

STRENGTHENING THE STRENGTH OF PUBLIC-PRIVATE
PARTNERSHIP MODEL IN EDUCATION
A Case Study of Durbar High School in Nepal

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Background of the study

Modern education system demands for changes in educational institution. This has initiated a need to transform the traditional institution the Public Schools into a sophisticated teaching learning organization where lots of children educational career is depended on. Unfortunately, Nepal suffers from such changes towards development and resists the paradigm shift.

However, new trend in education system is on process to transform these traditional public schools into community managed schools. This eventually has resulted productive outcome in terms of resources generation, resources mobilization, infrastructure building and collaboration with donor agencies (Rajbhandari, 2007). The transfer of public school management to the hand of community was the emphasis put by The World Bank after the Education for All World Conference in Jonteim, Thailand. The decentralization of education has hit the country rock hard to flourish education in primary level. This resulted new trend in education system again supported by The World Bank in collaboration with private participation into the public schools. The programme was also initiated in the first and most old school Durbar High School established in 1853 with utmost anticipation of bringing the quality education in school. Strengthening the strength, a model public-private partnership (PPP) in school gave a new looks in educational history over the nation. The PPP programme, therefore, anticipates the transformation of school bestowed by collaboration of both private and public management to bring about the quality in education. The quality of education cannot be achieved by management of school alone, however, it require an existence of leadership.

Nevertheless, leadership alone may not bring down the problems that still exist in school management. Collaboration of public and private may not only be the concern for administering school, it requires additional attention of commitment and dedication for quality education in order to foster the progressive development of schools which require an effective leadership role. An effective leadership can, however, be assumed with phenomenal practices with different leadership styles at different situations. At situational time of initiating changes in the school, positive leadership in educational setting requires to be focused upon the vision, be optimistic to achieve the mission and goal, striving to accept challenges for the resistances, and smiling to face with uncertainty (Focused, Optimistic, Striving, and Smile). In contrary, the negative leadership may have intentional FOSS limited to benefit himself but not to the school as a whole. In addition, for the progressive development of school, it also requires financial contribution which is possible from the private investors. This recalls for Dugmore (2005) speech for private individual into school management.

Dugmore (2005) in his speech asserted that “if indeed we are going to build a Learning Home for All our children, we need your contributions, by making available resources, finance, expertise and goodwill to realize this vision” (href. 1). But the question still arise why do private investor put money into the school. In connection to this, Daniel (2004) in his speech for CASE European Schools Development Conference, he stated

“reasons are more often mixed than uni-dimensional, but let me suggest four. First, there is the monumental function of educational institutions. It is striking how university campuses in America play the same role as medieval cathedrals in Europe, of giving the wealthy the chance to leave something

permanent as a memorial to themselves or their beliefs. Second, benefactors may want to promote a particular topic or an activity in which they believe passionately – new fives courts or a library of books on Islam, for example. Third, they may simply wish to help succeeding generations of young people. My own school, Christ's Hospital, was founded because Henry VIII destroyed much of England's social support system by suppressing the monasteries. When his son Edward VI came to the throne his advisors urged him to rebuild this support by creating foundations for the sick, the mentally ill and the orphans of the City of London. That is how Christ's Hospital came to be founded, in 1553, to take care of and educate the orphans of London. The fourth motive of benefactors, which is a variant of this one, is that many simply believe that education is about the best general investment they can make in the future. This is entirely consistent with the role of education in development that I mentioned earlier" (href. 2).

More to discuss about Public-private partnership in education, according USAID office of Global Development Alliance (GDA) who plays a functional bureau practicing public-private partnership states that the PPP model in education where private sectors emerges to actively participate in school developmental process. In connection to public private alliance in educational setting, the common elements for USAID are

- The belief that a partnership will be more effective than a standalone approach;
- A joint definition of the problem and a shared solution;
- The commitment of resources by all partners;
- And shared risks and rewards.

An exemplary report of the USAID of South African continent in Takalani Sesame with PPP was about partners shared vision, for which they states;

“Takalani Sesame is an example of a successful public/ private partnership. Each of the partners shares the vision and realizes the potential of the project to educate South African children. This contributes to overall project sustainability” (p.2).

In addition, they further states that “Public-private alliances are typically characterized by a 1:1 leverage of public and private funds. While not all alliances can reach a full 1:1 leverage, many more alliances exceed this threshold” (p.1).

With much more endeavor to public-private partnership in development of school in developing countries, Jha and Chetterjee (2005, 2) explains “A public-private partnership has the potential of optimising existing resources, as the public sector plays the role of enabler and facilitator, and the private sector contributes its expertise, technology and management practices”. PPP model however, initiate developmental program that encourage teachers motivation to teach. This further allows private and local community group mobilization to participate in school developmental program bringing out of reaches students into the school. The World Bank (n.d) states “the main rationale for Public-Private Partnership (PPP) programs is the potential role of the private sector for expanding equitable access and improving learning outcomes” (href. 3). In regard to public-private partnership, Patrinos (2010) states “This approach allows private organizations to complement government efforts in providing education services, increasing the chance for poor girls in developing countries to receive education, and improving the quality of learning for students at all levels”.

