E has an academic staff of 45 (March 2011). This is full time staff, and includes the Principal, and the Teaching Assistants. The teaching assistants are not from the country where the school is but from one nearby where the average levels of English Language competence are much higher, therefore deemed to be better to assist the English classroom teachers. With the exception of the language teachers, and the computer teachers all other teachers at the school are 'native speakers'. This is a widely used term (more common in Asia) to mean English, American, Australian, South African or New Zealand. The teachers 'package' included salary and a housing allowance, but no flights. The salary was at the lower end with regard to international school salaries, but was substantially more than language school teachers of which there was abundance in the city. All teachers of subjects had teaching certificates or qualified teacher status.

I asked the principal about the recruitment policy of the school and he commented that most of the teachers were hired locally. He explained that this was for practical financial reasons. The teachers receive salaries paid in local currency and the principal explained that unfortunately:

> At this point in the development of the school, there's not a lot of benefits in trips home and travel expenses and things like that'. The school has not progressed financially to the extent that that is practical.

He felt that to try to recruit from outside country X was not a sensible policy as the present salary structure would not attract the highest qualified teachers. In reality his school was not able to offer salaries similar to a school that charged tuition rates of over double that of school E.

A well know and reputable local website was used to advertise positions and the school also subscribes to some recruiting services where they provide names and data. The principal added that if someone was hired from the recruiting services data, then there were fees etc. Therefore, website advertising was the school's first approach.

When asked about how does the principal select staff who share the school's values, he commented about that very few applicants shared the 'traditional values' of the school, and considering the restraints imposed on the principal with regard to recruitment, he was very happy with the quality of teachers that the school had.

In the second interview the principal reported that all recruitment had been completed for August 2011, and that: *'we are looking forward to the strongest staff in the history of the school relative to training, qualifications and experience.'*

5.4 Principal L (School L)

The visual scene

School L is situated on the outskirts of a small town, near to the coast. The school consists of two large buildings: the junior and senior school. Behind the senior school are open air cement basketball courts and play area, sports fields and an outdoor swimming pool. I chose not to show a photo of the school for obvious reasons, but will try to describe the school, without making it obvious to which school it is.

The school is signposted from the main road and the main entrance is guarded. From the car-park the whole school is visible, with five floors and is painted in a light brown/yellow colour. The first floor of the senior school from the front, consists of the reception area and the office areas, which are for the admin workers, the principal's P.A. and the principal's office.

Inside the main entrance was the reception area where the receptionist gave me a visitor's badge and asked me to sit informing me that the principal was on his way. The reception area was large and airy, with plenty of seats. The principal's was a large office, and I noted that all notices and notice boards were extremely neatly organised.

My thoughts whilst walking through the building were that the school was a clean and pleasant place to work, however some of the buildings were beginning to age, but this was not to suggest that the buildings were not kept well. They were, and evidence of recent painting and maintenance was visible in one area of the school. The outside of the buildings were in a light beige colour and the corridors, classrooms etc., white.

Due to the colour of the building, the airy nature of the corridors and the sports facilities near the building, the school has a very spacious feel to it. Photos AA, BB and CC show the view from behind the school and highlight the school's sports facilities.



Photo AA



Photo BB



Photo CC

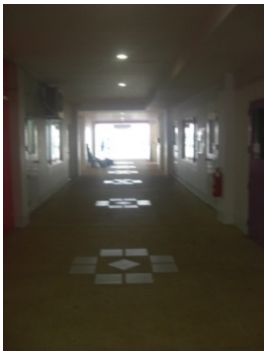


Photo DD

Due to the design of the school, the senior school building corridors were quite open to the elements. With no doors at the end of the corridors this meant that although the corridors were airy, wind was able to travel along the corridors. Because of this exposure, no displays or notice boards were placed, as they would be targets for the winds. Photo DD shows that this particular corridor, without notice boards and displays, is quite barren. However, on the ground floor, and in corridors less exposed, there were notice boards. These were neatly displayed on bold coloured backdrops and seemed to be recently added. (Based on the date of the material on the boards)



Photo EE



Photo FF



Photo GG

Photos EE/FF/GG shows notice boards in the primary school. This was a separate building, not exposed to the elements, and the whole building was covered with interesting displays and notice boards. Most displays showed students' work, either in year group or subject areas. In the senior school, student work was not displayed in prominent places, due to exposure. But some parts of the building, that were not exposed, featured bright and colourful murals (photo HH).

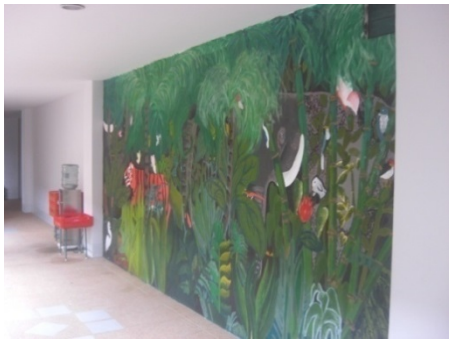


Photo HH

The hard work of senior schools students was recognised in two different parts of the school. Photo II, which was being updated during my visit, shows their sporting success and photo JJ shows students awarded for being the 'stars of the month'. During my visit I did not see the successes of teachers visible, or published around the school, nor in the staff room. The staff room was quite small, on the three times I visited, there were very few teachers in it and on two it was occupied by only teaching assistants.

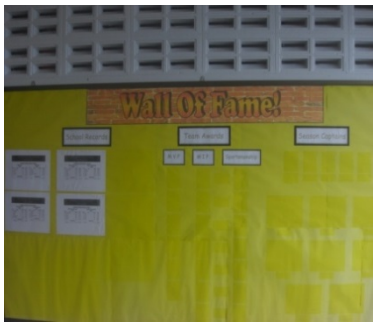


Photo II



Photo JJ



Photo KK

In the reception area the vision and mission statement of the school were displayed. In some of the classrooms mission statements were visible and also displayed on the main notice board near the school dining area. One department prominently displayed a mission statement on the door, but in fact this was a mission statement of the MFL department, rather than the school mission statement (photo KK).

The school dining area is situated outside the main two building and is semi-covered. Although at different times, both junior school and senior students eat here and staff also eat in this area. Visible from the dining area (photo LL) is a wall with a painted display, showing information about nutrition and the importance of a balanced diet (photo MM).



Photo LL



Photo MM



Photo NN

Near the dining areas are more outside areas where students can play and relax (photo NN, OO, PP).



Photo OO



Photo PP



Photo QQ

The main senior school block is organised clearly into departments, each with their own offices. The classrooms were well maintained with attractive and colourful wall displays however, in the department that I inspected closely, the material displayed was not current. In the middle of the senior school building was the hall. Primarily an indoor sports area (photo QQ), this is where assemblies were held and was currently being prepared for the school play. The hall was just able to accommodate the senior school, but according to the L.S.T., it was a tight fit.

Whilst walking around I was surprised with the levels of noise at the school. The senior school was a quiet place to walk around, and during break and lunchtime the students made little noise. This was possibly due to the rain, but towards the end of the day, when the rain ceased and the sun came out, and students were leaving, it still seemed quiet. The 'corridor culture' was particularly interesting to me. During my visit all students were walking quietly and reasonably quickly around the school. They all seemed to keep to their own sides of the corridor when going in opposite direction, and at times I felt that the students had obviously been very well drilled.

The English Speaking policy seemed to be effective and I heard only two instances of students speaking in their 'native tongues' within the confines on the building. During lunchtime and in play areas the native language dominated. Brief conversations by myself with students playing led me to believe that they were happy, despite the rain: however from both groups of students I spoke to in the lunchtime area, there were expressions of concern over the exposure to the elements of the dining area, and the quality of the food.

Interactions with students involved brief conversations in the dining hall, the library and the outside play area. The students in the dining hall were very neatly presented, considering it was lunchtime, and at all times I noted students were dressed neatly.

In summary the large surface area and the design of the school gave me an impression that the school was bigger that it was. This was a positive feeling, which meant that the school was airy and spacious. The general ambience arising from the architecture, artefacts and symbols of the school was that it was a pleasant place to learn. Although mainly in the primary school, the internationalism of the school was visible and celebrated, and was in line with the school vision.

Images of Principal L

The members of staff chosen selected from School L were the following; the Primary Head, the IB Coordinator, a Long Serving Teacher, a Medium Serving Teacher, and a New Teacher.

The Head of Primary **(P.H.)** has been employed in his present role for five years in which time he has worked under three principals. Before School L he was Head of Primary at an international school in Poland for five years and previously worked in the United Kingdom and

Botswana. He is also a member of the Academic Management Team (A.M.T. – the Leadership Team).

The I.B. Coordinator (**I.B.)** has been in his present role since 2006. He is in charge of KS5 and is a member of the School Leadership Team. He has been at the school since 2002 and worked under four principals. He is also a member of the Academic Management Team (AMT – the Leadership Team).

The Long Serving Teacher **(L.S.T.)** teaches Language both in the primary and senior schools, but is also employed as the official principal of the school. Under the Education Law of 2002, each school must have a principal of the nationality of the country in which the school operates in. In different schools this position may carry different responsibility but the L.S.T. described this position as; *'basically I just sign the paper when they asked me to.'* When I asked for more information about this role from the principal, he explained that it included working with the licenses and anything to do with the Government of the country the school was in, for example translation of documents. The L.S.T. has been at the school for eleven years and has worked under four principals.

The Medium Serving Teacher **(M.S.T.)** teaches in the Senior School. Her first role here was in the primary school, but her current one is referred to as the 'Teacher Librarian'. This involves overseeing the library, and teaching classes which come into the library. The M.S.T. has worked under three principals.

The New Teacher **(N.S.T.)** was in his first year of teaching at School L. This was his first teaching position after graduating with a BA in Education at a British University. He had previously been involved in the Erasmus Exchange Programme and taught in Austria for three

months.

The first question I asked each of the members of staff whom I interviewed was: 'can you comment about the principal and his/her leadership?' The responses were as followed:

> He's serious; he sees things in black and white. (**P.H.)**
>
> He's very efficient. **(I.B.)**
>
> Very respectful, you know. **(L.S.T.)**
>
> He's very calm, quite organised, and methodical. **(M.S.T.)**
>
> Okay, initially, a man of few words. I find him quite quiet and reserved. **(N.S.T)**

The above summarises how the interviewees felt about Principal L. From the questions asked, the key themes to emerge about Principal L were with regard to communication, motivation, decision making and organisation. These areas will be explored in more detail below.

The I.B. described the principal thus; *'He's very efficient, he's a good communicator*'. The M.S.T. said; *'he doesn't over-communicate; he's very good at keeping meetings short and to the point.'* Although he was seen as a good communicator, a common thread was clearly stating that Principal L was not very outgoing, and a man of few words. The P.H. stated:

> He's not... I wouldn't say that he's the world's most... oh, what's a good word for him? He's not an extrovert. He's not very gregarious; he doesn't, he doesn't open up easily, so sometimes conversations are to the point. I mean, we don't faff around a lot talking about anything else; social lives don't come into it. It's, you know, straight to the point, and then, that's it. So conversations are brief, but you know, I can talk to him about things I need to.

The M.S.T. elaborating on the same point; stated that he is fair and principled, liked to have things done quickly and efficiently, but he *'doesn't do funny and he's not charismatic'*. I asked her to go into more detail with this point, to which she stated; '*He's to the point, he's not a chit-*

chatter. The N.S.T. finds this approach to be very formal, in fact too formal for his liking and commented that *'I just feel I wouldn't be able to joke with him, let's put it that way.'* When asking the N.S.T. about the principals 'quietness' he compared him to previous Heads:

> Compared to England because in England when the Head Teacher comes, they'll be quite curious to know what's happening. They'll ask me what are the children doing, they'd be taking an interest. Not that I'm saying Principal L is not, but it is just random, so we'll be like doing an activity, and you turn around, and thinking, oh, how long has he been here type of thing? But if that's his way, I mean I find him, he's probably one of the quietest Principals I've worked for.

Both the P.H. and I.B. clearly communicated to me that the leadership style and the approach of principal was what they felt was required after the previous Head:

> I think he's steadied the ship, and I think he's provided a much quieter front than before. Principal L came in, he's very quiet, he's very different. He's, you know, he's very good at getting things done, but he's quiet, he's not, he's not a big PR man.

During the two interviews, I found Principal L to be quiet, and at times frank with his answers, but very happy to go into more depth and detail with any points.

With regard to the principal as a motivator, this was not put forward as one of his best qualities. The L.S.T. felt that his leadership style was not motivating, a view supported by the N.S.T. and the M.S.T. stated; *'he's not a raconteur; do you know what I mean? He's not somebody you really want to listen to, just because he's good at talking, do you know what I mean?'*

Commenting that the principal could be 'hands off' at times, the P.H. was appreciative of this, and felt that it was because of the relationship and trust the principal had for him., but this 'hands off' approach was commented on by the N.S.T. who felt that some initiatives were left too much to the staff:

> Because I think initially it's left to the staff, i.e. with Diwali it was me and another teacher who got together, did a brainstorm, went over to him, discussed the ideas, and he was prepared to very much contribute. But I didn't feel it was him approaching, saying, by the way, Diwali is coming what's going on, type of thing, so it's always been the other way around.

With regard to his decision making, the L.S.T. and the M.S.T. both felt that the principal needed to be much clearer with some of his decision making, and also to show if this was a decision made by himself, or simply his communicating the wishes of the owners. The L.S.T gave an example linked to the on-going accreditation process;

> He has done lots of paperwork, but he doesn't explain to us clearly what to do; it's just okay, this is what you do, what you do, give us paper. What do I do?

The P.H. highlighted this:

> I think, because he's quiet, sometimes there are decisions that go on above his head, that he might not transmit below him, below the A.M.T. team, and because of that, some people might not give him the credit that he deserves.

The L.S.T. felt that being consulted about the decisions would improve the staff's motivation levels also. The following is an example the L.S.T. gave:

> There have been a couple of instances where he's made decisions that have affected me without consulting me, or indeed, listening to, or rather, like, you know, actually reading my email clearly enough to understand, one of which was... it's quite a while ago now actually. I had... at this particular point, I had two libraries in here. I had a Secondary library and a Primary library, and because of re-jigging and moving around, I was moving the Primary library back into the Secondary building during the holiday, because they had to use that classroom, because they had expanded and they needed that space. They offered me the DT room in Primary, and I just thought that was unacceptable, and I thought, no; I'll move it back to the Secondary library, we've got room.

I got the feeling from all interviewees that firstly he had as quoted earlier, 'steadied the ship' and that this was done mainly through his organisational skills. The I.B, commenting about this: *'so, yes, he's a good leader in that regard, yes'*. He replied very quickly to all communications, and

informed members of the staff that if he had not answered their request, he would do so, and when that would be. But, some of his organisation and communication, according to the I.B. might have been affected by his occasional curtness:

> Okay. Sometimes in... I realize he gets a lot of emails. Some times in his email responses they've been quite terse and short and, okay, obviously maybe he's typing millions of them at the same time. So I might have asked him a question or something and it's just come back as a no or a yes or something.

Principal relationships

The next section is looking at the relationships of Principal L. The stakeholders explored were the School Owners, The Leadership Team, Parents, Students and Teachers.

School Owners

When looking at the relationships between Principal L and the stakeholders of the school mentioned above, the relationship most affecting the principal's leadership style and the effect to which this affects or does not affect the culture of the school, is the relationship between Principal L and the General Manager of the company owning the school. Although Principal L has total control of the academic side of the school, the general manager, manages the '*bigger issues'*. In my second interview Principal L elaborated on his previous comments:

> I am given a free reign, but within certain parameters. Within those parameters I have free reign. For example I am given a budget and I am 100% in control of what that budget is spent on, but I don't develop that budget for example. It is given to me.

As mentioned in the previous section, the relationship with the owners has some effect on the decisions that Principal L makes. I firstly wrote that the staffs see the principal as on 'their side', but later decided that this comment inaccurately portrayed the relationships at the school. All

those I interviewed and spoke to felt that the principal and the owners were, to use a popular phrase, 'singing off the same hymn sheet'. However, there were situations when they may have had differences of opinion, and this was normally with budget issues. The P.H. when discussing this issue commented that:

> Well Principal L does stick up quite a lot for us as far as money's concerned, but money is, money's a big issue. We're a privately owned company, and we have to make profit, and you know, sometimes decisions are made which are not academic.

The staff is aware of the limits of control that the principal has with regard to this, but there is some staff are not fully sure where the line is for all decision makings:

> I'm not fully sure so don't mark me on this, but I think initially Principal L does the running of the business on a daily basis than what [unclear] done, but if there's any radical changes, and stuff, or anything, it would go through to the General Manager. (M.S.T.)

I became increasingly aware, during the interviews, and conversations, that the general manger had developed good relationships and friendships with some members of the staff. The M.S.T. saw the principal as their boss, but the general manager as something different:

> You see that's a tricky one because my relationship with the General Manager is completely different with the relationship with Principal L. And I feel like he is now a friend of mine.

The N.S.T., commenting about his relationship with the general manager:

> and if I may add I actually, probably, feel more, not sure [unclear] is the right word, but more easy-going with the General Manager than I would with principal purely because I feel Principal L is a lot more quiet for me than the General Manager.

<u>The Leadership Team (The Academic Management Team)</u>

The principal was very happy with his leadership group, which he considered to be balanced and effective. The Academic Management Team was set up by the previous principal and

continued, as all parties found that it was a successful initiative and the working relationships within the group were effective.

> We have a good relationship; he's very open. Anything that's... Any important matter that's... he considers to be... the Academic Management Team needs to know quickly, he will let me know as soon as possible, any urgent issues. (I.B.)

Most communication was through emails and meetings. Commenting about the meetings, the P.H. said that they were brief, but he felt the principal listened to what was said:

> They're fine. They tend to be fairly brief, we have a small agenda, we work through the agenda. Principal L listens to what we want to say, notes it down and then, you know, we discuss what areas we need to discuss and then that's it, it lasts about 1½ hours, I'd say.

It was felt that the principal's quick communication and organised manner meant the leadership team knew where they were, so to speak, which was different from with the previous head. I.B.:

> He's on my level, he's on my wavelength; yes, I feel very comfortable. Previous heads, I've felt a little bit uncomfortable about maybe the response I'm going to get, but with Principal L, he's very common sense, he'll keep you informed of things, he's not going to scare you or be too overbearing.

<u>Parents</u>

With all of the relationships described, what was most noticeable was that the principal changes very little, depending on with whom he is interacting. This was commented on by the I.B. and the P.H. in addition to comments made in general discussion about the principal in the staff room. The I.B. commented specifically about this when looking at the principal's relationship with parents:

> Yes, there's absolutely no difference there. He welcomes opinions from other people; some heads tend to be quite dominant in that regard and have their own... you know,

> talk forever. But he welcomes people's points of views, accepts all those. And, yes, he's no different in how he... how he treats the parents, how he treats members of the A.M.T., yes, how he goes about his role there. I can't see any difference, yes. (IB)

The P.H. and I.B. felt that the principal's dealings with parents were always fair, and it was mentioned that the parents were not as noticeable as a body, as in other schools. There were very few discipline problems, and most dealings with parents, as observed by the staff, were when he met prospective parents, and took them around the school. N.S.T:

> I have not really seen him as much with parents and stuff. Maybe, on one occasion, I have seen him just do a tour of the school, and stuff, but I tend to find he's generally a quiet person.

Students

From the students' perspective, those I interviewed said the he was respected and that the students felt he was a fair principal. The L.S.T. commented that the previous principal was generally not liked by the students, due mainly to his military style in dealing with the students.

The I.B., going into more depth about students respect for the principal said; '*Yes, the students respect him, they like him very much, yes.'* I asked how they viewed him and the I.B. commented; *'he's very friendly to, very approachable. If there's an issue that's quite serious, he'll... he's not going to shout and raise his voice.'*

I asked about the interaction which students were most likely to have with the principal and the N.S.T. and the L.S.T. said it was most likely to be during the walk around. *'He walks around every day; and children and teachers are so used to having him walking into class during lessons, so.' (L.S.T.)*

Teachers

The I.B. commented that the principal had a good relationship with the staff. Respectful and fair, common words emerged, and the I.B. stated that the teachers found him to be:

> like I said before, very approachable, listen to your point of view, give you realistic suggestions that you can handle, not something that you say, oh my gosh, I can't do that, what do you mean exactly? So very approachable, very realistic solutions to any problems.

The M.S.T. said that the principal expects professionalism, and if this is always given, then the relationships were always good. This, the M.S.T. said, was a big difference from the previous heads and their relationships with the staff.

The principal's 'hands-off' leadership style can be summarised in this example which was commented on by the M.S.T:

> I think his hands-off approach to management probably enables people to get enthusiastic about things that interest them without it being hampered, and if he sees a good idea, he will go with it, if it's presented right.

When I asked about the 'if it's presented right' comment the M.S.T. cross referenced back to an earlier point about professionalism. I asked the M.S.T. for an example of this and the M.S.T. commented:

> For example, we have a young, very good, teacher – well not so young, but you know, quite, sort of, enthusiastic, and she wanted to do some community liaison. And she put a proposal towards it, and he created a post with some non-contact time for her to be able to follow that project through, so that's quite a nice example of where he sees someone's enthusiasm and nurtures it. He doesn't jump up and down and shout, but he will support something if he sees it as a good idea.

The comments about the principal's relationships with the staff on the whole were positive (and summarised previously) however the M.S.T. and the N.S.T. felt personally, that many staff members found giving praise, was not necessarily one of the principal's strong points.

> He doesn't give massive amounts of positive feedback, which I personally find difficult. You know, when I go in, say I've done this, and this, and this, and this, he doesn't usually say well done, that's good. He doesn't do that very much.

Lastly, I asked each of those interviewed to give examples of something that the principal had recently done as an example to highlight their leadership style. I asked for one example where the interviewee felt that the principal could have acted differently and one where the interviewee felt that the principal has acted in a positive way.

The interviewees gave responses to this section very similar to earlier examples of images, however the P.H. commented on a recent incident when trying to organise the Christmas Fair. The P.H. felt that the theme of the fair was to trying to raise money for the school. Principal L was not on the Christmas Fair committee, but:

> some of the decisions that we've made on the Christmas fair have been completely u-turned for... And, sort of in a way that we're not going to make as much as we should have done, so, some people can't understand why he made those decisions.

In further discussion of this I discovered that the principal felt that the fundraising was becoming more important that the word 'Christmas' in the Christmas Fair, and this is not what he felt the Fair should be about. However, the P.H. was frustrated at this unusual 'involvement' from the principal.

The L.S.T. felt, as mentioned earlier, the principal needed to lead more. In comparing Principal L to the previous principal (whom the L.S.T. referred to as Hitler!) the L.S.T. said; *'His lack of leadership, you know. Maybe half of Hitler and half of him would be good.'*

The I.B. commented on the issue of emails, and used this to highlight both the positive and negative. He gave the example of the process regarding his recent contract renewal and felt that the principal's emails with regard to this were '*a little terse'*. However, he also said that the speed of his responses is very good:

> you don't have to wait two weeks and then email him and say hang on, where's my response. He'll do it very, very quickly. So that is another good point. Things get done very quickly with Principal l and... especially in terms of responses.

The P.H. also identified speed as the positive attribute of the principal's leadership style which he admired:

> we're working on policies at the moment, so, the speed of which he checks the policies I've written, and makes positive suggestions how to improve them, or corrections, or whatever, so, you know, the backup of that sort of thing**.**

Vision and Values

The previous section looked specifically at images and relationships of the principal. The next section will start with the vision and values of the school.

Principal L described his vision of the school as: *'I want to see the school recognized as a quality international school'*. This is very much in line with the published school vision which is:

> To be internationally recognized as a leading provider of quality student-centred international education. (Published vision taken from the school website)

Principal L stressed that the key part of the vision of his school was the word 'international'. He wanted the school to be recognised as a high quality international one, not as a British international school and claimed that this year's work on the curriculum had been aimed at achieving the vision. He added that this curriculum work had also been towards the aim of achieving C.I.S. accreditation, which he felt was vital if the school's vision was to be achieved. With regard to the curriculum, the principal, along with the staff, was trying to internationalise it so that it was not entirely focused on a British national curriculum.

I asked how the principal gets the vision across to the stakeholders of the school and his answer was that there was not a motto or slogan to communicate the vision, as he felt that it was not necessary. His explanation was that: *'the way to do that is to work with the staff. You cannot impose a vision on people. If you impose something, it's like telling somebody about this, what to do with this.'*

To support this, the principal gave an example. Shortly after becoming principal, he reviewed the mission statement, which he considered was *'not to the point, a long, wordy thing'*. The new mission statement was shorter and clearer, however, I was not entirely sure how this was in keeping with not imposing a vision on people, as the mission statement was re-written by the principal only. He also commented that the vision he tried to put across was that of the school, not his own goals of the school:

> And I think it's important that I do put across what I think the goal of the school is. Not mine, my personal thing, but the vision of the school. And I think I'm pretty enthusiastic about it; people know what we want and what we want to do is stick up for where we're going.

However, according to those interviewed, the principal may not have been as enthusiastic at conveying the vision, as he felt he was. Firstly, all the interviewees were in agreement that he was not a 'visionary principal' and that with regard to the staff, he had not approached them and explained and enthused about the vision of the school. The I.B. felt that one of the previous heads had clearly had a vision, but with Principal L:

> Okay, some of our previous heads have been... had a style of leadership where they've had a vision, maybe at the forefront of their thinking all the time, a vision for the school. I think Principal L is a little bit quieter in that respect, he likes to get things worked out on a daily basis, make sure that he's... He has his own efficient style of leadership. In terms of a vision, I can't say he's come to me and explained a vision for the school, other than to keep it moving forwards and to make sure that we tick all the right boxes.

The I.B. said that although the vision of the principal and the school may have not been clearly communicated, that was not to say that the principal did not have plans:

> He'll have plans that he... When we'd have an AMT (leadership team meeting) meeting he'd have plans maybe for the next academic year, not so much five years in advance, but for the next academic year like more projectors or more use of ICT or a change to the curriculum, perhaps something... introducing something at key stage three that's going to benefit learners in key stage five.

The L.S.T. felt that in theory he has good intentions: but in practice *'I don't see how he is going to… you know, how to get to where he is for the school'*.

The P.H. commented that the principal did not seem to have a 'grand vision' but a reason that this may not have been clearly communicated was due to his leadership style and quiet personality:

> I don't know if he's got a huge, grand vision of, you know, many computers in each classroom, whatever, but again, we're under financial constraints, so... not a weakness, but one thing that he might be judged badly because of, is not, he's not the most inspiring when it comes to speaking, and I don't how confident he is in doing large public speaking, and sometimes with the Head, that's expected.

This quietness is important as it is linked to how Principal L conveys or does not convey his vision. The P.H. felt that his input towards the vision was more 'behind the scenes than 'out-there:

> Well he's not, he's not, as I said, he's not particularly... he's not a very oral person, so he's, you know, we do, we do have the vision and we do know, you know, the school's going there, places, but it's not, it's not... I don't know, I wouldn't say he's as charismatic as getting everyone on board, and you know, we're all going to the same place. He's much more of a quiet, behind-the-scenes person.

The L.S.T., contrary to what the principal said to me, said that the principal '*tells us'* when trying to convey the vision. However, this was not an opinion shared by the other interviewees.

There seems to be overriding agreement with regard to the extent that the principal conveys or does not convey the vision of the school. The I.B., M.S.T., and N.T. all commented that this was not necessarily a criticism: it was just not the principal's style. They felt that it was fit for purpose and necessary for the school at its current stage. The M.S.T. added:

> I don't see Principal L as massively visionary. I don't think, I don't think that's a criticism: I think the school desperately needed a period of stability, and he's given it that. And in a sense, it's a very pleasant place to work now.

The school, according to the P.H, IB, and M.S.T. under the previous head had many members of staff who wanted to leave. Principal L had 'steadied the ship' and the P.H. felt the principal had moved things along:

> He's quiet, but he's stronger, and I think he's steadied the ship, so to speak, and I think he's moved us on, as far as he can, with things like marketing, and the website, and policies, and all the little quiet things that people don't actually notice until they're not, you know, until they need them. So we've done a lot of work to do with policies, we've done a lot of work to do with tidying things up, you know, making sure that everything's in order, making sure that things are moving along.

Mission Statement

The mission statement was something closely linked to the philosophy and objectives section of the accreditation process for C.I.S., which the school was going through at that time. With this in mind Principal L (as stated in the vision section above) changed the mission statement because he felt it did not really reflect the school's situation. All of the teaching and admin staff were involved in the process of the new mission statement and mixed groups came back with 10/11 points. These parts were then put together by the principal as a draft, comments were made by the teaching body, and it was then published as a mission statement:

> Providing a safe, positive and enjoyable learning environment using a British educational framework. Encouraging all students to develop to their full potential. Responding to the differing needs of individuals. Promoting qualities of leadership, responsibility, critical thinking, international mindedness and respect. Providing an environment that aims for the highest educational standards in life-long learners. (taken from the school website)

The Mission Statement (and vision) was visible in prominent places around the school and the principal indicated it was in every classroom. It was also used at the beginning for staff meetings (visible on the computer screen) and at P.T.A. meetings and the principal felt that its effect was not necessarily on the day to day running of the school, but working together with the values and beliefs of the school to remind *'ourselves what we are about'*. (Principal L)

Values and beliefs

Principal L felt that the values of the school were strongly linked with its vision and mission and that the values of students' minds and their leaders' were very important to an international school. In the foyer, hanging from the ceiling, was a flag for each of the nationalities represented at the school. With values, the principal said that he did not necessarily use the actual word, but believed it was more important to show it in action.

> It might be words like democracy, and respect, and valuing people's opinions. Tolerance, and so on. It doesn't necessarily mean that I will use the word democracy. I think it's more in action that people see they have a voice.
>
> At school L student leadership and student voice is encouraged. This is through the student council and a student president. When discussing values with the principal he felt it was important that the principal had a strong set of values, for the school, and in the way that he/she leads the school. The most important personal value that the principal stated was about visibility:
>
> Then it must be in the actions that I do. So the actions, what do I do? First of all, I believe it's important that a principal needs to be seen. I think that's important for students and staff, and I don't mean in the sense of keeping people on their toes. That's a secondary thing I think. But it's important that I go round.

When I first arrived the principal was in the primary school doing his 'walk around', which he felt was important, to keep in touch to get the feel of what's going on in the school and for staff and students alike to see that he was there if needed. This included seeing how things

were in the staffroom, but he did not like to be in there for long as he felt this was a place for the teachers to do what they wanted to do in there:

> It's a conscious decision of mine not to go into that staffroom: that's for the staff, so they can bitch about me if they want. Really, it's for the staff to use, and that's their space if you will.

The principal also felt that the way he acted in meetings was a value, something he certainly saw as important. He chaired the meetings but considered that it was important for others to have their say. This openness at meetings was something that both the A.C. and P.H. commented on.

School L's Day

The school operates a rolling 6 day timetable and each day consists of 7 lessons of 50 minutes duration. The PTA and the SEB (School Executive Board) meet six times a year and staff meetings are every Wednesday afternoon.

The meeting agendas are set by the principal. The P.H. said items could be added to it, however, this did not seem to occur frequently. I would like to comment that no specific comment was given from any of those interviewed, but in general conversation it was indicated that very rarely were items put on the agenda which had not been chosen by the principal.

The meetings are started by the principal, and the L.S.T. said that they follow a fairly similar pattern:

> okay, this is the agenda: first he talks what we are going to do today, then that department reports on their stuff, this one reports on their stuff, like that. So, it is not like the whole hour that he talks.

The L.S.T. suggested that the meetings were quite long, and at times unnecessary, and the N.S.T. commented: *'I'm going to be brutally honest: they're just longwinded and pointless sometimes.'*

The I.B. said that the principal would start the meeting but he allowed opinions from other people.

Play

School L, as mentioned previously, and shown in photos AA, BB, CC, NN, OO, PP and QQ had many areas and facilities facilitating student to student play. These ranged from the large outdoor swimming pool to the sports fields, to climbing frames and to grassed areas. As the school was not in the capital city, sports fixtures were generally limited to playing against the three international schools which were within 45 minutes travel. However, the school sent teams to tournaments which were usually arranged at weekends, and to the FOBISEA games. The school had a wide array of extracurricular activities, held at the end of the school day and more than 40 were offered ranging from sporting activities to computer clubs.

I did not observe, nor were any comments made about student to teacher play. With regard to teacher to teacher play, those interviewed were more likely to socialise in small groups rather than one large unit, in stark contrast to the situation from two principals earlier. The P.H. felt that a possible reason for the change was a general feeling that the school was heading in the right direction, and that a play culture similar to that previously, would be a regressive move. As mentioned earlier, the staff room was a place that some members went into, but it was often more likely to be frequented by teaching assistants. However, when I entered the room, one lunchtime, there were some teachers present who were relaxing and discussing their plans for the weekend.

The highlight or lowlight of the week according to the principal was staff football about which he commented: *'Well there's the Thursday night ritual of the soccer game. Lots of teachers play in that'*. Although he did not play, he did regularly watch.

Traditions

School L celebrates many of the ceremonies mentioned above in School E, for example Loy Kratong, Songkran, Diwali and International day. School L does not celebrate any of these three festivals any differently to School E, so I will not repeat the information here.

The M.S.T. commented that the school's music department was strong and annual music shows were performed. The P.H. commented that the principal does not typically organise these events.

> You know, Diwali falls on a particular date, so let's sort of base it on this day, or the King's birthday, or whatever we're doing for that, or Christmas fair or whatever, and then it tends to get delegated out. So he's not the driving force.

The M.S.T. stated that the principal supports the events, but is not involved: '*Not hugely, he supports them.'* As mentioned in the section on images, the principal is responsive to ideas put to him, and one which was put by the N.T. regarding Diwali was implemented, as this will now be an annual celebration at the school. Loy Kratong is celebrated at the school and it was remarked that the principal wore a traditional shirt to celebrate the festival:

> I think this year he wore a relaxed shirt for Loy Kratong. I think the first year and last year, I got the sense that he was just getting a feel for things. I think he was also establishing his authority. He seems a little more relaxed about that this year. He seems to be getting more into that.

Histories and Stories

In answer to the question about the success of the school, he considered that it is successful, based primarily on its very recent accreditation from C.I.S. and on the school's growth and

development. One criterion commented on was the student roll, which I looked at earlier, and the principal was happy that the numbers had risen from 300 to 400 in the last four years. He felt that the changes made led to the schools success:

> And I think the changes that have been made, some of which are not obvious, some of which you'd probably have to work or study here to see those changes, but the changes are quite strong: the improvements in facilities that we're working on. All round, it's a first class school.

In particular the improvements the principal was referring to were in the teacher's lounge, improved facilities for IT, workrooms available for staff. The P.H. felt that that one of the contributing factors to the school's success and its CIS accreditation, were the policies introduced by the principal, who commented: *'we didn't have any policies written down. So teachers did what they want, which is fine, but it's sort of ad hoc and random.'*

The introduction of policies helped the staff to see and understand what the school was doing, and they knew what was required to match the vision of what could be achieved. I asked if there was resistance in bringing in the policies and the principal replied that most members of staff were relieved to have a set of documents which they could refer to and see the direction in which the school was travelling.

The process of gaining accreditation for CIS, which the principal felt was the biggest success of the school since he had been principal, had involved making specific changes to the school and its organisation for example the structures of meetings were changed. I asked why the principal felt that the CIS accreditation was so important:

> I think the school needed it, for many reasons, not the least of which it validates what we're doing. I'm looking forward to, hopefully, getting the seal of approval from CIS: I mean to boast about it. But I think it has brought the staff together. I think it's great that

> our committee meetings are… involved people from different sections of the school, and they get a chance to work together. And what I've seen so far is a highly professional group of people who work with the aim of achieving accreditation.

I consider the 'historical event' which has most affected the school has been the culture of the school under the leadership of the previous principals. In the previous chapter, in the introductory section for School L, I stated that there had been four principals before the current one, whose leadership style is very different from that of principal s three and four.

The L.S.T. commented that the third principal was generally liked by the staff:

> We were more like friends. When somebody in somebody's family passed away we all went: when somebody got married we all went. So, we had a good personal relationship back then: or much better.

The M.S.T. described the school as being very different not just in leadership, but also with much smaller student numbers, of which a larger percentage was ex-pat. The L.S.T. suggested that the smaller size of the school meant everybody knew everyone else very well. The L.S.T. also commented that there was a lot of socialising out of school. On this matter the M.S.T. described Principal 3 as gregarious and:

> she would go out, you know, it was big parties. There was apparently, I don't know a booze side of the school, you know, a group of teachers who were big boozers and used to go to every weekend and boast about whatever happened, and you know, it was that type of school which had a really bad reputation, apparently.

The M.S.T. suggested that Principal 3 could also be a 'bully':

> and would bully people to come round and socialize. To the extent that I actually got a warning letter once when I was late to an inset party on the beach, because I was actually wrapping up some admin work in the library, and I had to explain that quite carefully, and deal with that quite carefully afterwards.

Principal 3 left shortly after the beach party incident by a mutual agreement and many of the staff left at the same time. I asked if this was in support of Principal 3, but the M.S.T. felt that it was mainly for other reasons:

> a large amount of staff at that point, who I think were ready to go, many of whom had been here for a long time and had enjoyed it, but the school was growing and taking in different kinds of students and I think it needed a different approach.

Principal 4 was brought in and his approach was very different. The L.S.T. described him as:

> An extremely stressed person, who didn't deal very well with anybody questioning decisions, or even just wanting extra information – he saw that as challenging and became very offensive and quite... just a very difficult character to deal with basically.

I asked if this was an opinion shared by most of the staff at the time and the M.S.T. commented that he was very unpopular:

> He saw a leader as somebody who had to be cleverer, and more knowledgeable, than everyone else. He didn't see it as a facilitator. He didn't see it as pulling in everyone's skills: he saw it very much as a dictat. And he was hugely unpopular, as you can imagine, and he left after his two-year contract.

The L.S.T. went a stage further than calling Principal 4 a 'dictator' and said that many members of staff referred to him, behind his back, as Hitler. He also felt that most staff members found him very unpopular. At the end of the first year of Principal 4's contract the M.S.T. said that many teachers left: *'after the first year, we again had a massive staff turnover, in part due to him, and his personality.'*

When Principal 4 left, the M.S.T. and L.S.T. commented that everyone was hugely pleased. The M.S.T. was extremely happy that he had gone. Principal 4 left after the second year of his contract, but by that time the new Head of School (who became Principal 5 – (Principal L) had taken over much of the day-to-day management of the school. M.S.T.:

> so during his second year he was less visible, and I think job-hunting quite a lot, so in his second year here, he influenced the staff less, and so it was, it was less of an unpleasant place to work.

Therefore in the space of four years the school went from a culture of partying, through being run by a 'dictator', to the current principal, who is seen as 'steadying the ship'.

When looking specifically at the history of the school with regard to crises, Principal L amusingly replied: *'Nothing happens here! Beautiful, idyllic peaceful place'*. The L.S.T. and M.S.T. commented that other than the differing style of principals, there had been very little 'excitement' or 'crises' at the school.

Recruitment

In August 2011 School L has 56 members of staff, most of whom are from the UK. There are 7 from the U.S., 6 from the country the school is in, and 1 from South Africa, Australia, Ireland, New Zealand, Canada, Philippines and China. The staff package included salary, health care, flights and accommodation, although both the principal and the N.S.T. described the accommodation as basic. The salary scale appeared to be low in comparison to other international schools, however, living costs for teachers in the school were considerably less than those in the capital city and this meant that the teachers had a good standard of living.

School L advertises for teachers through the T.E.S. site and the interviews are held in London. The Head of Primary informed me that both he and the principal would be doing the interviews in London this year, rather than, as in the past the principal and the School Manager. The Head of Primary explained that as he had shortlisted those to be interviewed in London he wanted to follow up and see them in interview. The recruitment procedure which included high

advertising costs, flights and the hotel expenses, etc. made the recruitment procedure expensive, but the principal explained:

> It's not a cheap experience at all. But in terms of the staffing that we get, the teachers that we get, it's going very well. The bottom line is whether we're successful or not is what we now get is through the teachers. We've got first class teachers.

Some teachers were recruited locally and a few that had not been able to come to that country or London, had been interviewed by Skype. The principal had mixed feelings about the effectiveness of using Skype for interview purposes. He had appointed two people via Skype, and they had proved to be very good choice, but he felt that it is not the same as a face to face chat and he highlighted the fact that you never know what is going on in the room of the interviewee, they could just be reading from a cue card for example. The principal said that the techniques he used for identifying prospective staff members who shared the school values was by closely analysing their CV's and judging their personality, which would of course be more visible in a face to face interview.

In the second interview with Principal L, he reported that all vacancies had been filled and that there had been no changes to the usual recruitment policy followed by the school.

5.5 Principal J (School J)

The visual scene

School J is situated in a rapidly expanding, central area of the city, which is becoming highly sought after, with land prices rising quickly. Despite that, School J covers a large area and is situated next to one very large international school and opposite a smaller one. For obvious reasons I have chosen not to show a photograph of the school, but will try to describe it without making obvious which school it is.

The school has five major buildings in which teaching occurs, including the new IB cluster building which was due to be opened the week after I visited. In the senior school area the buildings are split into faculties and the administration building, which also includes classrooms. The first floor consists of the reception area, administration offices, principal's office, his secretary's office and the staff room. The Head of School and her secretary are situated on the ground floor.

The school was well secured, with a parameter wall and entrance and exit guarded by security. Although I was quite surprised by the wall and guards, I was reassured that this was not an indication of the levels of crime in the area (which were very low) it was just the way that some buildings, such as schools, were protected. However, security was stepped up a few years ago after a student was kidnapped on the way to school, not on the campus, but concern from students and parents led to the increase. I was unable to get further information about the incident, but there is no indication that students felt in any way threatened by being on the school campus.

I was taken by the accompanying teacher to the reception area, and then escorted to the whole school assembly. Assemblies are held in the main hall, which is also used for basketball. The senior school were seated on bleachers, on the left hand side (photo BBB), the junior school on the floor, (photo AAA) and parents were sitting near the far wall (photo AAA). Above the parents in photo AAA the school's vision and mission statement can be seen above the door. There were over 1000 people in the hall, including the staff and the 200 parents.

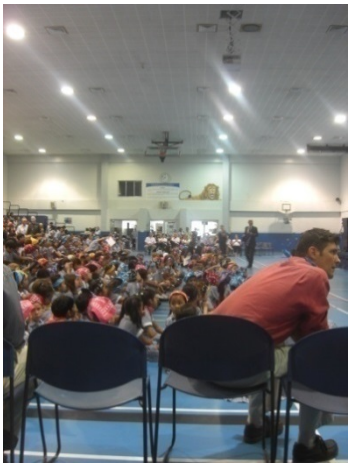


Photo AAA



Photo BBB



Photo CCC

I found the assembly interesting both from an educational point of view and as an insight into the culture of the school. The assembly lasted approximately 45 minutes and I was surprised to see that students, parents and staff remained fully focused, with very few noticeably switched off. The assembly included student awards, both sporting and academic (Photo EEE), students speaking about recent events at school (photo FFF), receiving awards and encouraging other students to be involved in future events. The assembly, for the most part was lively and at a fast pace, including two musical interludes, one a concerto performed by two students, the other the singing of the school hymn, which was displayed on a screen (photo DDD). As can be seen from photos AAA, BBB and EEE everyone present, including myself, wore a bandana. It was the first time such a thing was done at the school, but the principal indicated that it would become a yearly event. The concept was that everyone wore a bandana of a different colour and paid about the equivalent of 2 GBP for it, money which was paid into a charity relating to an illness suffered by a student at the school. The designs of the bandanas were the winners of a 'design a bandana' competition, held earlier by the school.

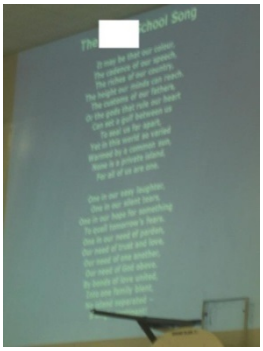


Photo DDD



Photo EEE

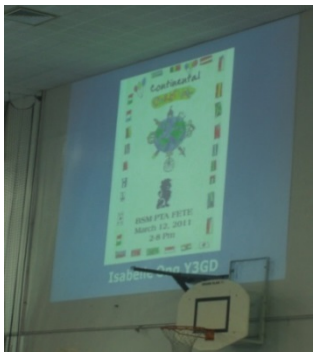


Photo FFF

The main hall was well furnished considering its dual purpose. A projector and sound equipment had been installed and the hall was painted white and very well lit, but this may have been due more to its being used for basketball than for brightly illuminating assemblies. The main hall was near the administration block, in the entrance of which, on the day I was there, was an art display (photo GGG), and English food and snacks were being sold (photo HHH). The art display was eye-catching and led to further works, on hung around most of the walls. The art work was bright and colourful and attached to each painting was the name and year of the student.

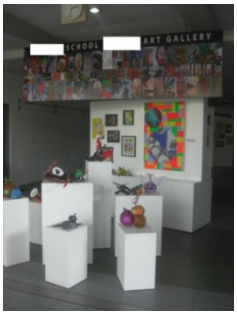


Photo GGG



Photo HHH

In the centre of the ground floor was the staff room, which was easy for me to locate, not from the clear signs, but from the number of staff heading towards it and the smell of food.

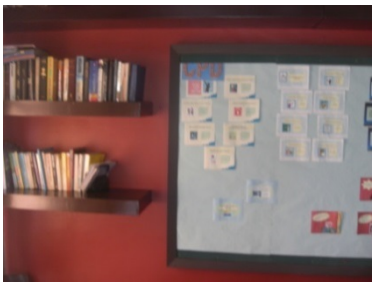


Photo III

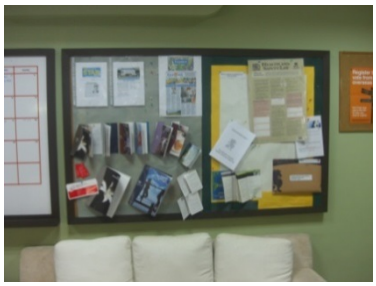


Photo JJJ



Photo KKK

The staff room was a medium-size room with good lighting and several areas of seating, mainly comfortable looking couches. One side of the room was a kitchenette and in one corner (Photo III) was the CPD area. All the walls were covered in notice boards containing information about the school, ranging from daily events to information about students and cover notices.

Between buildings there were covered walkways, with a large number of bins. Behind the new cluster building for IB were the sports fields and the swimming pool. Next to the IB building was the outdoor gym/basketball court (photo LLL) and beyond that, past a manned secure area, was the students' dropping off area. In the background of photo LLL can be seen flags representing all the nationalities present at the school and the outdoor playing and climbing area.



Photo LLL



Photo MMM

During the tour of the school, I was impressed, not only with the number of displays and notice boards, but the quality of them. The corridors were clean and the walls around all the displays were painted in white and blue, these being the school colours. Student work was displayed in prominent places, mainly in faculty areas, however some of the displays were cross-curricular, for example, in photos NNN and OOO, is a display showing students' art work produced in conjunction with the English Literature Department.



Photo NNN



Photo OOO

Visible on every classroom door and each faculty notice board were the school's mission and vision statement and displays tied in with the mission statements claim of 'family warmth'.

The hard work and success of students were visibly shown in a variety of displays ranging from the 'Top Tens', which showed the students with the most house points, to the Senior School Wall of fame, and a mounted, enlarged copy of the school magazine, showing the successes of both students and teachers.





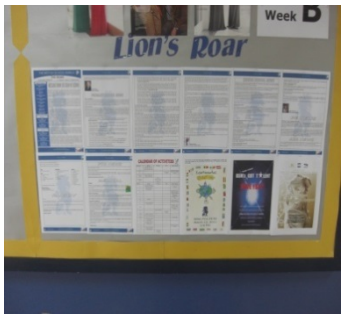


Photo PPP **Photo QQQ** **Photo RRR**

Photos SSS and TTT show the school library and of more examples of the colour and vibrancy of the buildings, which led to a feeling of its being less like a school and more an art gallery. The dining hall was half open plan, well aired and neatly furnished. It was monitored closely by staff, where teachers were visibly involved in specific duties.