Much more have been discussed in literature about private public partnership in education. Nevertheless, the collaboration of public and private individuals in the school management committee (SMC) consequently is anticipating in strengthening the strength in school development. In addition as suggested by Danial, participation

of private individuals in SMC undoubtedly initiate preserving monumental function, promote particular activities, such as education reform policy and eventually succeeding younger generation for future. This however, require dedication and commitment of the leadership having long term vision being focused with optimism to striving in achieving goals and face challenge with a smile. With regard to this, my research exploration intends to examine the strength of public-private partnership (PPP) collaboration in Durbar High School.

A brief introduction of Durbar High School

Durbar High school is the first school established in Nepal in the year 1853 especially for the children of ruling Rana's Elites. In supporting to this, MoE (2003) stated:

“Modern education began in Nepal with the establishment of first school in 1853. However, this school was only for the members of the ruling families and their courtiers. Schooling for the general people began only after 1951 when a popular movement ended an autocratic family regime and initiated a democratic system” (p. 2)

Under the supremacy of Rana emperor ruling the country for one hundred and four years, education was not given access to the general public. Their motive behind suppressing education to general public was to regain their ruling power. It was the Rana's motive not to provide education to general public as they thought that development in nation through education would weaken their power. Therefore, most of the people were kept uneducated and illiterate at their ruling time. It was after many years that the door was opened for the general public for access to the education in school. In the same line, access was given to the general public to study in Durbar high as well. It was then the public were proud to send their children in this school, which was an additional image of status the public would gain in the society.

Similarly many forms of school that were being operated in small religious places were also nationalized. These forms of school were operated by the community members.

In recent days after the implication of educational reforms, decentralization in education has become one of the major issues that educational sectors are facing. The concept of decentralization strategy in education is transferring the school management to the local community groups. The other form of the strategy is the public-private partnership in education. Among the 26000 public schools in Nepal, above 3000 public schools management has already been transferred to the hand of community groups. In taking participation in school management, many non governmental organizations (NGOs) involved into the school management to support the schools with financial injection as and when required. Similarly, NGO in Durbar High is actively participating in terms of private financial partnership.

In addition to this, Durbar High may be the first school to go into public-private model, however, many public schools have already transferred their management to the hand of community but private partnership is less been into visible which in this case Durbar High could be one of the first in both ways, the establishment as well as in the PPP model.

Research methodology

The research takes a turn into qualitative paradigm to understand the feelings, thought and emotions of the respondent to make it more purely a depth study to reveal the scenario of the current status of school leadership practice with implication to strengthening the strength of public and private partnership in educational settings. Interview tool was used to collect data from the respondent. Above all, semi

structured interview was applied to control of interview schedule. The benefit of applying the semi structure interview in this research is because it gave me the opportunity to probe the feelings of the respondent, where other method seemed rigid to apply. In addition, semi structured interview was helpful to get into more deep information about the fact and truth in real leadership practice.

The data was recorded in the recording device and later transcribed into English. Each word of the respondent were carefully noted and transcribed, however, the transcription into English from Nepali may not be same in the line of words and sentences but the meaning of the sentences were given precisely as according the respondent. Furthermore, data were analyzed using the triangulation method for reliability and validity. Primary data were collected from the school head teacher, teachers and an administrative staff and from the local community people.

Ethical considerations

As in so far, it was very important for me to talk to the respondents in person to implement the interview schedule. However, prior consents were taken from the interviewees. My introduction as a PhD student was revealed at the first instance of meeting with the respondents, which includes, head teachers, teachers, and administrative staffs of the Durbar High School. It was also made confident to them about keeping their personal identity very confidential which only me and my professor will have an access to the interview.

Before beginning with the interview, it was made clearly known to the respondents about the tape recording of their feelings and thoughts into the recording devices. It was further made known to the respondent about the tape recording that will continuously be recorded without any stoppage in the session of interview to gain

maximum information of their thought and feeling towards the school management in strengthening the strength of the model Private public partnership.

Nevertheless, I made the respondents clear, specially, the head master (principal) that the name of the school will not be kept secret. This is because, Durbar High is one of the oldest school in Nepal and as a matter of fact the only first formal school in the history of Nepal education. In addition, equal opportunity was given to the respondent to speak upon what they have to say and feel about the collaborative model of private hands into the school management committee.

My research questions and analysis

Furthering my research exploration in public private partnership model two research questions was answered.

1. How is the contribution of SMC in strengthening the strength in public-private partnership model in Durbar High School?
2. Has there been a significant improvement in the school with the strength of private individual involvement in the SMC?