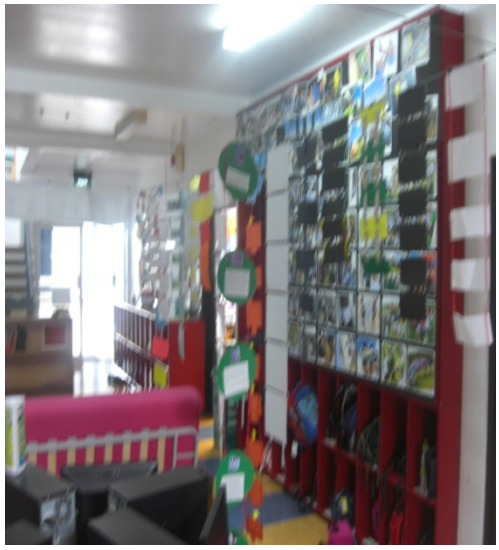


Photo SSS **Photo TTT**

The students were well behaved and generally well groomed, however some in the lower senior school had their shirts out and looked slightly untidy compared to the Year 12 and Year 13 students, who looked professional and business like in their attire. At no time did I hear any language other than English and I was impressed with the courteous nature of the students

who, on numerous occasions, opened the door, asked if I was going in the right direction and were curious to discover who I was. I presumed that this was because visitors were rare to the school, but this was far from the case. The students were simply interested in knowing what was occurring at their school.

Images of Principal J

The members of staff selected from School J were the following; the Head of Senior School, Assistant Head, Long Serving Teacher, Medium Serving Teacher, and a New Teacher. Due to timing and logistics, it was not possible to interview the Medium Serving Teacher (M.S.T.) during the school visit. I tried to arrange a Skype interview, but the M.S.T. contacted me sometime after my visit to the school and asked to be withdrawn from the project.

The Head of Senior School **(H.O.S),** and also the Deputy Head of School has been in the position for nearly two years. She made a decision to leave her previous school, a proprietary school, because; 'it *was run as part of the business, really and that was my reason for leaving after a couple of years; that educational decisions weren't always made.'*

The Assistant Head **(A.H.)** had been at the school for three years, having previously been a Head of Department in a number of schools in Asia and North America.

The long serving teacher (**L.S.T.)** is currently teaching in the Senior School and has worked at School J for 15 years.

The New Serving Teacher **(N.S.T)** is currently in her first year at and is a H.O.D.

The first question I asked each of the members of staff was 'Can you comment about the principal and his/her leadership?' The responses were as followed:

> experienced; he's focused; he's dynamic; he's aspirational; (H.O.S.
>
> I'll sum him up in two words, top class, in my humble opinion (A.H
>
> He's an incredible motivator of staff, and students, and parents (L.S.T.)
>
> He is very personable, an authoritative charisma. (N.S.T.)

Those answers summarise how the interviewees felt about the principal and from the questions asked, the key themes that emerged about him were with regard to his leadership style, his ability as a listener and motivation. These areas will be explored in more detail below.

Regarding his style of leadership, the terms autocratic, paternalistic, democratic and lasses faire were used firstly by the interviewees and he was not universally placed in one of the 'categories'. However, there was an agreement amongst those interviewed that his style was both paternalistic and democratic. The H.O.S. commented:

> Okay, I guess his natural style is probably paternalistic. He likes to think he's democratic; he can be a bit autocratic at times, when needed and perhaps when he's on his high horse about something, which isn't often but occasionally.

She gave an example that, in her opinion, showed him to be democratic and she thought that it was important to show that he could accept that he was not always right and would listen to, and be affected by, others. The example related to recruiting teaching couples, which, according to the H.O.S., he did not like to do. This surprised me as principals in the country where I was teaching at the time encouraged applications from teaching couples, believing them to be much safer and more reliable than, for example, a single male teacher. However, the H.O.S. commented that Principal J felt that '*if one of them is a ten-out-of-ten the other one usually isn't*'. Nevertheless, on his return from London in the February interview session, 50% of the

new staff recruited were teaching couples and the H.O.S. commented that they were of a very high standard:

> And he actually said, he said in several forums to myself and I think he said at a staff briefing as well, that on this occasion he'd been convinced that it was the right thing to do even though he usually believed that it wasn't.

Commenting on the principal's specific style the A.H. felt that his paternalistic/democratic leadership style drew members of staff to him, in a positive way:

> I think he's just got that, he has got, you know, it sounds like I love the guy, he's got an aura about him, which you just know the right thing, the right way to act, the right things to say. And, you always, and I think this is one of his strengths, and I think a lot of our staff would say, it's like a father figure, you want to impress him.

The L.S.T. interestingly described his in a similar way to Sir Alex Ferguson (long serving and successful manager of Manchester United Football Club):

> and in some ways he does remind me a little bit of Ferguson. He has, you know… he's solid, he's there, he's, you know, he will give you his opinion, but he will, he will listen. Although, I don't know, I mean, with, sometimes with people like Ferguson, obviously, someone who's a bit of a [unclear], he might come across as quite an overbearing chap to someone; it all depends on… again it all depends on people's own individual personalities and how they deal with that.

The above comment, highlighting the similarities between the principal and Sir Alex Ferguson, chooses specifically to comment about the principal as a listener. The L.S.T talked about principals who say that 'their door is always open', claiming that despite their saying so, some did not make themselves open and available and in fact that their door was rarely open. However, with Principal J, the L.S.T. felt:

> But you approach him, he's always there to listen, his door's usually open, you know when you can go in. If his door's shut then he's got issues going on, but normally if he's working he'll have the door open, you just say to the secretary, is it all right if I go in? Knock on the door, fine, you know.

The H.O.S. also praised the principal in this context, saying; *'He's interesting because he's a good listener and he stares at you when you're talking.'* The use of the word 'stare' is interesting as I

noticed during interviews with the principal that he always kept eye contact during conversation.

The A.H. felt that his listening style and eye contact were linked to his motivational qualities. '*He is an incredible motivator of staff*'. When asked to give an example of this the A.H. said firstly that he gets the best out of everyone:

> Yes, it's pretty, [unclear], you know, again, I hear him in the staff room speaking to women; he knows exactly what buttons to push with them. He knows people. He's, you know, sort of call a manager, or leader, he knows people; he knows what buttons to push.

He commented that 'pushing the right buttons' was certainly not negative, because he knew which buttons to push, because of his relationship with the staff (more in the relationships section.)

The N.S.T. felt motivated by the principal's personal touch:

> The personal touch. It's the little details, and even for my interview actually, he spent a lot of time asking me what my husband would do here and all about him, and it made… it instantly made us both feel that it would be the right move to make.

Lastly, the view of the H.O.S. was that what made the principal's leadership style effective, in addition to admitting he might be wrong, was being aware that he was not an authority in all areas.

> If it's something whole school then it will largely be implemented or driven by him guess the best example for the whole school is the driving forward of technology. He's essentially only part of the team; he doesn't really lead that team because he's not an expert in technology and doesn't claim to be. So, he's appointed a… one of the primary staff who's an ICT expert and an IT governor, really, to lead those developments. So, he recognizes where he is able to lead something and where he doesn't have the expertise to do that which is good.

Principal's relationships

The next section looks at the relationships of Principal J. The stakeholders I consulted were the school owners, the leadership team, parents, students and teachers.

School Owners (Trustees and Governors)

Although I was unable to interview either a member of the trustee or a member of the board of governors, those interviewed felt that the principal had a very effective working relationship with both. Although the following comment was with regard to the effectiveness of the school, it does show the principal's thoughts on his relationship with the board, and with his staff. Commenting about the effectiveness of the owners, and his staff, the principal admitted:

> I think I'm caught in the middle of a superb Board that deals with strategy and listens to me – or listens to others – an absolutely superb Head of Primary, Head of Senior and assistant heads and I'm sort of caught in the middle and I think you could probably have Mickey Mouse in there and such is the effectiveness of the rest.

The principal is the day-to-day manager of the school and as the old saying goes; '*the board sets the course and Head steers the ship'* (Principal J). However, because of the strong relationship between them he makes recommendations to the Board on strategy and policy. He is very much left to run the school, once the budget is approved. Describing the board as '*absolutely magnificent'* was possible because he was comfortable calling a member of the Board to ask for advice on a range of issues and knowing that it would remain absolutely confidential and that *'there is a clear understanding of each other's roles in terms of board and management'*.

The L.S.T. commented more on the success of the board than specifically the relationship between the two:

> And he's also got a very good Board of Governors behind him. I think that's… actually that's been key to the success of the school over the last 25 years. I'd certainly argue that anyway.

I asked if this meant that the board was free to make the decisions that they wanted or if they were in any way micro managed, and the L.S.T. emphatically said this was not the case; *'he calls the shots'*. I asked the principal if the board tried to get involved with the 'day to day' running and he gave an example and commented on it:

> I've got a newcomer at the moment who has found it quite difficult to come to terms with the fact that they are not managers of what goes on in the school, which they are board members and they brought on... or are elected as parents or brought on for expertise and advisors, and their role should be critical friends.

In response to the question of how this situation was resolved he said the situation had been managed by training sessions in order to clearly establish the boundaries.

<u>Leadership Team</u>

The principal, commenting about the leadership team; *'they have structures and routines and cycles and schedules that they follow that are very effective' and* that they are there to '*keep an eye on the ball, academically' (*Principal J*)*. The H.O.S. felt that the principal had a lot of trust in and respect for her and therefore:

> He leaves me to it pretty much, in terms of the senior school. He'll make the odd comment; the odd suggestion and obviously I like to often run ideas past him. He doesn't expect me to but it's good to sometimes have a sounding board for things. So, he leaves me pretty much to my own devices as long as I don't do anything that's against the vision and mission and I don't do anything that detrimental to the other part of the school, the primary school.

I asked if the principal interferes with the work of those on the leadership team and she commented; *'and as long as that's what I'm doing he very rarely, almost never I think, interferes.'*

The A.H. who was employed at the school before reaching this position felt that he was treated no differently when becoming a senior leader at the school: *'I think he treats me exactly the same. He gets to know you; he knows what buttons to push. He'll, you know, go out for a drink, speak to me about football, you know.'*

The leadership team meet weekly, Mondays, and the meetings are seen as being necessary and effective. However, the H.O.S. felt that the principal's approach could be slightly more effective with regard to the minutes of the meeting:

> I'm one of those people that always starts meetings by going through the last meetings' minutes, so that we don't forget anything; things never slip through the net etc. He's much more: let's move on, let's get on with the next stuff etc. And things sometimes slip by the wayside. Not big stuff but sometimes stuff that comes back to bite you.

With regard to the agenda, the arrangements around this have changed recently. The H.O.S commented:

> Here, when I first came there was no agenda in advance. And we would turn up to the boardroom and there would be a pile of papers with the agenda and whatever supporting documentation was required.

Now the agenda is circulated by the principal, early on the Monday morning, and the leadership team are able to add to the agenda any items which they may wish to include.

<u>Parents</u>

The A.H. felt the principal's ability to 'push the right buttons' was certainly the case with the parents:

> He's like I said, going back to what I said before, he knows what buttons to push. He knows how to manipulate parents, he knows how to get them on-board, he knows how to do that with staff. He knows how to motivate.

Although parents can meet the principal individually, most interaction is in the Parents' Forum, which follows immediately after the whole school assembly (200 parents attended the one I

observed), in which the parents get to ask the principal any questions they wish. The H.O.S. commented that this tends to be parents of the primary school students, so the principal introduced an initiative where the parents of the senior school were able to know more of what was going on at the school:

> we have fixed dates during the year where we just invite parents to come and say, okay, what do you want to know? Yes, it's a bit scary but it's good to dispel their misconceptions and their worries and you know, it's worked quite well I think.

The L.S.T. commented that the initiatives introduced by the principal have certainly strengthened his relationship with the parents, but he is keen to keep them in their place, so to speak! *'With parents, very good; loves the idea that they're here, however, doesn't like the idea of them if they overstep their mark.'*

The L.S.T. went into more depth citing a recent incident with a parent:

> He's had them in his office and said, hang on a minute, this is what's happening. Well, just a parent who wanted to follow the school bus on a trip and he, you know, he had said, no, that's completely unacceptable, you can't do that.

Commenting on his own relationship with the parents, the principal said that the school had thrown up some situations with parents which he had not experienced in his work at other schools and in other countries:

> I'm used to dealing with things by getting on the phone and talking it through with people, but very often the first that I'm aware of an issue –and it's often very trivial and often because little Johnny's gone home and told parents perhaps half a story – is a lawyer's letter. So, you know, a fair chunk of my time – we were talking earlier about how I spend my time – there's nothing bubbling under at the moment, but historically a fair chunk of time has actually been dealing with lawyers.

<u>Students</u>

Commenting on his relationship with the students at the school, the principal stated:

> My interaction with students is somewhat limited by the nature of the position. Most of my communication with them tends to be on an individual basis or larger groups. When I meet them I do as much as possible to learn about their situations, interests and needs, etc., and motivate them accordingly.

He has some class contact with students and currently contributes the P.H.S.C. course in years 7,8,9,10 and 11, with a unit on internationalism. Regarding these classes, the A.H.'s observation about on the relationship was; *'they know that they can speak to him very casually. But they know there's a line, you know, they completely respect him.'*

The A.H., L.S.T. and N.S.T. all remarked on the respect that the students have for their principal and the N.S.T. commented; '*respect, I think. Everyone just respects him. They would never ever want to have to be spoken to by him in a negative way.'*

The L.S.T. felt that one reason that the students respected the principal so much was that they had known him from an early age:

> And it's brilliant, and what that does, because you know, obviously there's a lot of secondary children now that have been through the primary school and they've got very, you know, you talk to them and they've got fond memories of all the trips that they've done and special days and they get involved.

The N.S.T. said 'from *my experience I think he's quite consistent. I mean, the pupils love him. They really, really love him'*.

The H.O.S. believed that this also enabled him to be more familiar with them and; 'he *knows a remarkable number of them by name.'* Continuing, she said that; *'He has, yes; he has… yes he gets on really well with the students*'.

However, the H.O.S. felt that some of the Year 10/11 students might feel he was sometimes a little grumpy, but that did not affect the relationship or their opinion of him; *'They'd probably*

say that he's a… they'd probably say he's firm but he's fair. He can be fun; but they'd probably say he can be a bit grumpy.'

The principal was also perceived to be very visible outside school when supporting the students. The L.S.T. made reference to the fact that he is the first principal whom he has seen actually watching and taking an interest:

> no one's asked him to come but he comes down and supports you and it doesn't matter whether it's a football match, whether it's a swimming gala, whether it's a basketball game, right across… right across the events he's always there. And he's not watching you, it's just, you know, his way of saying, look, yes, this is great, keep going guys.

The A.H. commented that this was not just with sport:

> And he's the same with music and all the other periphery, well, not periphery subjects, but other subjects that are sort of non-academic subjects, you know, so to speak, the extra stuff, the extra-curricular stuff. Which I think, yes, good on you, because that's the first principal that I've ever really seen do that.

He also drew attention to the principal's visits to classrooms. This was not on a formal observation basis, but just to see what was occurring.

> He's, I remember my first year here, he was in and out my lessons all the time just speaking to students very, sort of casual. But then also in those casual comments he'd have quite a meaty comment, you know. It'll be, you know, what are you learning here, why is that useful, has he told you?

<u>Teachers</u>

In commenting on his relationship with the teachers the principal stressed that one of his major roles as principal was as supporter of the staff; *'I think, in an international school environment you're certainly aware that there's a pastoral role for staff, looking after staff'*.

When asked to give more detail about this, the principal said that, in England for example you are starting a new job, but many parts of your life continue as before; however, in an

international school it is both a new job and a new life and teachers need more support in an overseas environment, certainly at the beginning of their contract.

Those interviewed felt that Principal J was very good at looking after the teachers. The N.S.T. gave an example of something the principal had said during her interview:

> The personal touch. It's the little details, and even for my interview actually, he spent a lot of time asking me what my husband would do here and all about him, and it made… it instantly made us both feel that it would be the right move to make.

The L.S.T. and A.H. commented again about his ability to motivate staff and the L.S.T. referred particularly to how he would always try to help:

> And, you know, there could be other associated problems with your work or standard of your work, he will do anything to help you, and to make you a better teacher, and a better team member. And he's done that with a lot of staff.

Those interviewed commented that he attended many events and this endeared him to the teachers, The N.S.T. stated:

> I mean, you know, he'll be at the swimming gala one minute and then he'll go across town to try and catch the football match the next, so I think that type of thing, I think is really important. I think it's good for the morale of the staff as well.

The H.O.S said that the principal naturally wanted to be the 'good guy' and liked to say 'yes, we can do that' when someone comes to him with a suggestion which will cost money, but he is also prepared to be the 'bad guy'; *'it doesn't mean he's afraid to be the bad guy because he will be and he will tell people what he thinks and he will make tough decisions.'*

The L.S.T. commented that he will listen to staff and take on board many of their decisions, but, ultimately, he is the principal and the staffs respect that:

> So, you know, he'll stick with his… he'll make a decision, you know, he won't try to bend over backwards to accommodate. He'll say, well, hang on a minute, this is why I'm doing this, this is for the good of the school, in my view, and that's what I'm paid to do.

> And he does it and, you know, if you don't… if a decision doesn't go your way or something, all right, fair enough, just get on with it.

In summarising the relationships between the principal and various stakeholders, the A.H. said; *'and I think he has created, there is a special feeling about the school, I think, and a special feeling amongst the students, and the staff, and the parents'.*

Lastly I asked each of those interviewed to give examples of something the principal had done recently to highlight his leadership style. I asked for one example where the interviewee felt that he could have acted differently and one where the interviewee felt that the principal has acted in a positive way.

Interestingly the N.S.T. could not think of an incident where the principal could have acted differently. The A.H. chose the interview procedure, in which each prospective teacher is required to teach an example lesson. The principal indirectly answered this question when commenting on his recruitment and selection policy. He does not attend these lessons but prefers to have the head of the relevant faculty to observe and then report back to him. His reasoning is that the Head of Faculty would be working closest with the new teacher, not the principal, therefore it was vital that they observed and commented on the potential staff. The principal added that he has complete confidence in and respect for his heads of faculties, and that they are in a better position to comment.

The H.O.S. and the L.S.T. each gave examples, highlighting both the positive and the negative aspects of the principal's leadership style. The H.O.S. cited an incident from the assembly which I had observed earlier in the day. The student council had put a suggestion to the principal that girls be allowed to have their hair without 'ties', except in D/T workshops, for example. The H.O.S. was impressed that the principal listened carefully to the council and then discussed the

issue with staff and the leadership team, subsequently informing the girls that they could stop wearing the hair ties on Monday. The H.O.S. felt that:

> I would have said to them: so, girls you can take those bobbles out of your hair and get them to do it there and then. It would have just been a little bit more… to be honest which teacher is going to tell them to tie their hair up for the rest of today? Nobody is, so I would have just made it a bit more symbolic. And I was just a bit disappointed that he… it went a bit flat and I think for him he could have actually made more of it for himself with the students if he'd done that.

The L.S.T., gave an example about a teaching couple who are no longer at the school. This incident was separately commented on by two members of staff in informal chats and by the principal himself. It revolved around the fact that the female teacher had to be let go. She was very popular with both the students and the staff, but the incident involved housing allowances, and, according to the L.S.T., the principal *'was actually really left in no other situation but he had to let this person go.'* They were given 10 days notice and given the situation with work permits etc., this was basically 10 days for the couple to leave the country. The L.S.T. felt:

> I thought that was harsh. There was no… but at the same time you had to, sort of, admire him (Principal J) for having the guts, I suppose, to go and do that. I mean, it was a pretty tough decision.

The L.S.T. said that it did affect the morale of the staff for a short while, but it occurred at the end of the academic year and, at the beginning of the new term, the principal addressed the matter by '*speaking to staff on the whole issue and said, you know, this is a great school and we've got to move forward.'* The L.S.T. felt that the school did so and he saw the strength in what the principal had done.

The A.H. commented on the fact that the principal is always present. Be it at school functions, at sports events or when '*he's running into school early and ready at his desk by 06:00.'* The N.S.T. gave a recent example of the opening of the new building and she, the N.S.T., was concerned that the lights were not going to be available for the production. At the time the principal was

in England interviewing and she was reluctant to 'hassle him'. However, it reached the point where she felt in need of help to obtain the necessary finances for it, as the budget would not cover this expense:

> So I emailed him (Principal J) and he was in London, he was interviewing from dawn until dusk and he was like, please it's very hard for you to believe this, but please do not worry about it. I will sort it out, we will find the funds, and we want to make this production as good as you want to make it.

Vision and Values

The previous section looked specifically at images and relationships of the principal. The next section will start with the vision and values of School J.

The school's published vision was:

> The British School (name withheld) will deliver the highest standard of education for British children and for English speaking children of other nationalities. (Published vision taken from the school website)

In response to my first question about the vision of the school the principal replied that he saw the vision of the school as:

> A bloody good education, where our youngsters are happy, they're achieving massively academically, massively socially; they've got plenty of opportunities to succeed and they're going home happy.

He then went into depth about his vision for the school:

> I do have a vision of what I want in a school - one that's academically successful, one that values students. What you see here, I think, where there is warmth, where individuals are valued, where staff feel valued, but where there are expectations in terms of their own contribution and all those sort of ingredients. That's sort of my… what you see here is what we've been working towards for some years. Although it's almost happened by accident, because it's the sum total of the efforts of everybody we've brought on board and of course, I'm conscious as of what I want when I make the appointments and where we're going.

With reference to the vision of providing a 'bloody good education':

> And then of course there's the other part, the final part, what the students will be provided with in terms of the curriculum, in terms of class size, in terms of an education

> environment, in terms of an extra curricula programme - so I suppose it was brought together by all parts, but those are how it's sectioned.

I asked how he tries to ensure that the vision of the school is followed, to which he stated:

> by far the most important thing I do, is employ teachers: by far and, of course, we try and employ the right teachers that will maintain that and contribute to it.

The principal's recruitment policies and 'the extra mile' will be looked at in more detail in the findings chapter. The principal also commented on the importance of an English Speaking environment as part of the vision of the school:

> Well, first of all the vision clearly states a school for English speaking children, and that means that... I think this is significant - amongst students, and very, very rarely amongst adults, and occasionally support staffs were here to dialogue, that English is the only language we hear around the campus. That means there aren't any language ghettos, there aren't any little corners where only Korean is spoken or only German is spoken, for example, so I think that's a factor and that helps us be what we are.

Those interviewed commented on the fact that the students never spoke any language other than English and I observed this, down to the level of swearing in English on the basketball court.

Opinions about the principal varied slightly and on the extent to which he was a visionary leader, but there was full agreement that he had a vision, which was in line with that of the school and that he ensured that this was conveyed to all stakeholders.

The H.O.S. the A.H. and the L.S.T. commented about the growth and direction of the senior school, to which they felt he had directly contributed with his vision. They all agreed that this had taken the school forward in a direction which contributed and added to the schools success. H.O.S.:

> The principal is very good, in terms of taking the school in a direction, and it needed him, or certainly someone of his character, to come in, to really get the secondary school moving. He had a very firm direction in terms of what he was doing with the secondary school and where we were going with courses, development plans and

> buildings and everything else. So, and you look at it, the school's been excellently managed.

The H.O.S. felt that his ethos and his vision for the school was very forward looking:

> He's very forward-looking: he's always trying to make sure that we're not resting on our laurels; that we're trying to get us to embrace the latest ideas, the latest technology, to move forward, to make the school the best it can be in whatever way that is, really.

The A.H. commenting on the principal's vision felt that he had a big picture approach:

> He has a, he's a big-picture guy, he looks at the big-picture all the time, he leaves the details to other people. His job is the big picture and almost making sure that all the wheels are oiled and continually sort of go.

The A.H. interestingly, but not negatively, likened the principal, with regard to vision to Adolf Hitler:

> It's what I said earlier - this is my vision, my big goal. (implying Principal J) I mean I'm doing this with my Year 12's at the moment with Nazi Germany. I'm not equating Principal J to Hitler or Nazi Germany, but one of the theories of how Nazi Germany was structured was a thing called working towards the Fuhrer. The idea is he has his big vision, and ideas, everybody knows what it was, and then you got to work towards it. He's so explicit you know what it is and it's all about you working towards it. So he directs you, but he doesn't. He's not telling you what to do as an expectation of what you have to do, and it's almost about, yes, you working towards that. Very rarely will he tell me I want you to do this, this, and this. It's, ah, that's your job, go ahead and do it! If there are problems he will interject. Yes, it's sort of, oh, I read this article, have you seen what's happening here? And then, when you read, right, I should be doing [unclear] about this. So, again, you know, he'll, he's very clever, he'll be having a drink, and he'll talk about, you know, reading a white paper, you know, see about this, or how do you think that could be?

The L.S.T.'s thoughts on the principal's vision agreed with the idea that the school is 'working towards the principal', stating that the staff are aware of the vision, but might not be fully aware that they are conveying the principal's vision, but they were all working towards it, possibly subconsciously:

> I think they do. Whether they realize they're doing it consciously or not is another question, because of the strategies that we have in place, because of the way in which we teach, that's all linked.

The principal felt that the vision was conveyed very clearly, and in many ways and many vehicles:

> It sort of comes out of the woodwork. It's just like: it's interesting watching new students arrive, especially if they arrive from a UK state environment. By the way, I'm a big fan of the UK state environment, but where perhaps, in some situations, there hasn't been a focus on the academic – I don't like the word, discipline – but good practice and see them get just, sort of, sucked in by this ethos, whatever it is.

The H.O.S drew attention to the fact that the vision was embedded in the policies of the school:

> It's embedded in our policies. In every minute… in every minute sheet – there's a standard minute sheet for every meeting that takes place in the school: two questions at the top - but every single minute sheet is, is this decision compatible with our mission and vision?

The principal also felt it was important for staff to be aware of the vision. Part of the Monday morning meeting was used sometimes for consideration of this: *'occasionally, in my Monday morning briefings, I say to staff, let's just remind ourselves what our mission and vision is.'* The vision was also conveyed beyond the teaching body of the school to the parents, for example and the principal gave an example from that very morning:

> People, parents make reference to it, I make reference to it in communication to parents, for example, I had a parent – this is extremely unusual, very rare – make an unfortunate racist statement to a teacher this morning, about where that teacher happens to be going to work. And in my response to that parent, I will make reference to our mission and vision.

<u>Mission Statement</u>

Principal J found the wording of the old mission statement unsatisfactory, so in 2005 it was re-written. A committee made up of parents, students, teachers, managers and board members looked at the statement and set about revising it.

The principal was not a member of the committee as he wanted to take a back seat in phrasing it, but wanted the statement to embrace what the school valued. The process involved lots of discussions, debate and arguments before it was formulated as:

> The British School (name withheld) provides outstanding education for English speaking children of all nationalities aged 3-18, based on an adapted form of the National Curriculum of England and the I.B. diploma. This is achieved in a friendly family atmosphere that nurtures a community feeling where the emotional, physical, creative, and intellectual needs of all children will be met within an international environment.

The mission clearly stresses the 'family', which the principal claimed was something very important to all concerned and the main reason for the size of the school staying at around 800:

> The mission, of course, stresses the family friendly bit, and that is something that is very, very valuable to us. It's the reason we stay at just about 800, even though we could get much bigger: that defines to some extent our size. In terms of potential... we want to stress there the links really with the IB learner profile, although it's not explicitly mentioned, the independent critical group of thinkers, the problem solvers, the decision makers, the effect of communicating to the team players, the active participants, and so on. There's a reference there to the knowledge, the skill, the self-esteem, all of those are really what we valued and we brainstormed in the committee stage.

<u>Values and beliefs</u>

The principal stated that the most important value of the school was that it encouraged all students to achieve their full potential. It is displayed on the school website, along with a list of objectives to guide the students:

> Become independent critical thinkers, problem solvers, decision makers, effective communicators, team players, responsible risk takers, and active participants in a global society.
>
> Acquire the necessary knowledge, skills and self-esteem to have the vision and courage to set and achieve their own realistic goals.
>
> Share responsibility for their own development by discovering how they learn best and by acquiring good habits of learning, thus equipping them with the skills essential for success at university level and beyond.
>
> Accept, embrace and celebrate cultural diversity and promote the values of respect, honesty and kindness, appreciating themselves and others as individuals with rights and responsibilities, independent of race, culture, gender and religion.

He went into more detail with the values:

> In terms of internationalism, in terms of ethics and in terms of curriculum, in terms of extra-curriculum, in terms of leadership and integrity and so on, as the senior school develops.

The school had over 80 extra-curricular clubs and the principal felt that these, in addition to the prospects afforded by the curriculum, offered the students many opportunities to reach their potential. I referred to the assembly which I had observed earlier in the day and the principal stated that the students in assembly and their contributions, such as the two girls I had heard singing and playing the piano, needed to be expanded and given more scope.

The H.O.S. commented that internationalism and increased community service were values and areas to which the principal was deeply committed. The H.O.S. also felt that the value of 'warmth' was inherent at the school. *'yes, we want to be the best school in the country for English speaking students: we want to have a warm, friendly, caring community atmosphere etc. …'* .

The principal considered happiness to be another important value, not just that of staff and students, but of parents and other stakeholders. It is, in his opinion, what makes the school a

warm and friendly place: '*parents comment again and again about the warmth and the friendliness of the school'*.

The A.H. gave an example of what the principal and the school together can do to make 'you' the best teacher you can be, something he thought was an important value for the principal. He talked about an incident which happened to him when he started at the school, on the first Thursday of term, and the head saw him at the photocopying machine and asked him what he was doing there? At first he thought he was doing something wrong, using the wrong machine or something, but the head explained: *'I don't want you wasting time, I want you spending your time devising lessons, coming up with ways, I don't want to ever see you doing any administration task again'*. The A.H. was keen to point out that the principal said this to him in a humorous and supportive manner and his point was for the A.H. to focus on teaching, not tasks which could be performed by administrators.

School J's Day

The day starts at 07.40 with a 10 minute registration, followed by 3 x 50 minute lessons. Break is at 10.20 and lasts for 25 minutes. There are two 55 minute lessons before lunch is taken between 12.35 and 13.20. Following that is one 55 minute lesson, after which are the afternoon registration 14.15 – 14.30 and activities from 14.30 – 15.30. The PTA meets once every six weeks to arrange quiz nights, Christmas fare and the Board of Governors meet monthly.

In addition to the weekly staff meeting there is also a whole school 'briefing' every Monday morning in the staff room before the first lesson of the week. The N.S.T. said:*' they're quite informal, they're quite congratulatory and... they're informal, and yet they're informative and they're crisp.'*

The L.S.T. commented about the congratulatory element to the briefings and said the principal goes out of his way to praise people for things that they have done well. This includes ensuring each member of staff who has been involved in an activity for the school at the weekend receives a hand written note of thanks.

The agenda for staff meetings was set by the S.M.T. and started with the minutes being read, and the M.S.T. and the N.S.T. both commented on the fact that the meeting was quite relaxed but very focused. They joke in the meetings and the A.H. said the meetings are productive and '*things get done'*. Although they were described as quite informal, the A.H. and the H.O.S. said that the meetings at times could be frank and honest.

Play

The school has very good facilities, enabling students to have many opportunities for play. The large covered area, photo LLL, was full of students playing basketball at all out-of- lesson times. Behind this was the KS1 play area, which backed on to the large football fields. On the opposite side of the footpath was an area containing picnic tables, adjacent to the adventure playground. There were also separate play areas for the foundations students and a well-equipped playground near the two swimming pools.

When discussing 'play' the principal made reference to the A.S.A. programme. This is the 'after school activity' of which the school website states:

> In line with our Mission and Vision Statement, the ASA programme provides students with a very wide range of opportunities to broaden their education.

At the time of my visit, there were over 80 activities for students to choose from. I asked how the activities were arranged and the principal stated that, from next year, they would be linked to the IB programme:

> We've got a fairly extensive after school activities ASA programme. It's not... it's good, it's not excellent - we are aligning it next year with the CAS, creativity action service component of the IB - so all students over three terms will do one C activity which is creative, one A activity which is active, and one S activity which is service.

In many places around the School L observed trophy cabinets and notice boards, either announcing intended fixtures or reports about games already played. There were numerous opportunities for sport and many students were involved in a music programme, which offered students the opportunity to play an instrument. The student council organised a variety of events and I saw posters and notices for a student disco. Swimming was hugely popular at the school and I observed a pool, virtually full, with students and swimming instructors and that was before 6.30am.

During the academic year the school has an activities week and a community service week. The former is when the entire school goes out on various activities, three international, three national but residential and three are based at the school. Examples of these included the Bali surfing week and the Japan outdoor week. During the last week of term community service week takes place, in which senior school students go out and about on various projects, helping the community, both locally and nationally.

As well as the students, teachers also had many opportunities for play. I will link this later to the 'play hard, work hard philosophy' and 'the extra mile', but suffice to say, teachers socialised both in and out of school.

There was a staff committee which arranged formal events such as staff social activities and Christmas parties. Additionally there were informal events, such as the one the principal had arranged for the night after our second interview and this consisted of taking the entire staff out for 'happy hour' at the local Shangri La for a few hours. I was also informed that on the last

day of school the principal went round all the faculty offices and filled the fridges with beer. I was concerned that maybe there was a drinking culture at the school, but was assured, both informally and formally, that it took place only on that day and that the bottles were not opened until all students had left the building.

In addition to in-school play, there was play within the curriculum, which went beyond the speciality classes such as P.E., Art, Music and library time and included medieval feasts in the primary school, re-enactments in history, paper airplane building and flying in science.

Traditions

The school has a wide variety of events which are often 'weeks' rather than days. In addition to celebrating the country's national days, there are book weeks, international week, and international tolerance week. These are all started or ended by an assembly, led by the principal where the message of the event is clearly established and publicised.

Other events celebrated at the school include pirates' day, sports day, plays, pantomimes and 'bandana day'. I was present on bandana day where literally everyone in the whole-school assembly, including some 200 parents wore a bandana.

The A.H. said that the principal: *'will fully take part and participate in all of them'.*

This, according to the H.O.S., included dressing up as Alice in Wonderland in book week, playing the Lord Mayor of London in the school pantomime and dressing as a pirate. The N.S.T. added:

> Yes. You get the impression that he will lead by example every single time, and it would be more surprising were he not dressed as a pirate than to find him dressed as a pirate.

Histories and Stories

The principal answered my question about success of the school by first looking at financial management.

> In terms of financial management, very, very, very successful. We're not for profit, we don't exceed our budgets, we've built in the last three years, two million pound clusters - two separate one million pound clusters - and we have no borrowing.

Academically, he said that the school had outstanding GCSE results and very good I.B. results. He also commented that the high quality of the teaching and the attitude of the students had acquired a reputation for the school having an academic culture. Interestingly, this was something the principal resisted, seeing success as wider than pure academia:

> I resist that a little bit because we celebrate at every opportunity the achievements in sport and music and art and drama: we've had two magnificent drama productions this year: music is growing, a quarter of our students have peripatetic music lessons.

However, he did agree that academic success was important to the school:

> But nevertheless, we've been able to get that reputation for being an academic school, and I suppose that's its success, especially when there's a very, very good international school over the road that's been going with the senior school for a very long time, and of course, our own senior school has only been going for... we've only just now got the sixth cohort graduating and still the cohorts aren't maximum size - I think they won't be of maximum size until next year.

In addition the principal felt that the school was successful in terms of internationalism, in terms of ethics, in terms of curriculum and extra-curricular activities, but particularly in the important aspect of giving opportunities to students. He further cross-referenced this success to the surveys which had been conducted.

> Our surveys tell us we're good: we need to work on it. So, the question in terms of how successful, I think, in terms of core business academics, pretty strong: in terms of financial management, pretty strong: in other areas, yes, okay. Parents are very, very happy with each of those areas, but we can't take our eyes off the challenges.

Overall he felt that what made the school successful was a combination of factors: *'so I think the success really is getting a strong academic reputation for the school but not solely, maintaining a philosophy which values a holistic education'.*

The most notable 'historic event' or decision made by the school was with regard to the size of its student roll. Three years ago in spite of what the principal described as: '*massive demand for places at the school and some pressure from embassies, particularly the Australian embassy'.* The school considered how much bigger they wanted to be and made a proposal to the board, who decided the following: (Principal J):

> that we would be three form entry, maximum 20 in a class, 60 in a year group and that would take us up to the mid-800s by the time we were full, including Nursery and Reception. Nursery is limited to 25: everywhere else is 60 maximum. Still those two small cohorts at the top end, though, as the cohorts move through.

I asked the reason for this decision and the principal said that what parents value most about the school was '*the warmth, the family feel'.* He gave a good example of this by commenting on the whole school assembly I had seen that morning, stating that if they had continued to grow rapidly it would not have been possible to have such events, because a roll in excess of 800 might be the cause of the school losing that 'warmth and friendliness'.

Although he was very happy to report that there had been no significant crisis at the school, he did relate: *'we did have a kidnapping of a student a couple of years ago on the way to school which impacted significantly on the culture of the school.*' The principal informed me that the student had suffered no harm, but the impact on the school's culture was mainly with regard to its security measures.

Recruitment

As became increasing noticeable during every interview, recruitment and staffing were viewed as among the most important areas of consideration at the school, after those regarding teaching and learning. This will be looked at in more detail in the 'extra mile' section 6.3.

The school has 61 teachers, more or less divided equally between male and female, primary and secondary. The principal pointed out that the gender split was not necessarily intentional, but in the primary school they tried to ensure that there were both male and female teachers in each year group. Most of the teachers, 44 in number, were British, there were 6 Australians, two Irish, two French and some North Americans, but all teaching assistants were indigenous. The teachers' package consisted of flights, accommodation, health - both partner and child benefits - and, additionally, free places at that school. I was able to see two apartments, available to teachers, and these were very large, with three bedrooms and excellent facilities. One of the apartment blocks was in a more central location, while the other was close to the school. The salaries were very good and teachers were afforded a very high standard of living, able to leave the school or country with savings.

The school advertises in the Times Educational Supplement in the first two weeks of Term 2, with all applications going initially to the Head of Primary or the Head of Secondary, rather than to the principal. They check references, which must include one from the applicant's current head teacher. The principal commented that his two heads: *'will make sure the teachers fit our profile in terms of experience and in terms of qualifications.'*

Going into more detail, he explained that, in the case of qualifications for example, the law of the country will grant work permits only to teachers who have a degree plus qualified teacher status, so this is also checked. It is at this stage the two heads take the 'long list' to the principal, the list is reduced and the short listed candidates are invited for interview. I asked

both the H.O.S. and the principal about the procedure of going from the long to the short list and I was particularly interested to discover who had the final say. The answer was the same, the principal has always been happy to support the heads' decisions. Where possible, interviews are held in-country, however, most tend to be in London or Dubai. Although the principal's involvement in the short listing is minimal, he does insist on being present for every interview. In London for example the principal and the Head of Primary would spend two days interviewing primary candidates, then the Head of Primary would return to the school and the Head of Senior would join the principal to interview secondary candidates. However, staff turnover, particularly in primary has been very low and this year only four new members of staff were recruited.

I asked if he ever used Skype for interviewing and the principal commented that he had used it for initial interview, but given the nature of the location of the school and child protection issues, he wanted to 'sit down, face to face' with all candidates. He never uses job fairs as these do not allow him to sit down with individual candidates. The interview process is quite rigorous, first an introductory meeting with a member of staff, normally for about 45 minutes, which is informal and relaxed, then the candidate is observed teaching (by the Faculty Head), followed by the formal interview. Once the CRB checks are satisfactory, the offer is made. According to the principal, the whole process is quite time consuming and expensive, but, to quote him, it enables the school to have '*some quite magnificent teachers'*.

5.6 Principal's Leadership at the three schools

In section 5.3, 5.4 and 5.5, the findings from the interviews and observations from visits to the three schools were presented. Section 5.6 and section 5.7 will explore principal's leadership and the culture of the schools in more detail.

The table below shows the overall transformational ratings of the principals. This, as explained in the methodology, was the rationale for choosing the three selected principals. The principal in School J was selected for having the highest ratings of transformational leadership according to the questionnaire results, and the principal in School L was selected for having the lowest. The principal in School E was selected as his ratings fell between the other two.

Table 5.1 MLQ levels of transformational leadership for the three principals

MLQ	**IIA**	**IIB**	**IM**	**IS**	**IC**	**Control**	**Transformational**
School E	2.75	3	2.75	2.75	2.5	4	2.75
School L	2.75	2.08	2.33	3.08	2.33	4	2.61
School J	3.75	3.625	3.625	2.88	2.75	4	3.326

The table shows a breakdown of the ratings for transformational leadership into what Bass (2004: 28) described as the 'Key Aspects' of transformational leadership, Idealized Influence (attributes **IIA** and behaviours **IIB**) Inspirational Motivation **(IM)**, Intellectual Stimulation **IS)** and Individual Consideration **(IC)**.

As well as having differing overall ratings for displayed qualities of transformational leadership, the principals differed in the specific key aspects scores. Where relevant, I will place numbers next to the comments below, these numbers are the question numbers on the Multifactor Leadership Questionnaire (see appendix 4).

Hinken & Tracey (1999) defined Idealized influence (**IIA & IIB)** as behaviour which results in respect, trust and followers' admiration. The three principals have associates in their staff who viewed them in an idealised way, therefore these leaders are able to influence their followers,

however, this influence occurs at various levels. Principal J was rated very highly for IIA & IIB with 3.75 and 3.625 respectively, Principal E with 2.75 and 3, and Principal L with 2.75 and 2.08.

Principal E's rating was much lower that Principal J's for IIA & IIB with 2.75 and 3 respectively. Principal E was viewed by most who commented on him as an experienced, dependable, confident (25) and fair principal. With reference to IIA, this meant that he instilled a sense of pride (10) with those associated with him and they respected him (21). This respect was shown in many of the interviews conducted and was manifested in the fact that the teaching staff felt he generally performed well, considering the restrictions he had on his decision making.

However, those interviewed felt that although he was in a difficult situation with restrictions on his decision making, he could have done more for the staff as a group, going beyond his self-interest (18), with regard to the issue of the change of timetable at the school. This meant that teachers were teaching an average of 30 minutes a week more than in the previous year and some staff had indicated that they were unhappy about this change.

Principal L's rating was lower than both Principal J and Principal E with 2.75 and 2.08 respectively and, although there was some acknowledgment that he instilled pride in others (10), there was across-the-board agreement in all those interviewed that he did not display a sense of power and confidence (25). In a way similar to Principal E, Principal L was limited slightly with regard to his decision making, because of the structure of the school and the presence of the General Manager. However, Principal L had more power than Principal E to go beyond self-interest, (18) but in an example about staff bonuses that the Principal discussed with me, he chose not to. Although those interviewed respected Principal L (21) as one who

had brought about a period of steadiness at the school, there was certainly little evidence to suggest that his followers wanted to emulate him as a leader.

Principal J was rated highly for IIA with 3.75 and 3.625, considerably higher than the other two. Those interviewed spoke in detail about the respect that they had for him (21) and the pride that he instilled in them (10). He had full control over the decisions he made for the school, unlike some of the limitations imposed on both Principal E and Principal L, but nevertheless, it was noticeable that he went beyond self-interest when trying to get the best for all staff (18). This can be highlighted by looking at the difference between the remuneration packages the teachers receive now, compared to when Principal J started. In all of the activities that he engaged in whilst I was visiting the school he displayed a sense of power and confidence (8), which was supported by all interviewees. This power and confidence ranged from the ease and enjoyment that he obtained from talking about his leadership and the school, to how engaged everyone was in the whole school assembly.

With IIB, Principal E's score of 3 shows that the behaviour was idealised in a much higher way than his attributed influence. It is possible that the nature of the school, with its religious values, meant that the principal would be rated highly in this area, but it was stated by all of those interviewed, including the principal himself, that the biggest failing had been that the school was not one run on full SDA values. The principal talked (6) importantly about the values and beliefs of the school, but these were linked more to moral and ethical decisions (23) than opposed to religious ones. Although the principal certainly felt that a sense of mission (34) and a strong sense of purpose were important to the school, something which came across whilst interviewing him, this was something he did not necessarily communicate well to the staff. Those rating and commenting on him did not feel that he saw it as particularly important.

The questionnaires and observations showed that Principal L's idealized influence behaviour (IIB) was low. Comments from those interviewed were made about his taciturnity, which affected how often, or in this case how little he talked about his most important beliefs (6) and the fact that he rarely mentioned the importance of having a strong sense of purpose (14). This was supported by the members of the leadership team who commented that they rarely heard him talking about his beliefs. The principal informed me during the interview that he felt that it was important to have a collective sense of mission (8), but this was not something that those interviewed felt he had clearly communicated to staff.

Principal J was a very visible, confident principal and an excellent orator and, although this skill could be linked to both inspirational motivation and idealized influence (attributed), it is the latter to which it is more connected. The principal talked often to leaders, teachers, parents, students and governors, about how important it was for him, and the school, to have a collective sense of mission (34). There is a strong collective, community spirit (Sergiavani, 1994) running through the school. In the previous chapter it was shown how important he thought it was for the school to remain at its then current size, believing that, if the school grew above 850 students, this collective mission could disappear. He also talked constantly about the importance of having strong values and beliefs (6) and a sense of purpose (8).

A key element of idealized influence is that of empowering associates. Leaders will encourage a higher level of autonomy, performance and achievement in associates who follow them. Bass (2004: 28) stated that Inspirational Motivation (**IM)** occurs when leaders increase the followers' awareness of the vision and the mission towards which they are working. They also raise the expectations of what can be achieved and, crucially, as the name implies, motivates them to pursue the goals of the groups.

With regard to Inspirational Motivation (IM) those interviewed agreed that although Principal E was able to motivate, he certainly was not a great motivator. Although he talked about his and the school's vision (26) that vision was not communicated clearly around the school. Considering the principal's relationship with the owners of the school, and the fact that he was not able to make all the key decisions about the school, he rarely talked optimistically about the future (9). However, with particular reference to his present staff and the recent accreditation visit, he was quite enthusiastic about what needed to be accomplished (13) and felt that he was the one who would be able to accomplish the established goals (36).

Although there was a slight difference between Principal L's comments, which attributed to idealized influence behaviour and the perceptions of this with the staff interviewed, there was a sizeable difference between his opinion of inspirational motivation and his staff's thoughts about him as an inspirational motivator. He talked very enthusiastically (13) and optimistically (9) to me about the future and what needed to be accomplished, but this was not something that those interviewed felt was the case. Even those members of the leadership team who worked closely with him were not certain of the principal's view of the school's vision in the long run (26). The leadership team and the staff knew of his present plans, but as to the future, they were not so certain. He was, in their opinion, very much a 'now' person. There was agreement that he expressed confidence that goals would be achieved (36) and this can be shown to be so by the fact that the school recently has been awarded CIS accreditation.

As commented above, Principal J's strong oratory skills, in addition to his personality meant that those who come into contact with him feel he is simply an 'inspirational motivator'. To sum this up by quoting from the A.H. *'that he 'knows which buttons to press on people'* would be unfair, and would suggest that he is trying to simply get people to do what he wants. His

engaging style and the way that, even though he constantly talks enthusiastically about the future (9), he never loses sight of the fact that, as good as he feels the school is, it could be better (13). He also has total confidence in his leadership team, his faculty leaders and his teachers, and is equally confident that goals will be achieved (36). He has set short term, medium term and long term plans with this in mind and these, alongside his personal style, means he articulates a very compelling vision of the future (26). In the interviews and in the previous chapter, one of those interviewed (H.O.S) commented that he had a vision which he communicated regularly and enthusiastically to others and the P.H., A.H. and N.S.T. certainly felt that he was visionary. When speaking of himself, the principal replied to my question; *'No, I am a doer not a thinker.'* When investigating I.M., Bass (2004: 28) poses the predominant question: *'whom are they inspiring – themselves or the greater good of their group?'* With regard to Principal J, the answer, based on the evidence of those interviewed, would be the greater good of the school.