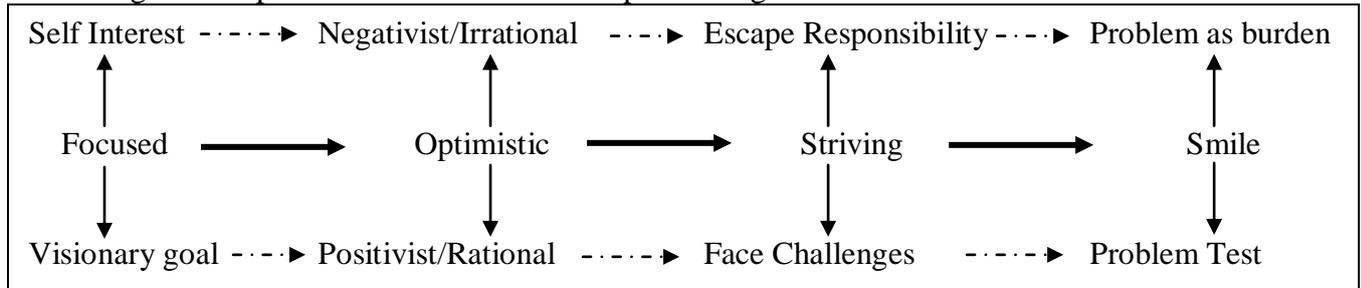
Nevertheless, school management from both hands can bring betterment to school management. However, new leadership in school can therefore; turn the table and can implement his vision to enhance the school into to greater height.

Importantly, both management from the public and private may sometime create complexity in decision making and the progress of the school as a whole. In accordingly, if it is a strong collaboration of both leaders from the public and private, it is then definite that school, however, will share the leader's vision to enhance in a better way in future.

Moreover, the intention of self interest from the private side should not be implemented in the school management. Although it is highly regarded that financial capabilities can attract many to proceed as according to how and where to move. Leadership by financial capabilities in school can also be seen in schools of Nepal (Rajbhandari, 2006). He further claims that resources like financial capabilities can play a vital role in becoming leaders in developing countries like Nepal. To support his view upon resources Dawson (n.d) writes, “the concept of resourceful leadership is simple; it’s the effective use of all the resources available to leaders to get the results their organization requires” (href. 4). It is necessary for schools to have financial injection for its development and enhancement. This can therefore, be possible with the collaboration of public-private partnership in education. Not necessarily private individuals have to inject financial resources alone, but can also contribute with knowledgeable transformation that leaders often does to bring changes in schools to progressive growth and development.

However, to maintain progressive growth in school, it is the responsibility of both public and private partner to collaborate with good faith to bring about high quality in education and infrastructure building. Therefore, it is highly demanded from the leadership to reflect and become (1) focused, (2) optimistic, (3) striving, and (4) smile which I call it a FOSS.

Figure 1 Explains the FOSS of leadership in management of school.



Leadership role is important when strength is strengthened. The leadership in collaborating public-private partnership in education plays a vital role of FOSS as mentioned in the figure 1. The behavioral characteristic of leadership in reflecting benefits for own interest should be avoided and concentrate upon the development of school progress. It is some time realized that entrepreneur leadership basically involving into school educational settings have a long vision of making the best investment for future. This has been explained in the figure FOSS of being self interest, negative attitude towards the school management progress by not visiting the school frequently and maintaining isolated figure without any suggestion giving and not taking interest with the current issues. However, in contrary the story may be different that the leadership role is focused for vision in achieving goal, positive thought and attitude, longing to take challenges and solving the problem instantly to avoid being any further issue.

In addition, the FOSS while taking into consideration of the positives aspect and the negative aspect, figure 2 describes the balance of leadership approach towards school progression and quality enhancement. In connection to balanced leadership, McREL's Balanced Leadership Framework (2004, 2) assumes that;

“assumes that for sustainable school improvement to be realized, school leaders, including principals and teacher-leaders, must better understand (1) the relationship between research-based leadership responsibilities and practices; (2)

those areas of influence associated with sustainable school improvement including establishing a community of purpose; and (3) that change can vary dramatically in terms of its focus and magnitude”.

With connection to strengthening the strength in school with balanced leadership, the leadership dimension should be focused with responsibility and accountability for school and partnering with public and private School Management Committee (SMC) for strengthening collaboration. Leadership should also be focused with interest to bring sustainability of school improvement partnering the local community, teachers, donors and the SMC. Moreover, leadership as a result to bring change must also be aware of situation to resistance to change from the followers.

In supporting the view of being responsibility and accountability towards improvement of schools development Sergiovanni (1995, 34) states;

“Two additional motivational rules need to be recognized if we are to have a more complete picture of human nature: “What is rewarding gets done,” and “What people value and believe in gets done.” Both rules compel people to perform, to improve, to change, and to meet their commitments from within even if doing so requires that self-interest be sacrificed. Both rules address the intrinsic and moral nature of human nature. Both rules are essential to the cultivation of civic virtue”.