Principal J's ratings for IIA, IIB and IM were considerably higher than for those of IS and IC. He can arouse and inspire others with whom he works with a vision of what can be accomplished through possible extra effort. However, Bass (2004: 28) warns that: *'the leader who is personally charismatic with his or her own agenda is often set up as an idol, not idealized, and he or she falls way short of being transformational.'* However, there is no evidence to suggest that the principal has his own agenda.

Intellectual Stimulation (**IS)** describes how transformational leaders help others to think about old problems in new ways. Table 5.1 shows that although Principal J was rated as the leader portraying most traits of a transformational leader, Principal L was rated higher on this particular criterion. This suggests that Principal L encourages associates to question their own

beliefs, assumptions and values, even those of the principal, thus giving them the opportunity to tackle problems on their own and to be innovative and creative in their solving of them. A key measure of transformational leadership, and of the principal's effectiveness, would be how capable the leadership team are of operating without the principal's presence or involvement.

On Intellectual Stimulation (IS), Principal E was rated at 2.75 in the questionnaire. Those interviewed felt that his old school approach, although not autocratic, limited their collaboration. Although he did seek differing perspectives from others, usually his leadership team, (8) he generally made the decisions himself, rather than getting others to look at the situation or problem (30).

With regard to I.S., Principal L was very interesting. For IIA, IIB, IM and IC, he was rated lowest, however, for I.S. His rating of 3.08 was higher than those of both Principal E (2.75) and Principal J (2.88). There is evidence from the interviews and observations that Principal L did display many traits that are linked to a high rating for intellectual stimulation.

The process Principal L followed, in which he changed the mission statement of the school, shows that he not only inspired others to look at problems from other angles (30), but also sought difference perspectives when solving the problem (8). However, (32) there was little evidence from the interviews that he suggested new ways in which assignments could be completed.

Principal J's rating of 2.88 for I.S., which as shown above was lower than that of Principal L. Those who were not part of the leadership team had a different opinion with regard to the Intellectual Stimulation he gave. The rating suggests that the leadership team felt that, frequently, he did not re-examine critical assumptions to questions (2), nor did he seek differing

perspectives when trying to solve problems (8). However, the L.S.T. and N.S.T. both indicated that he did not simply take something as read, but reappraised it, specifically to see if there was a better way of doing it. There were suggestions that he encouraged others to look at problems (30) and he had sufficient confidence in his leadership team to delegate many tasks to them. However, situations were not necessarily examined from different angles and new methods were not always proposed to solve problems or complete assignments (32). Two of those interviewed suggested that this was possibly due to the principal's age making him less likely to look at new ways of doing things. However, this might not be an accurate assumption as the school was very much up-to-date with all teaching and learning initiatives, current in England and worldwide.

The last of the five aspects is Individualized Consideration (**IC)**, the ability to understand and share in others' development needs and to treat each individual separately and uniquely. This goes beyond recognising and satisfying the needs of the associates, but being able to expand those needs in order to develop their full potential. When looking at the difference between managers and leaders, Zalenik (1977) showed that transformation leaders focus on one-to-one relationships through Individualized Consideration, which was likely to include coaching and mentoring.

The owners of School E had indicated to the principal that they did not want him to teach (8), but to concentrate fully on leading the school. He was not involved in any coaching (15) either, but the Academic Coordinator and Assistant Principal both maintained that the principal had tried to help and aid them in their positions at the school, which meant that, to a certain extent, he had helped to develop their strengths (31). However, this had occurred informally during discussions and leadership team meetings, for example, not through any specific time set

aside for the purpose. Principal E delegated many of the tasks, specifically linked to teaching and learning, to the Academic Coordinator and pastoral issues to the Assistant Head. Therefore it was the Assistant Head who dealt with others as individuals (19), more so than the principal, who due to the situation was more likely to treat the staff as one group.

Principal L commented that the reason he did not spend time (15) teaching and learning, was due to an experience he had had with his own daughter being taught by a principal, causing him to become frustrated by how many lesson the principal was able to teach his daughter. Those interviewed felt that he could give more feedback to staff and the leadership team; this could be in a coaching, mentoring fashion or more likely trying to develop their strengths (8). Because of his hands off and quiet approach this affected his ability and willingness to treat others as individuals rather than as members of a group (19).

Principal J understood and shared in the development needs of those around him, not just because of the importance he placed on professional development, for example, but because of the caring, pleasant demeanour that he exuded. He did not teach any timetabled lessons, as he felt he was unable to achieve full attendance over a yearly cycle, however, he believed that it was important for a principal to be involved in the teaching and learning of the students, consequently he was involved with the teaching in a unit on internationalism to years 7-11. Although there was a mentoring system set up for staff, he was not involved in coaching, but, with regard to helping others develop their strengths (31) , particularly the Assistant Heads and other leaders, he explained that he liked to take Assistant Heads, possibly just before they were fully prepared for that position, and help their development. From the interviews it was clear that this principal was very fair, and always considered staff as individuals (19).

Permeating through all of these five key aspects is what Bass (2004: 30) calls the 'Cascading Effect'.

> A principal characteristic is that the success of this kind of leader is measured not only by outcomes, such as unit performance and productivity, but also by how well the leader has developed associates into effective transformational leaders.

In discussions and interviews with the members of the leadership team it was noticeable that Principal J encouraged them to fully develop their skills and abilities and there was strong evidence to suggest that both were developing into strong transformational leaders.

In this section I will be analysing the levels of transformational leadership shown by principals E, L and J with regard to the literature review section 2.2.2.2 (Leithwood et al., 2006; Leithwood and Sun 2012; Seashore et al. 2010). I will refer specifically to setting direction, developing people and redesigning the organisation.

Setting Direction

Setting direction is built on the understanding that followers are more inclined to act when they are unified by a compelling purpose (Leithwood, 1994) and that it meets both personal and organisational goals. Overall, evidence showed that this was certainly the case with Principal J, but less so with the other principals.

Principal E did not fully articulate his vision and was not seen as visionary by those interviewed, possibly because of the level of control exercised by the owners of the school, but the feeling was that he was not influenced by the big picture and his vision was to continue to move the school along in a slow and steady way. The principal was limited in his modelling of best

practices which demonstrated his expectations for high performance, but there is evidence to show that this was because he was realistic in thinking that the package offered to staff was not likely to attract overseas teachers or the very best teachers available in the country of the school.

Principal L identified his vision as working towards its being an international school rather than a British International School. Those interviewed felt that he was unable to communicate a clear vision, due to his personality and his leadership style. Specifically, they were commenting on his quietness and how this affected his ability to communicate. There was little evidence of goal setting at either an organisational or personal level and his quiet manner meant that he did not model his expectations for high performance.

Principal J was shown to have a clear vision and all those interviewed felt it was in line with the school's published vision, furthermore hat he was effective in achieving this. It was communicated in school documents, meetings and briefings. All but one of those interviewed described him as visionary and he was seen by everyone who came into contact with him as an excellent motivator. He modelled extremely high standards and through his motivation, the staff worked together as a large team, with a compelling purpose, entirely in line with the direction of the school.

Developing people

The intention here is for a principal to develop a relationship with teachers, to foster a culture, open to growth and change, by specifically providing individualised support and modelling appropriate values and practices.

With the leadership team, and to an extent the whole teaching body, Principal E listened to what was being said and was comfortable to listen to those who might not agree with him or share the same opinion. He was highly respected and perceived very much as a traditional headmaster, one to model appropriate values and practices.

Principal L did not try to nurture or foster a culture open to change, however, he was receptive to those bringing ideas to him and was willing to support them, but only if it was within his vision and thinking. The principal and leadership team were currently reviewing the performance management process at the school and this could prove an opportunity for providing individualised support and offering intellectual stimulation.

Principal J was helped in the development of people by the respect he had accrued and by his ability to motivate. He believed that the teachers were the most important element of the functioning of the school and wanted to ensure that they put in their very best efforts and received the best support and stimulation available.

Redesigning the organisation

In redesigning the organisation, the focus is on creating an environment in which educational change can occur. In School E a collaborative culture did not exist and only limited restructuring had occurred. The principal had delegated the task of connecting with the local community to the A.H., but there was no evidence that this had influenced student performance either positively or negatively. There was evidence of strengthening relationships between parents and teachers and this had led to improvements in the behaviour of some students.

The culture at School L was more positively collaborative than under the previous two principals but decisions were made by either the school owners or, with regard to purely academic decisions, the principal. Pockets of collaboration existed, for example the leadership team, but there was no evidence of shared decisions at staff meetings or briefings. Relationships with the community, having a positive effect on student learning, were limited, as they were currently not seen as a major objective of the school, a view exacerbated by the owner of the school being from a different country.

In the third year of his tenure, Principal J restructured the organisation of the school and introduced faculty heads in place of heads of departments. This reduced the number of middle managers, but the principal encourages all teachers at the school to seek positions of responsibility and to be involved in the decision making. In distributing leadership and motivating the faculty heads to make most academic decisions, he has created a collaborative culture at the school. He and all those interviewed felt that one of the biggest successes of the school was its movement towards being more of a community.

5.7 Culture at the three schools

Culture

In linking the leadership style of the principal with the culture of the school, it is important for me to look at the atmosphere of the school from the principals' perspective. The comments made in this section are based on visits to the schools and formal interviews. In some informal discussions with members of staff, I became aware of incidents and trends which subsequently I explored in follow up interviews. Themes have been identified in each of the three schools, and commented on below.

Table 5.2 Levels of transformational leadership shown and themes identified

Principal/ School	Themes Identified
E	Tiredness/Steadiness
L	Steadiness/Contentment
J	Work hard – play hard

In School E, the two salient themes were that the teachers were quite tired, with many being mildly disillusioned, but a theme which far outweighs the first, is that all stakeholders feel that the school is going forward in the right direction, thanks mainly to steady leadership from the principal.

Both the A.H. and the A.C. commented that at the time of my visit that many of the staff were tired and lacking enthusiasm. This was largely caused by the change of timetable, which had meant that teachers taught more lessons per week, with many teachers already having a heavy schedule at that time; due to reports, parent's evenings and other non-teaching activities.

A.C.:

> I would say that teachers are generally lacking enthusiasm. It's not just now. They are very tired. We've changed our schedule this year. Last year, we had an eight period-a-day schedule with teachers teaching 25 periods a week.

A.H.:

> It's always a stressful semester and teachers really are struggling to hold up with the workload, that's just the thing, and then I feel that. And some of them lose their enthusiasm of being creative more and doing that because it's like a stockpile of workload, you know? Right now, most of the teaching staff, they felt that they are

> overdoing a lot of things, and there's a climate of a little bit of being tired and, and some of them were resisting, simply because they feel that, I had enough and it's too much.

The N.S.T. also felt that teachers were tired, but did not feel that it had affected their enthusiasm:

> I think that, I don't know, I think they're pretty enthusiastic. I just think that sometimes they… one of the biggest complaints I feel like is that we all have a lot on our plates right now. So I think that we're all kind of tired in terms of that. But I think that they're trying.

Although the theme of possible dissatisfaction and tiredness permeated through many comments about the atmosphere, this did not stop all those interviewed being positive about the future, and feeling that the school is moving in a positive direction. Three of those interviewed, A.H., L.S.T. and the N.S.T. used the expression 'getting better every year'.

The A.H. and the L.S.T. both attributed this improvement to the principal. The L.S.T. echoed the comments of those formally and informally questioned by me about the principal's effectiveness:

> Yes. Oh, I think the school's gotten better every year. He's by far the most effective and, I would say, the best leader the school's had. The last one, like I mentioned, that he was this young, energetic guy, who was very personable… yes, he didn't listen as much and he didn't get anything done. And then, and the two before that were incompetent in my opinion. I'm one of the few who've been here for all of them, so... And they shouldn't have been in the job at all. He's the first one that really has, like, gravitas, you know. He's got character. He seems like a headmaster. He acts like a headmaster whereas people before just didn't. And he's gotten things done. So he's the most effective so far.

The two main themes evident at School L are those of steadiness and contentment. The use of the word 'steadiness' refers to those interviewed having constantly uttered it to describe the principal and to the pervading ambience in the school, both arising from the principal's leadership. There was every indication that teachers were happy with the direction in which the

school was going. The culture and tone of the school under Principal 3, with its drinking and social culture, and the feeling of teachers not being very content, under Principal 4, had gone. This steadiness was reflected in staff turnover which went from 25% in the year Principal 4 was in charge, to fewer than 10% in the last two years.

Commenting on the atmosphere and environment of the school, the L.S.T. and the M.S.T. echoed the views of those formally interviewed; *'great; I like it. I love it. That is why I'm still here.*' And the M.S.T. '*It's quite happy, yes, quite content.'* The N.S.T. was unable to comment on any changes in the atmosphere, since he had been employed at the school for only a short period, however, he did feel that the school had a pleasant working atmosphere. *'I mean I personally think it's a really nice place to work with'*.

During the second interview with the principal, I was informed that the school had received C.I.S. accreditation. He made it very clear that he felt this was an indicator of how far the school had progressed and of how important this accreditation was.

In School J the main theme that permeates throughout is that of 'work hard, play hard'. Exploring this further is the concept of 'the extra mile' which the principal has nurtured.

This school is the epitome of the 'work hard, play hard' philosophy. Deal & Kennedy (1982) describes cultures from the business world which are successful because of the intentional play interjected into the organisation's daily rituals. The 'work hard, play hard' attitude can be an indicator of a healthy society, but the key is the balance between them. School L historically had a balance heavily in favour of playing hard. School E is harder to judge as it displays little evidence of that culture. School J has a team-oriented undercurrent to it and success is striven for, not individually, but as a group, as a teaching body.

Deal & Kennedy (1992) point out that play is the flipside of intense working and planning, concluding that work/play cultures achieve much. It will not be successful unless appropriate teachers are employed, those who go the 'extra mile', and where the environment seems to be ideal for active teachers. As shown in the play section the teachers at School J thrived on play, which seemed to act as both inspiration and rejuvenation.

The use of the term 'going the extra mile' in relation to School J is used in their recruiting process. The appendix contains a document showing what applicants must include in their applications, in which they must give detailed answers to nine questions, including an explanation of how they would 'go the extra mile'. The idea of the 'extra mile' is a simple admission from everyone at the school that they will work very hard and always endeavour to exceed expectations. The ethos of working hard was mentioned by all those whom I interviewed and the principal stated that this hardworking ethos is something he wants all teachers and prospective teachers to be aware of. During interview he will make sure he says the following:

> Monday to Friday afternoon at four o'clock you'll be working your socks off. Friday four o'clock till Sunday night I want to love it, I want to enjoy what's out there and I think people embrace that.

This was something clearly understood by all staff and the A.H. highlighted this in an example to stress the hardworking spirit of teachers at the school and the fact that the principal made it very clear what was expected. When he started at the school, one of the first things a colleague told him about Principal J was:

> you come here Monday to Friday, you know, we expect you to work your backsides off! Okay, but we also expect you to enjoy yourself on the weekend. And that's what he expects, he expects when you're, during the week, this is where your focus is, and, you know, and we expect a lot from you in the week.

When interviewing the H.O.S. I asked about the teachers' workload and was told; *'a standard teacher would be on about 83%. Yes exactly, it is high. A head of faculty would be on 75%'*. I also discovered that the Assistant Heads worked 50% timetables. The H.O.S. thought that these figures were too high and changes had started to happen. Teachers would be down to 75% and the Assistant Heads to 33% and have their own secretary, as opposed to one shared between them. I asked if any teachers were aggrieved with the amount of work that was expected of them and the A.H. replied that, at times, teachers were aggrieved by the amount of work expected throughout the week, above and beyond the school day, but that:

> the principal is always talking about the extra mile and, you know, he's looking for this extra mile all the time. And there's that expectation, and as I said earlier, he's build up this sort of ethos.

At the end of each academic year, each teacher fills in a form which shows why they wish to remain at the school. One of the five questions on the form is: How do you go the extra mile and why? The A.H. commented on a recent discussion with another teacher at the school:

> and this guy said, well, I don't want to get left behind, you know. I feel that he's built up such a culture of this. If you don't keep up, you do feel you're going to get left behind, professionally, you know, and, as I say, I've never been at a school where staff work so hard.

Principal's effect on culture

In this section I will examine how, and to what extent, the principal has affected the culture of the school. Table (5.3) shows the areas of culture on which the principals have had the most effect at their respective schools.

Table 5.3 The main effect the principal has had on the culture of the school

Principal/ School	Principal's main effects on the culture of the school
E	Organisation, discipline and academic development.
L	Internationalism, steadiness.
J	Leading from the middle, staff recruitment policies.

School E

When asked to summarise the culture of this school, the principal chose to identify multiculturalism and happiness. In the former, the school does represent what first appears to be a culturally diverse group. The breakdown of nationalities and religions, as mentioned earlier, is approximately 80% from the host country, however, some of these could be classified as British or American, for example, judging by their passports. Although English was the language of the school and the administrators and teachers made efforts to enforce this, it was not fully successful. However, the host language, which was spoken all around the school, did not exclude those who were not from the host country. There were not any noticeably large groups of a particular nationality and students intermingled very well. Most of the English that I heard was when host language speakers and non-host language speakers came together.

When speaking of happiness the principal felt it was important that the school had such an atmosphere and that a specific goal was for it to be happy, where people were interested and contented. At the time of my visit, as mentioned earlier in this chapter, a majority of staff were somewhat aggrieved, but not to the extent that they were unhappy and or disillusioned. The

students seemed happy and this was a loud school, but the noise was positive; with laughter and banter exchanged between students.

Looking specifically at what effects the principal's leadership has had on the culture of the School L would highlight the following three areas; organisation, discipline and academic development. Although it might be slightly unfair to the previous principal to say that the school was disorganised when Principal E took over, it is certainly the case that the school now is much better organised. He has instituted systematic operations with expectations and has followed up to ensure completion. An example of this is the electronic purchase request system, which was in place before his arrival, but was poorly monitored, with many users having little confidence in it. Improvements to this, and other developments to help find solutions, are on-going and are part of the principal's bigger picture.

During his tenure the principal has had two major initiatives. The first was specific discipline in common areas, and the second, attendance issues. Although more teacher supervision and a united front to enforce the English speaking policy are areas likely to further improve students' discipline, those consulted on this feel that real improvement has been made. Under previous principals' leadership there were rules, but they were not fully enforced. The example I gave in the findings section was of the use of the school lift. With this matter, and that of attendance, Principal E achieved marked improvement by establishing expectations, limits and consequences with relevant follow-through and enforcement.

The third area was academic development, in which the principal instituted the new post of curriculum coordinator two years ago. The incumbent is part of the school leadership team, but more than that, the position is seen as a valuable resource for teachers, as well as assisting

them in being more productive and responsible. The leadership team has updated the curriculum to include more choices and electives for students and in the last year the principal has received money from the owners to initiate a professional development programme for teachers. He found the participation in this most encouraging when virtually the whole school attended a training workshop for international schools on a Saturday.

The overriding culture of the school had certainly changed since the school was established. To reach its current status was not an easy task for either the principal or the owners. It was necessary for the owners to pass through a very significant learning experience in terms of what their original expectations were and the realities of actually operating a school. Whilst working at the school the owner slowly came to see that his original aims and objectives for the school, particularly with regard to SDA, were not going to make the school a financially viable operation. The owners had to come to terms with the reality of the situation, the niche position and their limitations. The school moved on, through the difficult phase of a number of leaders and now has an experienced head in charge. The feeling running through the school now is that it cannot be everything it would like to be because the cost is prohibitive, but it can, and is, academically achieving good results and both owners and principal are happy that the school is heading positively in the right direction.

School L

This school's principal identified its culture as being, in effect, those values which are present there. He linked these to the school's mission statement, specifying 'respect', a word I heard frequently during my interviews and which was embedded in the culture of the school. There is the respect commanded by the principal, the respect he has for his staff and, most importantly,

the respect he has for the student body in their capacity to achieve the school's vision: to be one of the best international schools the country.

It is less easy to pinpoint the effect this principal's leadership has had on the culture of his school than it is for School E and School J, which suggests that the effect is less tangible. As shown in the previous section, the principal has been the main influence on the steadiness of the school and the overall feeling that the school is heading in the right direction. He himself felt he had limited effect on the school culture, however, there is evidence to show that the principal has had an effect on steering the school toward a culture of internationalism, rather than being a British school. Although the principal did not introduce the I.B. into the curriculum, this having been done before he started his tenure, he is 100% committed to it and to the internationalism of the school. He has no plans to move away from the I.B. and feels that this would be a step backwards. There are however, no plans for the school to convert fully by offering the I.B. Middle Years Programme (MYP), but he believes that a culture which encourages students to find a sense of belonging in the ever-changing and increasingly interrelated world around them, which are key values of the MYP, is something he would like the school to continue to work towards.

School J

The principal summarised the culture of the school as being '*the way we do things*' and stressed the importance of the word 'warmth', as he wants the school to maintain that warmth and friendliness in order to create a strong academic environment. As mentioned earlier, he was strongly in favour of limiting the school roll to 850, in order to retain that warmth and family

feeling. The A.H. went further than saying a *'family feeling' and* used the expression *'a special feeling'*:

> I really do think this is the best school I've been in terms of student happiness, and student contentedness, and just the way they are around school, and their sort of balance between a real commitment to their studies, but also a balance of, you know, being good human beings, and… And that's, that comes from him (the principal).

In the same way that I showed the atmosphere of the school as being linked to the 'extra mile', this was something that the principal strongly feels affects, or in fact is the main driving force of, the culture . He communicates this message to prospective teachers, current teachers and those wishing to be part of the school's future. Although he did not use the expression 'work hard, play hard', comments such as showing and expecting staff to '*work their socks off Monday to Friday'*, but '*to love Friday night to Sunday night*' certainly supports this.

Looking specifically at the effect of the principal's leadership on the culture of the school, I will highlight the following two areas; firstly, his 'leading from the middle' approach to some aspects of leadership and secondly, his recruitment and staffing policy which enables him to employ, in his own words, *'magnificent teachers'*.

Using the expression 'leading from the middle', from the programme designed by the National College of Leadership, it was quite noticeable during my investigation that he had put it into effect. Those interviewed were pleased that he delegated authority to the middle leaders, believing this was one of the main contributing factors to the success of the school and the H.O.S., who had not experienced the concept practised with such frequency elsewhere, endorsed that observation. More accurate than stating that the school is often led from the middle is to say that, at the time of my research, much of the key leadership was not from the SMT, but from individuals, faculty heads and committees. An example of this was in his dealing

with some problems with ICT, specifically the technical infrastructure, which made it necessary to rip out the old system. In the interests of driving forward ICT the principal set up a committee comprised of staff who felt passionate about the topic. The committee numbered eight, but he was not one of them, as he felt his position was to put the right people in the right jobs. Elsewhere the curriculum development of the school is being led by the Assistant Heads and each of the three has a whole school portfolio in which they are leading. The A.H. I interviewed was leading KS4.

Cunningham and Cresso (1993: 191) discuss the delegation process which principals can establish. They suggest it encourages employees to be unique, take risks and to make a difference. They further add that it is the principal's job to help employees to see greatness in their school, in others and of course, in themselves:

> All should be asked to celebrate their fullest potential. If an administrator can learn the methods to delegate to those closest to the problem or issue, they will feel empowered to develop the appropriate response or program to meet the needs of their constituency.

Delegating authority was something the principal did and he was firm in the belief that if you put the right people in place and leave them to it, the best outcomes will be achieved. He goes a step further than Cunningham and Gresso by creating other leaders within the organisation.