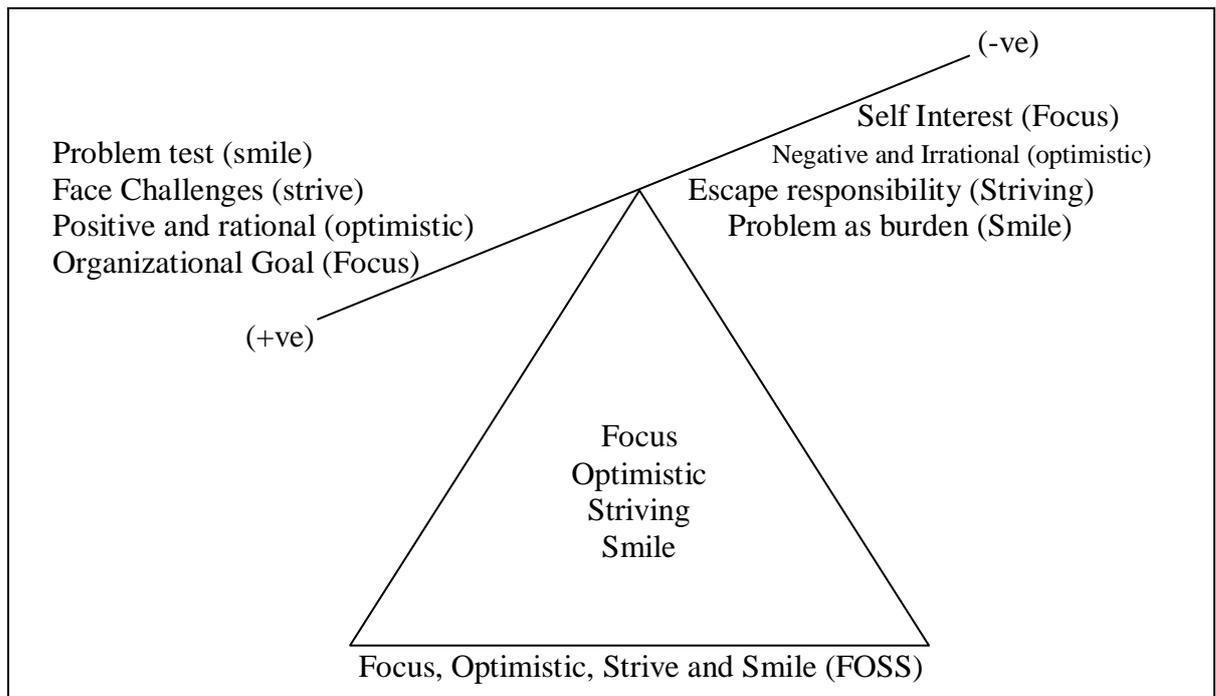
Nevertheless, Sergiovanni also interestingly asserts that human nature is ruled by self interest and plays the game of politics of virtue. Furthering his argument with human nature and political virtue he states;

The politics of division is a consequence of applying formal organization theories of governance, management, and leadership to schools. At root these theories assume that human nature is motivated by self-interest, and that leadership requires the bartering of need fulfillment for compliance. Would

things be different if we applied community theories instead? Communities, too, “play the game” of politics. But it is a different game. It is a game of politics more like that envisioned by James Madison, Alexander Hamilton, John Jay, Thomas Jefferson, and other American Founders and enshrined in such sacred documents as the Declaration of Independence, the Constitution of the United States, and the amendments to that constitution that represents a bill of rights and a bill of responsibilities for all Americans. It is a game called the politics of virtue—a politics motivated by shared commitment to the common good and guided by protections that ensure the rights and responsibilities of individuals.

However, with such extreme connection of self-interested and political virtue, figure 2 demonstrate the weight of FOSS of school leadership and his intention of commitment to develop school.

Figure 2. Balanced of Positive and Negative attitude of public, private partnership



In demonstrating the balance, the FOSS with the positive side, the commitment towards the school, for instant, organizational goal, which is the focus comes to be one of the pivotal priority followed by optimistic, striving and smiling or challenging. In the negative side of FOSS, it is the self-interest that comes first and so on. With the connection to the figure of balancing FOSS leadership, it can produce both the innovative leadership from the point of view of developing schools with transformational strategic and as well as can produce the destructive leadership to school by being self-interested within himself or herself but not being self-interested for the schools development. However, in both the FOSS leadership, either leadership is doing the right thing for schools progressive development or developing himself with investment in school as a private partner and linking name for the sake of fame. Both these interests are upon doing the right thing while with involvement in schools. To relate with doing the right thing, Sergiovanni (2005, 113) rightly mentioned that “Leadership as moral action is a struggle to do the right thing according to a sense of values and what it means to be a human being”. Nevertheless, doing right thing for own-self or to the school is the intention of being moral value of a human being.