This willingness for others to lead also shows that there is evidence of the culture of professional development and personal development throughout the school. This was not simply teachers looking to improve themselves but also their overall professional improvement to help to embrace the culture. For example, there were many notices advertising CPD

courses, which were full of signatures, two of teachers who had just returned from California after attending a 'learning in the 21st Century' conference. These two were going to be leading the next meeting by sharing their thoughts on the visit and their views on best practice. The principal offered this as an example of improving all in order to heighten the students' learning. For his staff to strive for improvement it is necessary to have strong and supportive leadership and he does not need to coerce teachers to look for and discover further knowledge.

In addition to putting the right people in the right job, he makes sure to support and delegate the authority to them to get on with it. He stated, on more than one occasion, that he is a great believer in appointing people who may not be quite ready for a position and then supporting them, a course of action from which the A.H. felt that he himself had benefitted.

The principal, all members of the SMT and the Assistant Principals seem to maintain a very open door policy, other than during interviews, when the tape was running, doors were shut and no interference was permitted. But when doors were open, the main 'leaders of the school'; were drifting in and out of each other's offices and bouncing ideas around. However, there were certainly some limits to the authority the principal delegated and the A.H. listed some 'non-negotiables' such as being professional, replying to emails on time and in the words of the principal; '*all the boring stuff that matters'*.

The second area where I feel the principal has had a direct result on the culture is the 'extra mile', which has been achieved by establishing the ethos of hard work and by recruiting and retaining what he describes as '*some truly magnificent teachers'*. He tries to have the best teachers by a combination of the rigorous application process which he has installed, supported by the retention programme. Instead of a standard application form which could be sent,

unchanged or tweaked slightly, and sent to any school, his contains nine questions which must be answered to his satisfaction to convince him that the applicant really wants to work at the school. The questions require time to answer, and it is certainly not a circular letter or response that could be sent to numerous schools. The retention policy does not mean that teachers must re-apply for their jobs, but they must give five reasons why they want to continue at the school to demonstrate their enthusiasm and keenness to remain.

5.8 Cross case analysis

Chapter 5 has looked at the data collected from the three school visits and interviews. The images and relationships of the principals have been examined in order to explore their perceived leadership behaviours. In addition, visions and values, the school day, traditions, histories and stories and recruitment have been investigated to give an insight into the culture of the schools and the effects the principals have on that culture. The data show that there are both similarities and differences between the three cases and this section will compare the cases against one another, looking specifically at the emerging themes of the visual scene, images of the principal, the principals' relationships, visions and values, the school day, the underlying atmosphere of the school and the leadership of the principals.

As to the visual scene, Schools E and L are both slightly smaller than School J in both the land occupied by the buildings and the number of students attending the schools. There is currently no land available for School E to expand, nor is there an increase in demand, however, the student roll remains steady. School L does have land available to expand, but the roll also remains steady; School J has decided not to increase the student roll although there is land and space available for future expansion.

Although School J is older than the other two, it has had considerable renovation and has built a new IB block. All three schools are well maintained but School L is a more open school and therefore exposed to the elements. This means that in many of the school corridors it is not practical to display students' work and the school therefore looks bare in places. School E and School J have vibrant displays which are regularly changed and updated.

It was not possible to receive full information about the finances of all three schools and, while the other two are run for profit, with shareholders expecting a return on their investment, this is not the case with School J, which is a not-for-profit trust.

School J has a higher percentage of international students than the other schools, however, the three do not classify the students' nationality in the same way. There was a noticeable difference between the three with regard to the native language being spoken. In School J I heard very few instances of it, in School E students were speaking the local language, but significant progress was being made to encourage students to speak English.

School L was noticeably quieter than Schools E and J, as was the case in both students' and teachers' interactions.

The staff rooms in Schools E and L were not used by all members of staff and were places where teachers came to get on with work in a quiet environment. In School J the staff room was a place where teachers met and discussed both educational and other matters. It was particularly busy at break time, lunch time and after school.

The principals' ages were less than 5 years apart but their levels of experience varied. Principal E and Principal J had held that position previously, but this was the first school lead to be led by

Principal L. Teachers and students alike saw Principals E and J as very experienced educators and there was great respect for both from all their teachers. Regarding Principal L, some teachers were unsure about the amount of respect they had for him, but there was agreement that the nature of the school's ownership caused him some difficulties which were beyond his control. Principals E and L were seen as very steady and controlled heads, but not regarded as great motivators. Principal J was described by many as charismatic and also seen as a very good motivator.

With regard to the relationships which the principals had with various stakeholders, the most interesting difference was that of the relationships with the owners, due to the decision making authority mandated to each principal. Although Principal E and Principal L had complete control over all academic decisions, the owners of School E and School L made non-academic decisions. Principal E had developed a relationship where the owners were listening and considering his ideas, however, the owners were cautious after their relationships with previous principals. Principal L had a good working relationship with the management company overseeing the school, but the overall direction was not decided entirely by the principal. In consultation with the leadership team, Principal J made all academic decisions, although he often sought advice and opinion from the board of governors. There was very little difference between the way that principals E and J were perceived by both the leadership team and the teachers, however there was considerably more respect for Principal L from his leadership team than from the teachers. This was due to the fact that the team worked more closely with the principal and that some of the teaching body found him too abrupt at times. Furthermore, the teachers of both School E and School L were aware that at times the principal was stuck in the middle of decision making and there was an appreciation that this could be a difficult position for him.

The students had respect for all three principals and saw Principal E as a typical old school head. The previous principal at School L had not been popular with the student body, so the current incumbent was seen as an improvement. Principal J, in addition to being respected, was also liked by many of the students. This, as suggested by the leadership team, was due to the fact that he taught some classes and therefore had different interactions with the students from those of principals E and L. The relationships between the principals and the parents of their schools differed. Principal E was seen as very diplomatic, Principal J as having excellent relationships with parents and able to 'push the right buttons'. As to School L, it was remarked that the parent body was not as active as in other schools and the principal was seen as being quiet, albeit respected by the parents.

As shown in sections 5.5 and 5.6, Principal J was seen as visionary by those interviewed and, with regard a school's vision and values, these were more evident at his school than at the other two because he placed more importance on them than did Principal E or Principal L.

At school E the vision was clearly documented and linked to fostering S.D.A. values, but it was not seen to be fully implemented and led by the principal.

Although Principal L felt that the vision for the school, to be a leading international school, was clearly communicated to the various stakeholders, those interviewed felt this was not so. However, the vision was displayed in prominent places, making it more visible generally.

In School J, considerable importance was given to its vision, with reference made to it weekly at morning briefings, staff meetings, etc. and it was clearly displayed around the school.

This was different with the mission statements, with all three schools displaying them prominently and School L displaying their mission statement in most classrooms. The mission statements all conveyed the importance of the school values, which were quite different from one school to another.

Historically, School E's values were linked to the S.D.A and, although this was no longer the case, key values such as honestly, integrity and politeness were considered to be of great importance. School J's values were linked to ensuring that the school helped students to achieve their full potential. At School L, the values were linked into the vision of being a quality international school, internationalism and the importance of student leadership.

The organisation of the school day at the three schools is similar with teaching starting between 7.45 am and 8.00 am and finishing at about 3 pm each day. School E and School J have 27 ½ hours of teaching a week, while School L has 30 hours, however, in School J students must take two additional activities per week after normal school hours. School E students must take one extra activity a week and students at School L can choose to partake in one. School J offers considerably more after school activities however, all three schools have a range of activities which include hobbies, academic choices and sports, with similar sporting facilities, including sports halls, tennis courts, basketball courts and swimming pools and all three schools compete with others schools in various sports.

Staffs are also involved in sporting activities with each other, with other schools, and the teachers take part in a variety of social activities.

School J and School L have weekly staff briefings on Monday mornings where the principal discusses the events of the week with the staff; these schools also have weekly staff meetings; the staff of School E meet each term, with additional meetings arranged when required.

The final part of the cross case analysis is a comparison of principals' leadership at the three schools (section 5.6) and the atmosphere at the three schools (section 5.7).

With regard to the principals' leadership, the research (chapter 4 and section 5.6) shows that Principal J displays the most behaviour of transformational leadership in both the quantitative analysis and qualitative analysis. Principal E and Principal L display less behaviour of a transformational leader with regard to both the quantitative and qualitative analysis.

With the themes permeating through the three schools, (table 5.2) and the principal's effect on the culture of the school (table 5.3), there were considerable similarities between School E and School L. Both were experiencing an underlying feeling of steadiness, something they wished to build on, with a desire not to return to the past, but to move forward, where possible, in line with the vision and values of the school. At School E, despite this sense of steadiness, a number of the teachers expressed a feeling of tiredness, linked to an increase in the number of their hours of teaching. However, average teaching hours were lower in this school than they were in School L. In that school there was a feeling of contentment, and willingness to move on from its previous state, in order to become, and be seen as, a top international school. At School J the theme of 'work hard, play hard' was evident, as shown in section 5.5, which led to a very positive atmosphere, quite different from the negative atmosphere and climate when under the leadership of the previous principal.

The key themes which emerged in respect of Principal E were those of his experience, leadership style, collaboration, trust, supportiveness, motivation and visibility. He was seen by most as an old fashioned headmaster and was respected by all stakeholders of the school. With the owners being the main decision makers, the principal was at times caught in the middle. He was developing relationships with the owners, however, there remained some differences of opinion with stakeholders as to which direction the school should go, regarding S.D.A.

For Principal L, key themes related to communication, motivation, decision making and organisation. The school had an interesting history and all stakeholders wished for its advancement, not to return to the situation under previous principals. With the school owned by an educational company from a foreign country, decision making was split between the general manager of the company and the school's principal, who was seen as being very efficient, but most stakeholders agreed that his communication skills did not enable him to get his message fully across at times. There were also members of staff who were more comfortable communicating with the general manager.

Finally, Principal J, for whom the emerging key themes were of his leadership style, his willingness to listen to and motivate others. He was greatly respected and seen by all as very effective. He had excellent working relationships will all stakeholders and was able to unite the boards and the teaching body to be fully behind him and the school's vision and mission.

5.9 Conclusion

Chapter 5 has looked at the data collected from the three school visits and interviews. The principals' leadership has been analysed and the main themes of the school have been identified.

Chapter 6 will look specifically at the findings of the case studies and the relationships between the leadership of the principals and the culture of their schools.

Chapter Six

Analysis of findings

6.1 Introduction

The aim of this chapter is to discuss the major findings of the research. Firstly, I will examine the key points arising from the study (6.2) followed by a discussion of the main themes from the data (6.3).

6.2 The key points arising from the study

In order to look at the key points arising from the study, it is necessary to look at the answers to the original research questions.

1 What kinds and levels of transformational leadership behaviour does the study show that the selected principals display?

Both phases of the study indicate that the principals show particular behaviours of transformational leadership, but that these are different. Phase 1, using the MLQ Instrument showed that Principal J displayed the highest levels of transformational behaviour with a score of 3.23. Principal L showed the lowest levels with a score of 2.61 and Principal E, was in the middle with a score of 2.75.

In phase 2, section 6.2, 6.3 and 6.4 demonstrate that all three principals showed varying degrees of transformational leadership. This proved to be the case using both the Bass (1998) and Leithwood (2006) models. Principal J was shown to exhibit most behaviours using both models.

Firstly, this indicates that current understandings of transformational leadership and its core practices have progressed from the Bass model and that both the Bass (1998) and Leithwood (2006) models can be used for analysing and evaluating transformational leadership.

Secondly, Principal J, the leader with the highest levels of transformational leadership, is leading the school with the highest outcome scores from phase 1 and therefore a relationship can be drawn between higher levels and usage of transformational leadership and successful outcome. In chapter four, table 4.4, compares the outcome of the principals from the MLQ and Principal J showed in excess of 20% higher levels in the MLQ ratings for outcome than the other principals. In phase 2, the findings in chapter 5.6 show that Principal J displays most levels and usage of setting a clear direction, developing people and redesigning the organisation, which have been highlighted as sets of leadership skills that successful school leaders will include (Day et al., 2010, 2011; Leithwood et al., 2006). However, due to the limitations of not receiving the same outcome data from all three schools (chapter 3), it was not possible to further investigate this relationship.

2 Does the study show that principals use various leadership behaviours at different times?

Although the initial focus of the project was to look at specifically principal transformational leadership and was not an exploration into the leadership behaviours displayed by the three principals, it is the case that all three employed various leadership behaviours whilst performing their duties. This section will look at the levels and usage of various leadership behaviours of the three principals, and show that they focused on different strategies in different phases of their leadership.

Chapter 2.2.2.1 hypothesised that the findings might show that the three principals used strategies and behaviours associated with characteristics associated in the literature with transactional, instructional and distributed leadership. The findings, (chapter 5.3, 5.4 and 5.5) in particular the interviews did indeed show that all three principals displayed behaviours associated with instructional, distributed, transactional and transformational leadership and table 6.1 shows the levels and usage by the three principals.

Table 6.1 Table to show principals use of various leadership behaviours at different phases

Leadership	Principal E	Principal L	Principal J
Distributed			
Levels	Low	Low/Medium	High
Usage	With S.L.T., but rarely going beyond delegation (Dean (2003) and Spillane et al., (2001).	With S.L.T. and C.I.S. teams.	With S.L.T, faculty heads H.O.D.s, teachers and other stakeholders. (Neuman and Simmons, (2000)
Instructional			
Levels	Medium	Low	Low
Usage	Usage typical of the lone instructional leader (Lambert 2002).	Less reliance on lone instructional leadership as Principal L distributes further.	Low levels of instructional leadership however, Instructional leadership through organisational management for instructional improvement by staffing the school with quality teachers.
Transactional			
Levels	Medium	Medium	Medium

Usage	Contingent reward with the relationship between Principal E and the owners. Occasional uses of management by exception (active).	Staff obeying principal L's instructions.	Contingent reward with Principal J and teachers.

The different levels and usages of various leadership behaviours used by principals E, L and J have implications for principals as it enables them to see the importance of using varying leadership behaviours which are 'fit for purpose'. That successful leaders use the same leadership practices but no single model exists for achieving this has been found by Day et al., (2011) who also state the importance of developing these leadership skills in others.

The study also showed that in addition to principals using different leadership behaviours at different times, they also focused on different strategies in different phases of their leadership. These phases are early (foundational), middle (development) and later (enrichment) (Day et al., 2011). Chapter 6 showed that Principal E focused on improvement of the physical environment, pupil behaviour and attendance standards and restructuring the SLT, which were identified as being in the early phase. Principal L focused on restructuring SLT and personalisation which were at the early and later stage respectively. Principal J focused on wider distribution of leadership, data informed decision making, personalisation and enrichment of the curriculum which were at the middle and later phases.

The reasons each principal concentrated on different strategies and phases differ and have implications for leadership in International Schools. Section 5.7 identified the main themes on

which each of the three principals were concentrating and the cross case analysis of the schools in section 5.8, included a comparison of these.

The issues facing Principal E were in this first phase and until these areas of physical environment, pupil behaviour and attendance were addressed, he would be unable to turn his full attention to distributed leadership or data informed decision making. With Principal L the school was at a different stage, therefore it was not necessary to turn his attention to behaviour, attendance and the physical environment of the school.

Principal J has had a longer tenure at the school, which means he has had more time to look at particular issues and strategies, but this does not necessarily mean that he has been more successful simply because he has been doing the job for longer. He aligned the strategies associated with the third phase with the vision of the school and all stakeholders have been working with (towards) him in achieving this vision. This has been achieved by the excellent working relationships the principal has with both the boards and the teaching body.

Although Principal L and Principal E tried to align their focus and strategies with the vision of the school, they have encountered considerable barriers. The findings show that the main contributing factors to these barriers are funding and having a free hand with regard to all educational matters at the school. Funding and being able to make educational decisions have not been issues for Principal J to be concerned with, however, principals in international schools, are affected by external factors, and will have to consider these, especially if the country of school operation becomes affected by recession or political instability.

3 What does the study show affects the principal's leadership behaviour?

The literature review showed context, power, trust and change are important considerations to principal leadership. This section will look at how important these were with regard to the leadership behaviours of the three principals.

Context

This section is an analysis of the findings from phase two of the research with regard to context. In the literature review it was stated that leaders may need certain personal characteristics to be successful, but it is the application of these within a specific context which defines success. I will relate school E, L and J to the three school improvement phases of heads' leadership, identified by Day et al., (2011). These are early (foundational), middle (development) and later (enrichment).

Principals E, L and J are in different stages of their leadership and therefore the professional context in which they each operate is different. The following diagram is a summary of the principals and the strategies prioritised. It should be noted that the principals do not necessarily fit neatly into one of the three phases, due to the fact that the emphasis the principals place on these stages may depend on their perception of the needs of staff and students. (Day, Gu, Sammons, 2016)

Table 6.2 Adapted from Day et al., (2011) phases of head's leadership

Phases	**Strategy**	**School E**	School L	School J
Early:				
	Improvement of physical environment	✓		
	Pupil behaviour and attendance standards	✓		
	Restructuring the SLT	✓	✓	
Middle:				
	Wider distribution of leadership			✓
	Data informed decision making			✓
Later:				
	Personalisation		✓	✓
	Enrichment of the curriculum			✓

Principal E's headship could be characterised by his concentrating on improving the physical environment of the school, setting standards for pupil behaviour and improving attendance, and restructuring the senior leadership team. These are the three strategies that Day et al., (2011) identified in the early phase of head's leadership. He had successfully established a whole school policy with regard to student behaviour; in particular running inside the school building and the use of the elevator, and the implementation of a policy which has drastically improved students' attendance. This policy had also included encouraging students to take pride in the appearance

of the school, specifically the classrooms, and this was shown in chapter 5 to be a change in the culture of the school which had been an effect of the principal's leadership. In addition, he had created the position of Academic Coordinator and the post holder was then included in the leadership team. This led to some redefining of roles, for example, responsibility for the daily cover roster moved from the Assistant Head to the Academic Coordinator.

Principal L concentrated on curriculum development, which Day et al., (2011) identified as being in the later phase of heads' development. This will be looked at more in the change section, and focusing on monitoring and evaluation, which played an important part in C.I.S. accreditation. However, the development which the he has been leading has concentrated on moving from a simply British Curriculum to an International Curriculum. This development however, has not looked specifically at the personalisation of learning and enriching of curriculum, which are the key strategies of the later phase. He has also overseen a restructuring of the academic management team which can be identified as a key strategy in the early phase.

Principal J is much further advanced with regard to the phases of head's development Day et al., (2011). The principal has been focusing on strategies from the middle phase, use of data informed decision making and the later stage with personalisation of learning and enriching of the curriculum. He distributed leadership to those with the particular skills in a relevant area and this included delegating the authority and responsibility for data to the Assistant Heads. Data used was taken from the key stage tests from the National Curriculum and this led to the identification of students on the school SEN and G&T registers. These data driven decisions also helped in personalisation and curriculum enrichment. The principal was proud of the

school's examination results but believed that the education of the whole child was of great importance too. With departments organised into faculties, this gave more opportunities for cross-curricular work and the school's direction of IB in Year 12 and Year 13 lent itself to more topic-based learning and thinking skills. Principal J had recently introduced thinking skills into the KS4 programme and this was felt to add enrichment to the curriculum.

All three are International Schools in South East Asia but there are some differences between them which affect the context in which the principals lead. Schools E and L are run for profit while School J is run by a trust. School E has private owners who are Seventh Day Adventists, (SDA) and it was originally set up with strong religious views, with teachers and students sharing similar religious beliefs. This is no longer the case and this will be analysed in the 'change' section of this chapter.

The owners have different levels of involvement in each of the schools. Principal E has full control over basic academic functional operation, but the owners run the school as a business. This has meant that the principal was unable to receive financial support for many of the initiatives he wished to implement. However, he had recently implemented a professional development scheme and the owners had given full financial backing to this. The school is non-selective but students and parents are interviewed to judge the suitability of the applicant. No evidence is available about the percentages of those interviewed and selected, but the principal informed me that pressure was placed on him to try to keep the student roll high. This has been particularly difficult in the last three years due to the economic recession and political instability in the country.

Principal L was given a budget and ran the school within it, however, decisions involving major expenditure were the responsibility of the manager of the company owning the school. The recent recession has affected the roll of the school, however, the principal predicted that this would not have a serious effect.

Principal J had much more of a free hand than the other two in the running of the school and student numbers had not been affected adversely by the recent recession, which he attributed to the growing academic reputation of the school.

Power

In the literature review I concluded that power and influence can affect leadership and showed that the principals may have power due to their position or that the influence would be more personal and linked to the personality of the principal. The findings have also shown that the ownership of the school has an effect on the power of the principal.

As shown in chapter 5, Principal E and Principal L are stuck in the middle with regard to the owners of the school and the school staff. Specifically, the same vision is not shared by all stakeholders, as is the case with School J. With School E, the owners have been reluctant to give the principal more power, particularly with the decision making, due to abuses of power by previous principals. However, as he has shown with the development of professional development at the school and a budget given for it the owners' trust in him is growing and therefore they are allowing him more power. In addition to the owners' increasing trust for him,, this is also the case with the school staff. There is evidence of personal power as the staff see the principal as experienced and likeable, furthermore elements of referent and legitimate

position power are visible, as he is seen as a traditional principal and they have liking for him as a leader.

With School L, as highlighted in the context section above, the business manager, who is the representative of the school owners, has much of the power with regard to decision making. In addition to this, the findings show that some members of the staff consider him a friend (personal power), but not so with regard to the principal. He has positional power and the findings suggest that this is reward and coercive power. He displayed traits of being a transactional leader, which is linked to the reward power he has and to rewarding those who have completed tasks. With coercive power (Bennis & Nanus, 1985) the findings showed that if ideas were presented in the right way, the outcome would be positive, but if presented wrongly, the principal would penalise by not acceding to the request. This was the case with the L.S.T. of the school's experience with him and the school library (section 5.4). There is little evidence to suggest that referent and expert power exists in his leadership style, although that is not to suggest that the staff see him as incompetent. It is just that he is seen as doing a steady job.

With School J, as shown in the context section, the principal has much more power in the decision making process. The findings show that the principal had to remind one of the governors that they were governors, not managers of the school. He exuded personal and referent position power, he was liked by everyone at the school, and this led to tremendous respect from all those around him. He was also seen as a very competent principal (expert power) with legitimate power coming from the fact that he was appointed as principal, having been very successful at his previous schools. The principal also used reward and coercive

power, in that he used his authority to hire and fire, and promote and demote members of his staff.

In addition to position and personal power (Northhouse, 2007) the research showed, particularly in School L, a major change (section 5.4) in the way that Principal L and his predecessors held power. Blasé and Anderson (1995) looked at three parts of power and expressed it as power over, power through and power with. Power over, synonymous with autocratic leadership, is where power is secured by domination and control. Kreisbury (1992) suggests that it empowers the leader but disempowers others and creates winners and losers. It has also been described as destructive to organisational relationships (Smeed, Kimber, Millwater & Ehrich, 2009) as was the case with the fourth principal of the school. The interviews in section 5.4 show the fourth principal to be someone not dealing well with anyone asking questions and, generally, a very difficult person to deal with.

With Principal L, power through is seeing power as something that should not be kept just by himself, but shared. Smeed et al (2009) characterised power through as often transactional and involved negotiations and both principals L and E showed higher MLQ scores for transactional leadership than Principal J, whose leadership behaviours, such as distributing leadership and through leading from the middle, discussed in section 5.7, show power with. Smeed et al (2009) suggest from the perspective of organisational environment and culture that it follows that more distributed patterns of leadership considered as capacity building may offer unrealised potential to the dimension of power with. Blasé and Anderson (1995) see power through as more facilitative than power over, however, they suggest power with has the most promise of leadership.

Blasé and Blasé (2005), in addition to investigating power over, power through and power with, compiled a list of negative principal behaviours which they then divided into three levels. Level 1 covered indirect and moderate aggression, level 2 covered direct and escalating aggression and level 3 direct and serious aggression. In School L, the interviews section 5.4, gave examples that the principal discounted teachers' thoughts, needs and feelings, which were behaviours of level 1. This included what the interviews (section 5.4) showed to be his 'hands off' approach. However, these were shown to be isolated incidents. The beach party incident involving the L.S.T. and the third principal, described in section 5.4. shows that Principal 3 used behaviour such as making unreasonable work demands (level 2) and making threats (level 3).