DISCUSSION and IMPLICATIONS

Chairperson as a Leadership in school requires being responsible and accountable to maintain the sustainable developmental progress and to meet the demand of future for the growth of students as well as to enhance the school. Durbar High, despite being an oldest and first school to introduce modern education since 1853, lacked the leadership potential from the government by appointing chairperson in the School Management Committee (SMC). The leadership of government appointed chairperson was incapable to enhance school in developing to meet the

demand of twenty first century education. This was also the reason why general public loosed their faith in sending their children to this school which back then was one of the most renowned school in the country.

One reason of failure of government appointed leadership was also the centralized system of bureaucracy system in the country, particularly focused with the rules and producing less innovation. This led initiation to decentralization in education system to implement privatization to involve the private individual to the SMC as a chairperson as a leadership. The anticipation of decentralization strategy was to delegate the school management to the hands of community people for managing the school. However, initiation for delegation was least considered from the side of the school administration, such as, teachers, administrative staffs and the SMC members.

However, after daunting exercises, the SMC and the administrative staff have agreed to bring private individual as a chairperson in the school. The involvement of private individual of chairperson in government school posing a leadership role is quite peculiar in terms of how can private individual gain the position in school? In regard to answering this question, head teacher as the respondent from the school SMC answered that, “chairperson is selected by the election”, where as “some post in the SMC is governed by the rules”. In supplementing this, a teacher respondent states;

“anybody can be a member of the committee unless he is a guardian of children. However, chairperson is appointed by election and he was elected this time. He has admitted some students in the school on basis of this he is appointed as a chairperson in the school”.

While furthering my interview about strengthening the strength in school, the head teacher answered that the selected chairperson is one of the leading figure in the

country. This gave me little thinking about craving the meaning of leading figure in the country. My analysis to this was, leaders in country like Nepal can crop up with adequate financial resources she manages to inject into the school. By no mean, the selected chairperson in Durbar High comes from a reputed financial background having possessed huge private school and involving into other social activities as well. It is now the future of Durbar High to rethink if financial injection to the school development from the chairperson would bring progressive development to meet the need of twenty first century and regain its momentum to remain again as one of the leading school which as it was back then in the eighteenth century.

With anticipating my curiosity to know more precisely about the development of Durbar High, I asked one of the administrative staff, if he had found any changes in the schools in terms of developmental activities. He states that “there has been a significant change to school like building drainage system”. The Durbar High is a monumental building built in a British design and it is located in the heart of the capital in front of the popular park namely Rani Pokhari built by one of the monumental acknowledgement for the queen. Rani in Nepali is termed used for addressing Queen and Pokhari is a lake.

With the climate change in the world around of global warming, the Rani Pokhari water was scarcely deteriorating and decreasingly. With taking advantage of project initiated by INGOs and NGOs for the maintaining the heritage, SMC of Durbar High managed to adhere the project with demonstration of leadership skill to contribute some infrastructural maintenance of school building with draining the water to the Rani Pokhari. This project was implemented thereon with involvement of chairperson and the new SMC member in the Durbar High.

Nevertheless, with such innovative thinking for infrastructural development with water drainage, other development with the school building is still stagnant for now. This is probably because developmental organization is concerned with more in educational reforms with implementing decentralization system but rather less concentrating upon developing urgent or necessary physical infrastructure of the school for the betterment of students and teachers. However, in reforms strategies, there are some donations to the schools from The World Bank which can be used to any activities that school feels necessity to carry on with. In this case, Durbar High has begun to enter into the public-private partnership model by bring new private individual from the community. However, for a private individual to become a member in the school management committee (SMC), it is mandatory by the law that each SMC member should be either, teacher, guardian or parents or even a local community. In the case of selecting chairperson for the SMC and bring other private individual into the SMC, the story behind this seemed quite peculiar to me. My curiosity to seek answer to what was the basis of chairperson and other individual being selected in the SMC was answered when I received information from the head teacher, and teachers. The criteria for being the member in SMC are basically, one has to be a parents or the guardian. In the case of electing chairperson and other private individual in SMC, it was found that the chairperson and the other individuals in SMC has admitted some children and remained themselves as a guardian of the students. In addition, they also pay the fees for the students.

Taking this into consideration, I tried to explore my research more precisely why certain people are invited into the SMC possessing with financial powers. With preceding my exploration, I met an old man from the community residence who expressed himself as one of the oldest students in Durbar High. I later found that he

possessed intellectual educational background of masters in economic. His story was very interestingly expressed with feeling that I could capture. His picturing about the school back then was different from now. He also felt proud of being student of Durbar High when ruling elites were given the most priority to study but now he sensed that Durbar High is meant for the poor group. Most of the students are the domesticated children coming from far rural part of the country. These students serve as a servant in the residency house and during daytime they are enrolled into the school for education with minimum fees as educational charges from the school. In line to support his views of school development, he mentioned that he has remained as a guardian in fact as a parent of one child for a long time. His expressive to my answer was very pitiful when he answered that he was never asked or informed about any meeting that were held for the selection of SMC members in the school. He also indicated, “if I was asked to participate I wouldn’t be a chairperson but would have remained as an advisor to the school as a SMC member”. It was an impressive answer to me while reading his face and talking.