Trust

In the literature review, it was shown that trust can contribute to the effectiveness of a school and that a teacher's willingness to do more than the basic requirements of the job was linked to the level of trust he or she had in the principal. This relational trust between the principal and different stakeholders will be analysed below.

Trust was a theme that emerged from all three of the schools, but in varying degrees. In School E, due to abuses of power by previous principals, the school owners showed limited, but growing trust. With reference to Bryk and Schnieder (2002) and Robinson (2007) categorisations of trust, the principal was respected by all of those interviewed and they gave examples that this trust was shared by all stakeholders of the school. He was seen as someone who was competent and in fact motivated others through trust. There was however little evidence that he went beyond what was expected of a principal and their opinion was divided

on his levels of integrity. This was strongest with his interactions with the leadership team, but the principal was not viewed by all members of staff as being consistent in what he said and did.

Similarly, School L had limited organisational trust and this was linked to previous principals. There was relational trust shown towards the principal, in particular his hands-off approach. This was seen as trusting by the staff and gained him more trust through respect. However, the principal's level of competence (as mentioned in the power section) was seen at different levels, by different stakeholders and although the leadership team saw him as a competent principal, there were those, such as two of those interviewed, who did not. He was not viewed as one who went beyond what was expected of a principal, but as having high levels of integrity, and as following through on what he said.

In School J there were high levels of both organisational trust and relational trust. The principal felt that part of the school success was due to the trust running through the organisation and that he could discuss any issue with both levels of the governors; the trustees and the Board of Governors. As to relational trust, there was complete respect towards the principal with regard to the role of educating students and all stakeholders considered him to be extremely competent. Evidence was shown in chapter 5 citing the principal supporting and attending a wide range of events and also his helpfulness towards new staff and their partners. All stakeholders saw him as consistent in what he said and did. An example was given with regard to 'his door was open' as being so, rather than simply a gesture. In addition, there were high levels of reciprocal trust, which both endeared the principal to the staff and increased the relational trust which they had in him. One example of this was of not observing potential teachers as they taught during their interview process. This was criticised by one of the

teachers interviewed, but the principal explained that he had complete trust in his faculty heads, who would be working directly with the relevant teachers, as he valued their opinion on the teaching of their specific subjects above his own. This was also an example of the principal empowering the faculty heads to lead from the middle.

By having high levels of both organisational and relational trust, Principal J has all teachers working in one direction and sharing his vision. Increasing the levels of both organisational and relational trust could enable both School L and School E to head in one direction too. How they attain this, will to a certain degree, depend on the individual circumstances existing in each school such as size, stability and both historical and existing relationships. Principal J has achieved this through being accessible and showing that he cares. Principal E and Principal L may wish to do the same.

With regard to being accessible, principals earn trust from teachers by encouraging open and two way communication, also by actively making themselves available to all stakeholders; governors, parents, teachers and students (Blase & Blase, 2001; Sebring & Bryk, 2000). Barlow (2001) shows that if the principal takes the risk of being open, others are more likely to take a similar risk and this can be the first steps in creating a positive culture of trust. In addition, all those interviewed in School J commented on the caring nature of the principal. Sebring and Bryk (2000) state that trusted and respected principals, amongst other things, take a personal interest in the well-being of others.

Change

In the literature review, section 2.2.6., it was shown that leaders will find themselves leading, encouraging and promoting change as a crucial part of their role. The challenge for the

principal is making the change happen in reality and for the followers there is the challenge of coping with the change. In the findings it can be seen that some of the changes have been led by the organisation and some by the principals.

With School E, the organisation is involved in an on-going change of moving slowly away from its SDA roots into a school holding strong values and beliefs other than just those of the SDA. Originally, the school was intended for SDA students taught by SDA teachers, however, presently there are only a handful of students or staff holding those views. The main reason for this change has been market forces and the school would not have been able to run profitably by adhering to its SDA roots.

Principal E was very conscious of the previous principals and their attitude to, and frequency of, change. The school had gone through big periods of change when a new principal started and Principal E wanted to avoid implementing too many changes at the same time (Fullan, 2002). Therefore, those which have occurred tended to be with regard to the shape of the organisation and with moving the values of the school away from SDA. However, in addition, the principal has been successful in changing the behaviour of students as improving overall attendance at the school. He was successful in this by clearly communicating its reason to staff and by ensuring that all were involved in the change (Hay, 2006).

With School L the major change initiated by the principal is that of moving the school from being recognised as a British International School to an International School. This is an example of changing what the school is about (Binney & Williams, 2005). In order to achieve this, firstly it was necessary for transformational changes with the vision and values and beliefs of the school. The principal set up a committee who changed the mission statement, in particular,

removing the word 'British'. In addition, all documents and written policies referred to the school as 'International'. The principal was successful in fully communicating the reason for change, getting all involved and trying to make the change a part of the school culture (Hay, 2006). However, there has not been a sense of urgency, or a timeframe given for the change.

As to the level of success, the principal feels that the change has been successful but there has been little evidence of the curriculum becoming more international as it still follows the National Curriculum of the UK. Testing and examination follow the National Curriculum of UK model until Year 11, subsequently students study for the International Baccalaureate (I.B.), but the decision to do this was made before Principal L took charge. Furthermore the school advertises only in the T.E.S. and 90% of teachers (except language teachers) are British.

Although there seems to be limited success in the change from a British International School to an International School, there was little resistance from the staff. This was due to a collective feeling from the staff that the principal was moving the school, albeit slowly, in the right direction and the staff had no desire to return to the turbulent times of the previous principal.

At School J the main change instigated by the principal was to make it more family orientated. Although this has included transformational changes, especially to the vision of the school and the mission statement, it is an example of a change in mental models of what the school is about (Binney & Williams, 2005). The change was started after all stakeholders were surveyed to gauge their feeling about the size of the school and the direction in which it should move. With the roll at 800 and a high demand for places, despite the economic situation, expansion to four or five forms in a year was considered. Overwhelmingly, the response was to stay with three forms and a roll of about 800-850 students.

Principal J led the changing of the school vision and mission statement and communicated to all members of staff that the change would not be a swift change, but would take time. A key area was for the school to become more involved in the local community, especially with parents of the students. Examples of this were the 200 parents who attended the school assembly and the opportunities offered to parents to meet the principal on a weekly basis.

In all three schools there has been change. In School E there was no evidence of resistance to it and an improvement in behaviour and attendance ensued. The principal recognised that change can often fail because too many ideas are implemented at the same time (Fullan, 2002; Hallinger & Heck, 1999). Principal L, continuing with his tenet of 'slow and steady', has ensured that his school doesn't implement change too quickly (Davies, 2003; Fullan, 2001) and this is in line with the teaching staff 's wish for the school not to return to the turbulent times of before. As with Principal J, he has instigated change by inspiring a shared vision (Hay, 2006) , which has meant that all staff are involved in a shared course of action, resulting in the change becoming part of the schools culture.

4 Are principals' own perceptions of their leadership the same as others perceive them?

The principals' perceptions of their leadership style and behaviour were different from how the leadership teams and other teachers saw them. In phase 1, when all the results from the questionnaires were analysed, it was noticeable that there were big differences between principal's ratings and the ratings of their leadership teams in some schools, and less in others.

Differences:

Principal E	3.05
Rater average	2.75
Principal L	3.2
Rater average	2.51
Principal J	2.91
Rater average	3.225

The only principal who rated himself lower than those rating him was Principal J. It is difficult to pinpoint the reason for this but it is most likely to be due to his modesty. At School E those who responded did it at a time when there was frustration and dissatisfaction, due to the extra teaching load and this would explain the discrepancy.

The biggest difference between the principal's personal rating and that given by the raters was in School L. In addition to rating himself highly for transformational leadership, he rated himself highly for transactional leadership and outcome, thereby indicating an emerging pattern of rating himself higher in all areas. Results from the interviews and observation show that Principal L does not get his vision and message across to all stakeholders as clearly as he thinks and therefore he is performing at a lower level than his own assessment.

School J conducts regular surveys in which parents, teachers and students have opportunities to give their feedback, and this gives the principal an indication of what the school and leaders are doing well and what needs to be done better. Principal L and other principals would benefit from regular surveys from various stakeholders.

5 What are the leadership cultures present and are the culture models discussed in the literature review evident in the schools investigated in phase 2 of the study?

The literature review looked specifically at culture typologies (Hopkins et al., 1994; Fullan and Hargreaves 1996; Gruenert, 2000; and Elbot and Fulton, 2008) and concluded that a collaborative culture is relevant when looking at principals' leadership (Fullan, 2007; Hargreaves, 1991) and that a collaborative culture is important because of the effect that it has on everything within the school.

The findings from chapter 5 showed that the three schools had different cultures present. The next section will analyse the culture models discussed in the literature review, however, the analysis of the findings will show that the cultures evident in the schools do not fit neatly into the typologies investigated in the literature review.

Firstly, with reference to the typologies categorised as struck, wandering, promenading and moving (Hopkins et al., 1994), School E is a relatively calm and stable school, seemingly pleased with the direction in which it is heading, with no reason to embark on a period of change. This could suggest that it is a promenading school, however, to suggest that it was reluctant to change would not be fair. Stoll (1998: 12) suggested a fifth stage, that of 'strolling'. Looking at the descriptors used by Stoll, as being; neither particularly effective nor ineffective, with ill-defined and possibly conflicting aims inhibiting improvement, this could be used to describe what is occurring with School E and possible conflicts of aims which are inhibiting quicker improvement.

Fullan and Hargreaves (1996) described five kinds of school culture; fragmented, balkanised, contrived collegiality, comfortable collaborative and collaborative and this school has shown

some elements of a fragmented culture. The staff room is not a collective meeting place of ideas and there is some evidence of teachers hiding in classrooms and being isolated from their colleagues. However, the school leadership team creates and dominates the whole school values and beliefs, which is what Fullan and Hargreaves showed as contrived collegiality.

Dalin (1993) put forward three possible kinds of cultures. The fragmented school, in which there is a complete lack of a cohesive, productive culture; the project school, in which improvements are being attempted in order to make the culture more productive; the organised school, which is typified by a positive, coherent, and productive school culture. Although incorrect to place School E in the project school category, it could not be placed in the organised school category. There are elements of productivity at the school but not everyone is clearly learning.

With regard to Dalin (1993) and his three types of culture, it would be unfair to place School L in the project school category, however, it could not be placed in the organised school category. There are elements of productivity at the school and there are improvements currently being made, but the school would need to be more cohesive and there is no evidence to show that everyone is clearly learning.

School L is similar to School E in the context of Hopkins et al (1994) and could be placed as a promenading school. There is no evidence of a reluctance to change, but there is little evidence suggesting that the school is wanting to change. School L seems to be content is slowly heading in the direction that it is moving towards.

With reference to the typologies described by Fullan and Hargreaves (1996) this school shows elements of a comfortable collaborative culture. Its staff discusses improvement and change,

however, the conversation is limited. For historical reasons, and the influence of previous principals, the culture does not seem to exist where meaningful discussions of deeper issues are common.

With regard to Dalin (1993) and his possible types of culture, School J is easily recognised as one with a productive culture. Everyone is expecting to learn, everyone wants to learn, and everyone is clearly learning. With reference to Hopkins et al (1994) typology, this is a moving school and its principal is very keen on change. When looking at the school with regard to the typologies of Fullan and Hargreaves (1996) it had a strong sense of both collaborative culture and community spirit running through it. There was collaboration in evidence from collaborative teaching, collaborative classrooms, collaborative leadership and collaborative parents.

Hargreaves (1991) and Fullan (1992) stress the importance of collaboration when developing culture in schools, especially when looking at principals' leadership. Fullan (1992: 20) notes that developing collaborative work cultures to help staff deal with school improvement efforts is a major responsibility of the principal. He asserts that:

> the message for both the school and district levels is captured in Schein's (1985) observation: 'The only thing of real importance that leaders do is to create and manage culture.

Collaboration is very much a part of the 'extra mile' culture which I have shown to exist in this school (section 5.7) and there are some similarities between the 'extra mile' culture and what Hargreaves (1999) described as the 'hot house school' culture, the motto of which was ‘join in, enjoy yourself and be a success’, and Principal J encouraged this. Section 5.7 shows that the principal gets this message across to potential employees during the recruitment process.

Hargreaves showed that expectations of work, personal development and team spirit were high and that teachers were committed and enthusiastic and wanted pupils to be the same. However, this culture was perceived to be something that could burn itself out and was defined as high social cohesion and high social control. School J certainly has high social cohesion, but to suggest that it had high social control leading to a pressured, controlled and, possibly claustrophobic, feeling would be incorrect. Hargreaves' typology of a welfarist, high social cohesion and low social control, is defined as being relaxed, friendly and cosy in atmosphere. This school, with the 'extra mile' culture, would be somewhere possibly on the border of Hargreaves' hothouse/welfarist, and would suggest, contrary to Hargreaves, to a certain extent, that a school can be relaxed but with high work pressure. The pressure, with the culture of the extra mile was that of very high expectations. However, this did not mean that relaxation was not possible.

The collaborative spirit running through the school, meant further distribution of leadership, including teachers, and with high levels of teamwork in existence this both reduced pressure and made atmosphere more relaxed. In addition, the teachers knew that pressure was going to exist at this school, therefore it became more common place as opposed to being stressful. This pressure was to achieve the very best and play hard for example, and this was an expectation, a norm. Evidence to suggest that the teaching body had bought into this culture was a staff turnover of less than 5% a year, somewhat lower than that likely in the hothouse or welfarist cultures suggested by Hargreaves.

In summarising this section, and with reference to section 2.3.3 of the literature review, School E has some elements of a strolling culture (Stoll, 1998) and is somewhere between a project

and organised school culture (Dalin, 1993). School L is also somewhere between a project and organised school culture (Dalin, 1993) and similar to a comfortably collaborative school (Fullan and Hargreaves, 1996). Section 5.7 showed that School J has features of a productive school culture (Dalin, 1993), a moving school culture (Hopkins et al., 1994) and a collaborative culture (Fullan and Hargreaves, 1996). What these findings show is that the three schools had intrinsically different cultures and furthermore that the culture evident in the schools does not fit neatly into previous typologies. The new typologies in existence at the three schools are discussed in section 6.3.

6 Is there a relationship between the transformational leadership behaviours of the principals identified in the literature and the MLQ and the culture that exists in the schools?

The findings show that there is such a relationship, however, the questionnaire data was not able show that transformational leadership was or was not a direct cause of the culture of the three schools. The qualitative phase enabled a more nuanced and complex picture of how 'transformational' was enacted in different phases of the schools' developments, showing, as other literature has, that leadership traits alone, without an accompanying consideration of context, may not explain effects.

The findings show that Principal J displayed the most behaviours of transformational leadership and the culture at his school was the most positive and collaborative. In using the term positive culture, I am suggesting a culture is positive if it is nurturing, democratic and progressive. Specifically, the culture, such as the culture at School J, values and encourages contributions from its members, with the result that ideas are able to grow and flourish (Gibson et al., 2003). It is unlikely that the principal would have been able to establish a culture of the 'extra mile' at

his school if it was not for his inspirational motivation. This inspiring vision, such as he talks about, articulates, and sets about achieving, is something that has been noted by researchers carrying out studies of schools. Fullan (1992), Deal and Patterson (1990) and Senge (1990) all show that a strong shared vision, championed by a strong principal, is very important. In addition to inspirational motivation, the questionnaire responses showed that the higher ratings for idealized influence, intellectual stimulation and individual consideration, had been traits of the principal's leadership behaviour and it has been these which led towards the principal shaping the culture of the school in the way that he has.

By the same token the steady, less positive and collaborative culture, present at School L, is influenced by a principal who has obtained much lower ratings of the key traits of transformational leadership.

The results have unearthed a pattern in the three schools. Both School E and School L often display similar results and the overriding feeling of steadiness, with a desire not to return to bleaker past times, however, School J is different in many ways. The reason could be, that although School E was chosen as being the 'middle' school in terms of transformational leadership rating of its principal the overall transformational leadership ratings of 2.51 for Principal L and 2.75 for Principal E, are quite close. Principal J, who rated 3.225 overall has a considerably higher rating.

Table 6.3 Table to show the relationship between transformational leadership and a positive and collaborative school culture

	Transformational leadership	**Positive and collaborative culture**
Principal E	Middle	Some collaboration. Evidence of some mutual support and joint working.
Principal L	Lowest	Some collaboration. Evidence of some mutual support and joint working.
Principal J	Highest	Fully collaborative and positive.

In concluding this section, table 6.3 shows that Principal J shows the highest levels and usage of transformational leadership and leads the school with the most collaborative and positive culture. Principal L displays the lowest levels and usage of transformational leadership, leading the school which is partially collaborative. Principal E shows the middle levels and usage of the three principals of transformational leadership and leads the school with a partially collaborative culture.

6.3 A discussion of the main themes from the data

The data shown in chapter 5 has led to the emergence of certain themes. In this section those related to leadership will be discussed first, then those relating to culture.

Leadership

Influence

The literature review (section 2.2.1) showed that leadership affects organisations, specifically schools (Day, Harris and Hadfield, 2001; Fullan 2002; Hallinger and Heck 1998) and that leadership has an impact on the instruction and achievement by students (Quinn, 2002). The review looked specifically at direct and indirect relationships and demonstrated that the effect of educational leadership is usually indirect (Hallinger, 1989; Hallinger & Heck, 1996, 1998; Hallinger& Murphy, 1987; Leithwood & Jantzi, 2005; Marzano, Waters, & McNulty, 2005). Harris et al., (2006: 10) claimed that the links to school leaders improving teaching and learning indirectly were through their influence on '*staff motivation, commitment and working conditions'*. Although no data was collected to show to what level principals E, L and J had improved teaching and learning at their schools, themes emerged from the data to show that each principal has influenced staff motivation, commitment and working conditions. This in turn had an effect on improving the teaching and learning at the three schools.

Principal E, through improving relationships with the owners of the school, had influenced commitment and improved the working conditions of teachers, however, there was not sufficient evidence to show that his leadership behaviour motivated teachers at the school.

Principal L had brought steadiness and unity to the staff of the school, which raised the motivation of teachers however, the data does not show that he was a direct motivator of them. His efficiency and organsiation al skills were an influence on commitment and the galvanisation of staff. He had made inroads into improving the working conditions of the

teachers however, his relationship and sway with the owners of the school limited how much influence he could have on those improvements.

Strong themes emerged from the information given by those interviewed in School J, suggesting that the principal was an excellent motivator and all teachers were working towards both his vision that of the school. The data shows that the principal believed that the success of the school was due to his simply employing excellent teacher leaders, and that he spent a considerable amount of time listening to teachers, in order to be able to improve their working conditions.

The literature review also showed that the influence of the leader can depend on the extent to which colleagues allow themselves to be influenced. In this school the teachers 'bought into' the principal's vision, therefore were influenced by their trust and respect for him and they felt the decisions he made, or supported, were for the good of the school.

The data shows that in Schools L and E, due to problems with previous principals, teachers were less likely to be influenced. Influence, therefore is an important link to the leadership of all three principals which is likely to affect how the teachers perform in their environment.

Motivation

The second theme to emerge was that of motivation. The literature review (section 2.2.1) showed that there are numerous definitions of motivation and when looking specifically at teachers' motivation, this can be discussed at both extrinsic and intrinsic levels. The review showed that intrinsic motivation stems from a direct relationship between the person undertaking the task and the task, whereas with extrinsic motivation people can be affected by

methods such as praise and pay (George, 2011). Extrinsically, the findings support that, from a principal leadership perspective, motivation is deciding on which method to choose to activate an individual (Ruthankoon and Ogunlana, 2003).

Both the MLQ data and the interviews showed Principal J to be an excellent motivator, who looks individually at what motivates each teacher. Evidence is shown that he 'knows which buttons to choose' and this is testament to knowing his staff well and therefore being aware what could motivate each individual. The data shows him to be the principal showing most behaviours of transformational leadership, and the literature shown in the review, supports that transformational leadership dimensions were found to directly influence the teachers' amount of motivation.

However, the data does not necessarily support the view that transformational principals provide external rewards. A teacher, extrinsically motivated, may seek an extrinsic reward but this might not be triggered by the transformational leader. This supports Judge and Piccolo (2004) showing that transformational leaders are concentrated on higher order levels.

The data also shows comparisons between transformational leadership and intrinsic motivation. The latter embodies the person and their emotions, encompassing trust and self-worth, which would be derived from internal influence. These qualities would be those needed for transformational behaviours. Principals E, L and J all show behaviours that, when teachers' beliefs and values are transformed to be in line with the values of the organisation, as in School J, they want to motivate their subordinates (teachers). In School J the teachers see the school's success as their own and this shows that transformational leadership has a positive influence on intrinsic motivation.

Transactional and instructional leadership

The MLQ, interviews and section 6.2 (question 2), show that the principals displayed behaviours of transactional leadership, in addition to transformational leadership. Principal J, in addition to being rated highly with regard to his usage of transformational leadership, was rated highly for his usage of transactional leadership. This would be in contrast to Burns (1978) polarisation of the two, however, extensive research suggests that transactional leadership is most effective when augmented by Transformational Leadership (Hallinger 2003; Leithwood, Harris & Hopkins 2008; Leithwood & Jantzi 2005; Yukl 1999).

The literature review showed that transactional leadership involved motivating and directing followers by appealing to their self-interest. With Principal J, being able to 'push the right buttons' in his teachers could be his ability to appeal to their self-interest. However, when dissecting transactional leadership into two basic forms (Bass, 1996; Bass & Avolio, 2004; Bass & Riggio, 2006) of contingent reward and management by exception, there is little evidence to show Principal J regularly used incentives and rewards, nor did he correct non-acceptable behaviour. The data however, does show that Principal E corrected the behaviour of his teachers. In the literature review it was shown that principals used transactional leadership in response to external pressures (Davies, 2007) and that Principal L used transactional leadership when it was necessary for him to justify his actions to the management company.

The literature review showed that the day of the lone instructional principal was over (Lambert, 2002) and that a principal's involvement in the classroom had less effect than was previously thought and less effect than the importance of recruiting quality teachers. Most recent literature has shown that both instructional and transformational leadership are

necessary for success (Marks and Printy, 2003; Day, Gu, Qing and Sammons, 2016). Principals L, E and J all commented on the importance of recruiting the right teachers. Organisational management for instructional improvement means the principals were concentrating on staffing the school with quality teachers. For Principal J this included structuring the organisation in a way to best support the teachers in the classroom. A study on school leadership (Louis et al., 2010) warned principals against instructional leadership and all three principals, to different levels of success, concentrated on improving working conditions and motivating teachers. This is similar to indirect instructional leadership (Mulford and Silins, 2009) and is based on the process of mutual influence.

Culture

The main theme to emerge from the data is that the cultures of the three schools cannot be clearly identified through existing culture typologies as referred to in the literature review section 2.5 and section 6.2. The data shows the cultures identified in the three schools involved in phase 2.

Table 6.4 The leadership cultures evident at the three schools

Principal	**New Categorisation**
E	Not rocking the boat (2014)
L	Slow and steady (2014)
J	The extra mile (2014)

School E has a sense of continuing as it is, but still with a sense of mild apprehension. This means the school culture could be described as 'not rocking the boat' (see table above). Due

to the high rate of turnover of principals and teachers, a culture of steadiness has not quite been achieved but is something that may be achieved in the near future.

There are many similarities between Schools L and School E, however the former has a steadiness to its culture that the latter is still trying to discover. Summarising School L, the culture is that of 'slow and steady' (see table above). Having experienced two wildly different principals before the current one and two equally different cultures, the school has now entered a period of stability.

Schools E and L do not fit into one neat typology, neither does School J, however, in the analysis of typologies above, it differs from Schools E and L, as it has features of the culture which tend to be at the end of the continuum of each specific typology. This suggests that the school has a developed collaborative culture, however, it is more than just that, it has a culture of the 'extra mile' (see table above). All members of the teaching staff work and play extremely hard and thereby create a warm, family feeling to the school.

The data show that Principal J was the driving force in installing a culture of 'the extra mile' at his school however, referring back to intrinsic and extrinsic motivation, the data does not give a clear indication of how and why the teachers bought into the culture of the extra mile. In the phase 2 interviews there was evidence to suggest that some teachers were intrinsically and extrinsically motivated and it is likely that it is a combination of both. However, all teachers interviewed and all the data showed that the full teaching body had aligned their vision with the principal's and the organisation's vision. Therefore, all teachers were following the extra mile culture to enable the school to be more successful. Those teachers who were not fully immersed in the extra mile culture had the opportunity during bi-annually contract renewal to

show that they were not committed to the vision of the principal and the organisation, and the culture of the extra mile, by seeking employment elsewhere.

6.4 Conclusion

The chapter has looked at the levels of transformational leadership of all three principals and the culture evident at the schools. Principal J showed the most traits and behaviours of transformational leadership with regard to both the Bass (1998) and Leithwood (2006) models, with Principal L the least and the cultures evident at the schools were that of 'not rocking the boat' – School E, 'slow and steady' – School L and 'the extra mile' – School J.

In concluding this section, the findings support literature which calls for principals to focus more on the shaping of the culture of their schools than of their managerial roles. Principals L and E, because of the restraints on their leadership due to the owners of the school, are focussing on the managerial aspects of their role. Principal J has been able to implement successful change at the school and to shape the culture of the school into the extra mile culture. Principals successful in the implementation of change, such as Principal J, are those who can understand the unique culture of the school.

The findings show that Principal J's transformational leadership impacts the school culture of the school by raising teachers' level of awareness of developing valuable outcomes, as well as strategies for accomplishing those outcomes; this is done by inspiring teachers, in particular the middle leadership of the school to transcend their own limited self-interests to work for the greater good of the school as a whole (Bass, 1985).

Chapter Seven

Conclusions

7.1 Introduction

Chapter seven will present the key findings of the study, the significance of the study, its limitations and themes for further research.

7.2 Key findings

The purpose of this study was to explore the effect of leadership behaviour of principals on school culture in three international schools in South East Asia. The following is a summary of the findings from chapter 6.

Question 1: What kinds and levels of transformational leadership behaviour does the study show the selected principals display?

Both phases of the study indicate that the principals show particular behaviours of transformational leadership and that the levels of display are different with Principal J showing the most, then Principal E and then Principal L. Secondly, the findings show that the leader with the highest levels of transformational leadership is leading the school with the highest outcome scores from phase 1.

Question 2: Does the study show that principals use various leadership behaviours at different times?

The findings show that, although the project was originally intended to look specifically at principal transformational leadership, displayed by the principals, it is the case that all three employed various leadership values, qualities and behaviours whilst performing their duties.

Question 3: What does the study show affects the selected principal's leadership behaviour?

The study shows that context, power, trust and change are important considerations in the three principals' leadership behaviour as investigated in the project.

Question 4: Are principals' perceptions of their leadership style and behaviours the same as others perceived them?

The findings show that the principals' perceptions of their leadership style and behaviour differed from how that the leadership teams and other teachers saw them.

Question 5: What are the leadership cultures present and are the culture models discussed in the literature review evident in the schools investigated in phase 2 of the study?

The findings show that all three schools have different cultures which are influenced by the leadership styles and behaviours of the principals. These cultures have been shown in chapter 6 as three new typologies and can be described to define the three schools: School E 'not rock the boat', School L 'slow and steady' and School J 'the extra mile'.

Question 6: Is there a relationship between the transformational leadership behaviours of the principals identified in the literature and the MLQ and the culture that exists in the schools?

The findings show that there is a relationship between the transformational leadership behaviours of the principals and the culture existing in their schools. However, the questionnaire data was not able show that transformational leadership was or was not a direct cause of the culture of the three schools.

7.3 Contribution to knowledge

In chapter one, I argued that there was a gap in knowledge, looking specifically at the relationship between leadership and culture in international schools. This study has, to some extent, bridged that gap. In addition, the following contributions to knowledge are shown.

1. The concept of leadership as influence

The literature review showed that it is widely accepted that leadership affects organisations (Schermerhorn, Hunt and Osborn 2000) and this is certainly the case with schools (Day, Harris and Hadfield, 2001; Fullan 2002; Hallinger and Heck 1998). While quantitative estimates are not always available, most writers agree that the effect of educational leadership is indirect (Hallinger, 1989; Hallinger & Heck, 1996, 1998; Hallinger & Murphy, 1987; Leithwood & Jantzi, 2005; Leithwood, Day, Sammons and Hopkins (2006); Marzano, Waters, & McNulty, 2005 and this, in turn, will influence the achievement of students (Hallinger and Heck; Hallinger et al.; Leithwood et al., 2004, Stein and Spillane, 2005). Robinson, Lloyd and Rowe (2008: 636) commented on the reviews of empirical research of Bell, Bolam and Cubillo 2003; Leithwood et al 2004; Marzano, Waters and McNulty, 2005; and Witziers, Bosker, and Krugers, 2003 highlighted the 'unprecedented international interest in the question of how education leaders influence a range of student outcomes'.

Day et al., (2010) built on the previous review (Leithwood et al., 2006) in showing that attention should be given to a wider variety of leadership practices. This is moving away from the importance placed purely on staff motivation, commitment and working conditions. A lack of outcome data in this project limits the contribution to knowledge in this area which I can

show, but in an international school setting, Principal J has proven himself to be a successful principal and influence school outcomes by combining both influencing positively staff motivation, commitment and working conditions and through his use of transactional, instructional and transformational leadership.

2. The links between transformational leadership and motivation

The fact that the findings, section 5.7 and discussion section 6.3, show strong links between transformational leadership and motivation is nothing new. Bass (1998) includes inspirational motivation in his model of transformational leadership and is present in Leithwood's (2006) model, both of which have been used in this project.

Both the MLQ data (phase 1) and the interviews (phase 2) showed Principal J to be the one with the highest levels and usage of transformational leadership and an excellent motivator. However, caution should be advised with regard to the results from phase 1, due to the limitations of the MLQ survey (Bass, 1998) used. In section 3.8.5 I justified my reasons for choosing the MLQ as my instrument, and in section 3.8.6 I showed it to be reliable and also commented on its validity in section 3.8.7. However, the MLQ (Bass, 1998) survey was designed based on Bass' conceptualisation of transformational leadership and does not take into consideration conceptualisations of transformational leadership, developed since Bass, and the considerable development in leadership knowledge since that time.

The findings show and support the concept that the major influence on the extent of teacher motivation was when the principal (Principal J) developed a clear vision, framed school goals and gained staff consensus on desired outcomes (Hallinger and Heck, 1998: Leithwood et al.,

1999: Day 2011). Leithwood and Jantzi (2005) show the notion is built on the understanding that followers are inclined to act when they are unified by a compelling purpose and the findings support the concept that creating a vision is an important function of a leader (Day, Harris, & Hadfield, 2001; Hallinger & Heck, 1999). Additionally, the findings in section 5.7 and 6.3 show that transformational leadership dimensions were found to directly influence teachers' level of motivation (Geijsel et al., 2003; Leithwood and Jantzi, 2005) which affected the achievement and learning of students (Leithwood and Jantzi, 2005). However, as shown in above, a lack of outcome data in this project limits the contribution to knowledge in this area which can be presented.

3. Culture as linked to shared underlying assumptions and understandable through examination of artefacts

The literature review, section 2.3, showed that it is important for schools as organisations, to recognise that their structure, behaviour and performance can all stem from their culture (Cunningham and Gresso, 1993) and it also highlighted the difficulty in defining culture (Deal & Paterson, 1999; (Fullan & Hargreaves, 1996; Gruenert, 2000; Hallinger& Heck, 1999; Hopkins et al., 1994; Leithwood & Jantzi, 2000; Peterson & Deal, 2002; Schein, 1995; Sergiovanni, 1984).

Schein (1984) outlined three levels of organisational culture: tangible artefacts, values and beliefs and underlying assumptions. His work is representative of studies describing culture as a system of shared meanings and relationships (Stolp & Smith, 1995). The artefact level, the most visible of the three (Schein, 1992) is closely associated with people's understanding and perceptions of a school. All schools have a wide spectrum of artefacts and this research included looking at minutes of meetings, agendas, administrative documents, magazines, bulletins etc. and recording

these artefacts through the use of photography. Photos are essential in helping to describe the culture in a school as they add detail to the narrative, and help overcome barriers to analysis of artefacts such as moving artefacts from their location.

The least tangible of the three levels is underlying assumptions. These are not clearly recognisable but they can still have an effect on teachers and shape their behaviour. The findings, showing my investigation into the culture present at the schools at a particular moment of time, required the study of the values and assumptions which underpinned practices and artefacts (section 5.8). Values should not be underestimated in their importance. Values are at the core of what a school considers important and are essential when investigating how culture is manifested. Values have been described as 'the Bedrock of Culture' (Deal & Patterson, 1999: 13). Artefacts, values and assumptions are described as levels (Schein, 1985) because each level is deeper than the previous one and assumptions are an extension of values (Deal & Patterson, 1999). When stating that assumptions are an extension of values I am showing that culture begins as a shared value but, over time and after repetition, becomes an underlying assumption which informs behaviours and relationships, expectations and aspirations. In School J, high levels of trust and honesty exist and these assumptions can play an important part in a school's moral structure.

When looking to unearth the culture of the schools through underlying assumptions, the research instruments used in this study could be criticised. These assumptions are unconscious and therefore difficult to investigate and there was also difficultly with trying to tease out such assumptions from those I interviewed. What this research shows is that underlying assumptions are not easily measurable and can be a feeling, an intuition.

In the three schools investigated in this project, one feeling which was noticeably different in each was how and to what level joy and excitement exuded from the teachers and what gave the teachers excitement. It is not a new contribution to comment on this feeling, nor is it new to suggest that this research shows that is it not easily measurable. However, the research can give clues which may help future studies.

In School J, all teachers and staff excitedly sang the school song which contains underlying assumptions about teamwork, hard work and success in the verses. This success was previously described by the principal (section 5.5) as 'coming out of the woodwork'. It can be highlighted by the way that new students arrive at a school, for example School J, and, almost immediately, are drawn into the academic ethos which is 'coming out of the woodwork'. This joy, this excitement, this underlying feeling and assumption mean that the culture of the 'extra mile' can exist and thrive in some schools and this is something which could be investigated in future and further research.

4. The 'extra mile' culture typology

The findings have shown that three different cultures exist at the schools and have been defined as the following three new types of culture: School E 'not rock the boat' culture, School L 'slow and steady' culture and School J 'the extra mile' culture (section 6.3). The predominant culture of Schools L and E is that of steadiness. However, School J exhibits a culture of work hard - play hard, and working 'towards' the principal that I have described as the 'extra mile' and it is the investigation into, and uncovering of, this new typology of culture which is a contribution to knowledge.

Similarities are present to what was described as a hot house school culture (Hargreaves, 1995) with regard to high cohesion and high control. Hargreaves (1995) described a culture of high cohesion and high control as a hot house culture, and there are similarities with this hot house culture and the extra mile culture of School J. Although the findings in section 6.3 show this school to have high cohesion, there is no evidence of high control, which Hargreaves has described as a hot house culture, or low control which Hargreaves has described as a welfarist culture. Hargreaves also categorised what he described as an 'ideal culture' which he described as having optimal cohesion and optimal control, in addition to high expectation and support in facilitating achievement (Hargreaves, 1995). Present at School J is the optimum level, the right amount for School J, of cohesion and control for School J to facilitate achievement. The 'extra mile' culture at School J, has these optimum levels of cohesion and control and therefore could be described as the ideal culture. However, further research would be needed to conclude if this is the ideal culture, or simply the ideal culture for Principal J and his school.

The existence and importance of this extra mile culture in the findings show that it allows a positive and collaborative culture to exist and thrive it is also shown to be a desirable culture for a school to achieve. There are no findings from the project to show a negative culture, innovation overload or wasted effort at School J.

All staff are introduced to the 'extra mile' culture during the interview and recruitment process and at the end of their two year contract, when applying for a new one, they must comment on what they have done in those two years which demonstrates their adherence to the culture. A staff turnover of 6%, which is considerably below the average of 14%, as in a survey

of 270 international schools by C.I.S. (Odland & Ruzicka, 2009), shows this to be a positive, collaborative, family culture to which staff wish to belong.

5. Transformational leadership and Culture in international schools in South East Asia.

The findings of the study showed that principal leadership behaviours and styles affect school culture and this in itself is not new. However, the findings show specifically (Section 6.3) that Principal J, in showing considerably higher levels of transformational leadership than the other two principals (the highest in phase 1 out of 8 schools), leads a school with a considerably more collaborative and positive culture. Also, Principal L, who shows the lowest levels of transformational leadership (the lowest out of 8 schools in phase 1) leads a school with a culture of steadiness, which is not as collaborative and positive as that present in School J.

7.4 Limitations

The first limitation is linked to the survey instrument used in the study. There has been considerable development in leadership knowledge since the MLQ was invented, and therefore in using that instrument for phase 1 did not take this into consideration.

As my knowledge and understanding of transformational leadership grew during the project, I began to discover the importance of the Leithwood (2006) model. This led to me using this model in my analysis of my findings and a realisation that, had I been aware of Leithwood's model at the beginning of my project, my focus would have been on this, not the Bass (1998) model. In addition, the MLQ instrument's aim is to show the levels of transformational and

transactional leadership displayed by a leader and it does not recognise other leadership behaviours that may be present.

The second limitation was in attempting to link together the leadership of the principals with pupil outcomes, as it was not possible to get all pupil outcome data from the schools involved, in order to analyse this in depth to draw links and conclusions.

The third limitation of the study is linked to the research methodology used in phase 1 of the project. Only members of the leadership team were invited to take part and therefore the degree to which the principal was or was not deemed to be transformational was taken from too limited a number of participants. Furthermore, the participants were asked to respond to the questionnaire via email. Using an electronic survey application, for example Survey Monkey could have increased the quantity and quality of responses.

The fourth limitation was the distant location of the three schools which meant that further visits to all three schools or face-to-face interviews for the second round of questioning of the principals were not possible, due to time and financial restraints.

7.5 Themes for further research

Further research is recommended in five key areas:

1 Further research into the schools that may have a culture which this project has identified as being an 'extra mile' culture. By looking at this type of school in more detail, patterns and relationships could be discovered to show which leadership styles and behaviours of the principal lead towards this specific typology of culture. This

research could be looking specifically at transformational leadership or specifically identifying other leadership behaviours.

2 Although there has been research looking at the effects of leadership styles on school culture, it has been predominantly with a European or an American bias. Opportunities now arise for more studies to investigate international schools in Asia.

3 This is a small scale study. The number of schools could be increased and the study could be focussed on individual countries in South East Asia.

4 More research, again from different geographical areas, into the question; is there a particular culture associated with more successful international schools? Difficulties would arise specifically due to context, but clues may consistently emerge from this further research to discover if a particular culture exists.

5 This could be a longitudinal study comparing the findings of the current study.

The study has investigated the links between the leadership of school principals and school culture in international schools in South East Asia. It has answered the two main research questions shaping it and showed that the principals do exhibit behaviours of transformational leadership but that the three principals' transformational principal leadership styles and behaviours are more, or less, limited and have varying effects on the culture of the schools they lead.

In concluding this thesis, I have shown a summary of the six key findings from the study and discussed the contribution it has made to knowledge. The limitations of the study and directions of further research have been included.

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The Appendix

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Appendix I

School of Education – Research Ethics Approval Form

The University of Nottingham

Name: Chris Langridge

Main Supervisor: Chris Day, Pam Sammons

Course of Study: EdD

Title of Research Project: to explore the effect of leadership behavior of principles on school culture in int schools in Bangkok

Is this a resubmission? No

Date statement of research ethics received by PGR Office: 29/2/08

Research Ethics Coordinator Comments:

This seems mostly fine but please see my comments on the enclosed documentation. Good luck with your recruitment of principals!

Outcome:

Approved [✓] Revise and Resubmit [ ]

Signed: [signature] Name: ANDY HOBSON (Research Ethics Coordinator) Date: 31 March '08.

Appendix 2

PARTICIPANT CONSENT FORM

Project title	To explore the effect of leadership behaviour of Principals on school culture in international schools in South East Asia.
Researcher's name	Christopher Langridge
Supervisor's name	Professor Chris Day, Professor Pam Sammons

I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

I understand the purpose of the research project and my involvement in it.

I understand that I may withdraw from the research project at any stage and that this will not affect my statues now or in the future.

I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.

I understand that I will be audio taped during the interview.

I understand that data will be stored by Christopher Langridge. The data will be stored on computer (transcripts). Christopher Langridge will be the only person with access.

I understand that I many contact the researcher or supervisor if I require further information about the research, and that I many contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed ……(research participant)

Print name ……

Date ……

Contact details

Researcher: Christopher Langridge Christopher.l@shrewsbury.ac.th Tel: 0872814826

School of Education Research Ethics Coordinator: Andrew Hobson: Andrew.hobson@nottingham.ac.uk

Appendix 3

For use by Christopher Langridge only.

MLQ

Multifactor Leadership Questionnaire

by Bernard Bass and Bruce Avolio

Published by **Mind Garden**

www.mindgarden.com

MLQ Manual, Copyright 1995, 2000, 2004 by Bernard Bass and Bruce Avolio. All rights reserved.

Published by Mind Garden, Inc., www.mindgarden.com

For use by Christopher Langridge only.

Multifactor Leadership Questionnaire

Leader Form

My Name: _____ Date: _____

Organization ID #: _____Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

Example question:

E.g. I am always available for others …….. 3

1. I provide others with assistance in exchange for their efforts .....

2. I re-examine critical assumptions to question whether they are appropriate .....

3. I fail to interfere until problems become serious .....

4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards .....

5. I avoid getting involved when important issues arise.....

6. I talk about my most important values and beliefs..... ..

7. I am absent when needed.....

8. I seek differing perspectives when solving problems.....

9. I talk optimistically about the future.....

10. I instill pride in others for being associated with me.....

11. I discuss in specific terms who is responsible for achieving performance targets.....

12. I wait for things to go wrong before taking action.....

13. I talk enthusiastically about what needs to be accomplished.....

14. I specify the importance of having a strong sense of purpose.....

15. I spend time teaching and coaching .....

16. I make clear what one can expect to receive when performance goals are achieved.....

17. I show that I am a firm believer in "If it ain't broke, don't fix it." .....

18. I go beyond self-interest for the good of the group .....

19. I treat others as individuals rather than just as a member of a group.....

20. I demonstrate that problems must become chronic before I take action.....

21. I act in ways that build others' respect for me.....

22. I concentrate my full attention on dealing with mistakes, complaints, and failures.....

23. I consider the moral and ethical consequences of decisions.....

24. I keep track of all mistakes .....

25. I display a sense of power and confidence .....

26. I articulate a compelling vision of the future.....

27. I direct my attention toward failures to meet standards .....

28. I avoid making decisions.....

29. I consider an individual as having different needs, abilities, and aspirations from others...

30. I get others to look at problems from many different angles.....

31. I help others to develop their strengths.....

32. I suggest new ways of looking at how to complete assignments..... ...

33. I delay responding to urgent questions .....

34. I emphasize the importance of having a collective sense of mission .....

35. I express satisfaction when others meet expectations .....

36. I express confidence that goals will be achieved .....

37. I am effective in meeting others' job-related needs .....

38. I use methods of leadership that are satisfying.....

39. I get others to do more than they expected to do .....

40. I am effective in representing others to higher authority .....

41. I work with others in a satisfactory way.....

42. I heighten others' desire to succeed .....

43. I am effective in meeting organizational requirements.....

44. I increase others' willingness to try harder .....

45. I lead a group that is effective .....

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Appendix 4

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Multifactor Leadership Questionnaire

Member of the Leadership Team Form

My Name: _____ Date: _____

Organization ID #: _____Leader ID #: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

Important (necessary for processing): Which best describes you?

___ I am at a higher organizational level than the person I am rating.

___ The person I am rating is at my organizational level.

___ I am at a lower organizational level than the person I am rating.

___ Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

The Person I Am Rating. . .

1. Provides me with assistance in exchange for my efforts .....

2. Re-examines critical assumptions to question whether they are appropriate.....

3. Fails to interfere until problems become serious .....

4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards ..

5. Avoids getting involved when important issues arise.....

6. Talks about his/her most important values and beliefs.....

7. Is absent when needed.....

8. Seeks differing perspectives when solving problems .....

9. Talks optimistically about the future.....

10. Instills pride in me for being associated with him/her.....

11. Discusses in specific terms who is responsible for achieving performance targets .....

12. Waits for things to go wrong before taking action.....

13. Talks enthusiastically about what needs to be accomplished.....

14. Specifies the importance of having a strong sense of purpose .....

15. Spends time teaching and coaching .....

16. Makes clear what one can expect to receive when performance goals are achieved.....

17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it." .....

18. Goes beyond self-interest for the good of the group.....

19. Treats me as an individual rather than just as a member of a group .....

20. Demonstrates that problems must become chronic before taking action.....

21. Acts in ways that builds my respect .....

22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures .....

23. Considers the moral and ethical consequences of decisions .....

24. Keeps track of all mistakes .....

25. Displays a sense of power and confidence.....

26. Articulates a compelling vision of the future.....

27. Directs my attention toward failures to meet standards .....

28. Avoids making decisions.....

29. Considers me as having different needs, abilities, and aspirations from others.....

30. Gets me to look at problems from many different angles .....

31. Helps me to develop my strengths.....

32. Suggests new ways of looking at how to complete assignments .....

33. Delays responding to urgent questions.....

34. Emphasizes the importance of having a collective sense of mission .....

35. Expresses satisfaction when I meet expectations .....

36. Expresses confidence that goals will be achieved.....

37. Is effective in meeting my job-related needs.....

38. Uses methods of leadership that are satisfying .....

39. Gets me to do more than I expected to do .....

40. Is effective in representing me to higher authority .....

41. Works with me in a satisfactory way.....

42. Heightens my desire to succeed.....

43. Is effective in meeting organizational requirements.....

44. Increases my willingness to try harder .....

45. Leads a group that is effective .....

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Appendix 5

Case Study Questions

About the principal of the School

Firstly, can you tell me a bit about your history? And your role in the school?

Can you describe the principal in three words?

How does the principal treat you?

How do you feel when you talk to him?

How does he behave to SMT? Teachers? Parents? (give me an idea of his personality)

How would you describe the Principals vision?

How does he convey his vision?

Do all teachers follow this?

What are meetings like? (one to one. SMT, and full staff)

Who sets the agenda?

How does the principal follow up the work according to his vision?

How does he behave to SMT? Teachers? Parents? (give me an idea of his personality)

How does in interact with the teachers? Students?

How enthusiastic are the teachers here?

Are there frequent rites and ceremonies?

How much is the principal involved in these?

How does he participate?

How would you describe the principals direction of leadership/management?

What clear changes have happened in the last three years(depending on how long you have been present)

In terms of motivation, what special characteristics does the principal have?

How does the principal motivate teachers in their work?

How does he carry himself?

How does the principal communicate verbally and through his actions his excitement about the school and its accomplishments?

How is the general work atmosphere at the school?

How does the principal encourage good working environment?

What is the atmosphere of the staff room?

Does the principal socialize with staff outside of school?

Could you give me a recent example of something that the principal did that impressed you?

Could you give an example of something the principal did recently that you feel he could have done better?

Appendix 6

School J – 9 Questions to be answered when applying for a position at School J

1 In what ways do your career experiences to date make you a strong candidate for one of the advertised positions?

2 What is it that appeals to you about working at this school?

3 How would you describe our ethos, and to what extent is it compatible with your own philosophy of education?

4 In what ways would you 'go the extra mile'?

5 How would you deal with the frustrations of living in Manila?

6 Are the reasons for your application based on 'push' or 'pull' factors?

7 Describe a very good lesson that you have delivered recently, and explain why you think it was so good.

8 Outline your thoughts on either the National Curriculum or the IB diploma.

9 What would you like to be doing professionally in five years time?