Strengthening the strength of school

Beside financial capabilities there is always an intellectual ability to strengthen the strength with collaboration and bring innovative thinking with changes. As marked for the chairperson of Durbar High, his ability has proven very impressive while taking consideration of his professional background. The chairperson appointed for Durbar High is founders of one of the renowned private school namely Little Angles School with having modern physical facilities and qualified teachers. To support the background of the chairperson, head teacher asserts by stating that;

“Newly appointed chairperson to Durbar High School is a founder principal of private school namely Little Angles school and LA college of management which is one of the most famous school in Nepal with good infrastructures”.

Bringing in the example leadership in school is therefore strengthening the strength for progressive development in terms of quality and financial aspects. With anticipating chairperson dynamism in leadership in educational setting, Durbar High has an opportunity to regain its hallmark once again.

Reforms in education especially in decentralization strategies, deconcentration, devolution, delegation and privatization are the main concern. Nepal has been going into reforms in education with implementing delegating strategy in educational decentralization. Nevertheless, Durbar High has always remained to implement and adapt new changes in educational history. With regard to privatization strategy in education, Durbar High has not yet been into this formation yet. However, bringing private individuals to the SMC is a starting go towards privatization with implementation of public-private partnership model in school. Nevertheless, with low quality in education from the public schools, Durbar High was constantly been instigated to implement decentralization strategy with transferring the schools management to the local community as community managed school. However, it never came into practiced which initiated private involvement in the school management.

However, when talking to the administrative staff of Durbar High, to give his views upon the present development and forthcoming changes, his view attracted my attention when he revealed that community managed school would have been better for the school rather than public private partnership. His views regarding to this was,

“if local community were to take over the management of school, the school would have progressed with collaboration from the local community as many of the local community people have studied in this school and they have some feelings towards the development”.

However, when it is a matter of private individual in the SMC coming from other community would rather concentrate upon practicing his leadership that has been practiced by him in the private school he owns. This would be difficult for the SMC to adapt drastic changes at one go. For me, it sounded like a self-interested leadership which entails that leadership in this case focuses upon development when he is on the position and wants to reflect his contribution towards schools progression. Kritsonis, A. W and Thompson, A. B (2009) in Ayn Rand: Effective Educational leadership Traits Compared to Selfishness admits that

“In educational leadership, selfishness is a positive trait. An educational leader, such as a university president, has to choose to discover what is right by what is personally valued. Higher education prepares most of the professionals who develop, lead, manage, teach, work in, and influence society’s institutions, including the basic foundation of K-12 education. The educational leader brings values and knowledge gained to influence and govern a body of students, faculty, parents and staff. The right choices equal success as an effective leader. He has reasoned within himself to do what is right. The educational leader does not act on what he perceives but operates from rational decisions and becomes the beneficiary of his own actions.

Wrong choices will cause educational leaders to have a short career. Effective educational leadership traits can be compared to selfishness. All decisions and

actions start from a rational decision the educational leader value and choose.

The selfishness is positive and adds credibility as an effective leader.

Self interested leadership is considered positive while bringing changes and development in the school settings. However, if self interested is remained to herself without contributing to the school but with gaining many facilities to regain social status again to herself is not being positive. It would rather consider being effective when development through self interest for school development is shown and implemented. Self-interested leadership is considered effective if taken into consideration of autocratic leadership style into practice. This style of leadership can demonstrate her power to drive followers to achieving goal of the school without any participation from others in major decision making. This self interested leadership can achieve the vision with improvising the changes and development without any restraining forces into practices.

Moreover, when considering the local groups participation into the school management rather than a private individuals, the leadership style would have been different for instance, equal participation would be initiated from the SMC to invite local participation without having any formal hierarchy in the structural formation as long as it is concerned with the development of school. In connection to support this view, Bolden et al (2003) states;

“The importance of social relations in the leadership contract, the need for a leader to be accepted by their followers and a realisation that no one individual is the ideal leader in all circumstances have given rise to a new school of leadership thought. Referred to as ‘informal’, ‘emergent’ or ‘dispersed’ leadership, this approach argues a less formalised model of leadership where the leaders’ role is dissociated from the organisational hierarchy. It is proposed

that individuals at all levels in the organisation and in all roles (not simply those with an overt management dimension) can exert leadership influence over their colleagues and thus influence the overall leadership of the organization”.

However, the weakness remains in Durbar High as local groups have limited concentrated with the developmental aspect of the Durbar High School. Moreover, it was anticipated that leadership dynamism would raise Durbar High to regain its hall mark through implementing effective strategies planning but however, the planning is made only when it is felt necessary. According to the head teacher, school requires some changes and development in terms of administrative improvement and infrastructure development. He further states;

“SMC is on the way to make some plans for resources accumulation and it is still being planned how it can be collected and from where, these resources will be invested for administrative improvement and infrastructural development”.

In terms of financial aspect for the development of Durbar High, major financial support is rendered by the government and small chunk of amount is collected from the students as fees. Despite having huge school campus located in the busy market area, Durbar High is not given access for renting the unutilized space for generating finance. In this case, only small old house built during the establishment is rented for commuters business which provides very little amount of finance for the school. In regard to this, head teacher admits and asserts that financial support is rendered by the government. He states;

“All the financial aspects is from government. Only a little part of it is collected from student during admission and from the house rent”.

In the case of community managed school (public school management transferred to the local community), community school directive allows the SMC to utilize the unutilized resources of school campus for resources generation for development purpose. However, Durbar High being the public school with private participation in the SMC should encourage and raise the question of authority to utilize the unutilized space for rent. This can generate huge amount of financial backup for the school and probably could be one of the richest school in the city. However, this is again possible only if Durbar High management will be transferred to the local community.

Moreover, with respect of government intervention to school development and being responsible, it is more or less being accountable to minimal requirements. In regard to this, head teacher admits to relay that financial resources from the government are not sufficient for any form of major development. He states that;

“Government observes school very closely and support and suggest SMC for the betterment but do not support financially. Government allocate little bit amount to maintain library as well as toilet. In my opinion, government must be fully responsible for the development of the school which is the major aspect. The school does not have any other form of collecting large resources to develop its infrastructure”.

In the case of financial aspect, large sum of fund for the development is rendered by the developmental agencies such as INGOs and NGOs. These funds are mobilized according to the economic plan of the year by the SMC. However, SMC of private and public collaboration in line to the leadership of the chairperson is found to be less visible in development aspect of the school. The major role of the leadership of the SMC is to enhance participation and involvement in school management for

bringing about development with determined FOSS of the leadership. However, most of the private individual in the SMC have limited time allocated for concentrating upon school progress. This has remained a weakness of the private individual in the SMC. In relation to connect this view, a teacher admits and states that;

“The major weakness of the private individuals in the SMC is they have less time to participate and involve in the school activities. They seldom visit school and are only participating when they are called upon for meeting which is held once in every three months”

However, the strength has always remained productive in terms of advices to economic or financial aspects from the private involvement in the SMC. Nevertheless, the SMC meeting provides helpful suggestion for resources generation and mobilization. But the responsible is allocated to the head teacher to practically initiate the program for getting donation from outside. Head teacher also have responsibilities of administration and academic functions. He therefore, admits to play a vital role for development of school. He further states that

“I am the principal as well as secretary of SMC. I have to manage all the academic and administrative function of the school. I also bring donations from other places to develop the school’s infrastructure”.

It was surprising for me to understand the structural organization of the school with certain authority possessed by the head teacher alone. Even though private individual in the SMC comes from different background still believe in authoritative centralizing power and do not realize the virtue of delegating few responsibilities to the lower level. I could notice during my interview with the head master in his office, he was occupying himself with allocating salaries to one of the teacher. I was wondering at that particular moment of time initiating the responsibility by him alone.

It took me few minutes to carry on with my interview for the research study. As we started talking about the general opinion to probe his thought, he was again distracted with the phone calls. He was called by one of the SMC member to check that students are playing and climbing the wall of the school. The head teacher promptly, stood up and shouted to the students from the office window to go to class and not play and climb the wall. After he returned to his chair, he explained, one of the SMC member who telephoned reside next to the school who is elected as a private individual to the school management committee. I was astonished to myself and was asking question aside about why he wouldn't have realized some unusual activities after the school like drug activities that were taking places inside the school campus premises. When I raised this question to the head teacher, he simply tried to ignore. I possibly presumed that he wouldn't want to talk about one of the bad reputation that school holds. To reflect the activities of drugs taking place in the school, Rajbhandari (2008) states;

“The scene I encountered when I saw some middle class teenagers under the influence of this cheap substitute was a devastating one to me. Unknown to my presence, these teenagers had slipped into the once famous school campus of the Durbar School. Behind an old, monumental building, I saw some other youths enjoying a cricket game. They seemed to be not at all bothered by the rowdy acts of these teenagers inhaling gluten on the other side of the wall”
(href 5).

Nevertheless, while developmental activities in the school is taking place from the effort of collaboration of public and private in the SMC, most of the rational development were undertaken for the infrastructural construction. Despite having less support from the government, SMC have regained its strength from financial support generated from the outer agencies to build a common hall for the student, computer

lab and drinking water facilities for the students. However, administrative functions were untouched and remain stagnant to the control of the head teacher. Moreover, during the public-private partnership in SMC, there hasn't been significant or considerable change for the teachers, which teachers and administrative staff's commitment is questioned. In supporting teachers commitment, it was found that administrative staffs and the teachers have the behavioral commitment producing continuous commitment. Putting stress upon the expectation of teachers from the SMC, majority of teachers and administrative staff required facilities for themselves. In line to connect this view, head teacher also admits and anticipate receiving more facilities from the SMC. With such unrealistic picture provided by the government for school development, teachers commitment and motivation was shrinking. However, with new formation of public-private partnership in SMC teachers and administrative staff rejuvenated their expectation for additional facilities for building commitment. In connection to this, teacher states that

“We need cooperation and support from SMC and also expect with more additional facilities, which will put in more commitment to our performances”.

This somehow reflects the motivation of teachers to be more focused with the extrinsic rewards which also draw an attention for the leadership to implement FOSS in a positive inclination to progressive development. With FOSS, leadership of the SMC also has to start delegating some power of administrative and academic functions to the hand of teachers and administrative staff. Delegation of authorities to lower level can therefore bring in the participation and involvement to development of school as a whole, which has not been found in school management functioning.

According to Lin (1999) shared decision making increases the achievement in students where as authoritarian leadership approach leads to lower student

achievement. Taking consideration of low student achievement also reflects low commitment of teachers towards their teaching practices in the classroom.

Commitment of teachers is therefore considered to be one of the pivotal factors that put direct impact of effective teaching and learning practices in school educational setting. Nevertheless, commitment of teachers, administrative staffs and other participants in the SMC is a reflection of Leadership styles. For Lin (1999), effective and success of school is directly related to leadership styles. In this regards, Lin asserts that leadership should change from autocratic to democratic or participative leadership style in order to gain success and become effective in school improvement and development (Blasé & Blasé, 1994, Blasé, Blasé, Anderson & Dugan, 1995). School improvement includes bringing reforms in policy structural, commitment of teachers, necessary and urgent infrastructural development and student achievement. Lassies faire leadership style is not considered negative unless the followers are dedicated and committed towards school. Moreover, applying lassies faire leadership style in school is apparently considered worth while followers are skilled, willingness and have knowledge to practice good healthy teaching and learning environment without providing them with instruction.

Moreover, in the case of Durbar High School, leadership style of the chairperson is lassies faire in terms of being responsible towards school improvement and development as a whole. In addition, head teacher leadership style was a mixture of typically based bureaucratic or by the book and authoritarian leadership style. This was found realistic when head teacher was distributing salary to the teaching staff. He was also provided with authority and responsibility of two distinct designations in the school, a head teacher and a secretary. His duties includes academic instructional for teachers, managing administrative function and also seeking for financial grants from

other organizations. This may have caused havoc among teachers, and other staffs. Particularly being visualant towards this environment of Durbar High, the theory of Leaders member exchange (LMX) applies to favor those into the group and discard other who seems to be non cooperative and unable to fit in the group.

Nonetheless, drawing upon the evidence analysis, leadership as a chairperson of Durbar High was invited to the school management committee with anticipation of bringing new vision that shapes the future of the school. Private partnering in the SMC resulted no significant growth and improvement to the school and urgency development still remained stagnant rather school play ground, garden, drainage system, library and science lab was focused to improve with the financial support rendered by the government and then other agencies. The focus on student achievement through commitment of teachers towards being willingness to participate was visualized to no substantive growth.

The strength of the Durbar High remain strengthening in the eye of the outsiders but school good climate has not been fostered to maximum extend that directly impact the student achievement and teachers commitment. With regard to assert the head master understanding upon why private individuals are attracted to become a member of Durbar High is because of fame they can achieve in putting social prestige. In line to this, head teacher address;

“All the people who are in the SMC do not have any personal intention to benefit from the school. They are here to support the school and in return they get social prestige and fame”.

This however, does not reflect the positiveness of FOSS of leadership. In other words, FOSS has been practiced for gaining self image, rational towards improvement of social personal network, dedicated towards school improvement and development

is limited with less participation in schools developmental activities with no visible constructive undergoing for healthy stability for the future.

According to Lin (1999) effective leaders transform the existing condition from being unsteady to stable, from being deteriorating to being constructive, from being corruptive to being regenerative and from being hopeless to hopeful. Lin further admits that transformational leadership role is to carry vision to initiate motivation, mobilize and complete the work and turn the vision into reality. With relation to this, FOSS in similarity regains to demonstrate leadership towards focused vision with optimism in striving to overcome challenges and welcome to test the problem with smile. With much effort from the leadership to maintain stable growth of the school, much of the time should be invested in the school to collaborate effective team from within and outside to achieve the vision or goal at given time frame. This is however, possible, if leadership style shift the paradigm of being democratic or participative or supportive from being autocratic and laissez faire.

Moreover, the goal of SMC of Durbar High is somehow concerned with financial accumulation from the donor agencies. This could be productive in terms of infrastructural development but sustainability is questioned as to how long these donations remain to fulfill the necessity demand of the school. Long term vision is required to enhance and enrich the developmental aspect of school. The future of Durbar High rest upon the focused vision of leadership to regain its hall mark again.

There has not been dramatic improvement in the school except for infrastructural development to preserving national monument (construction of water drainage system to the Rani Pokhari) and physical development of school to some extent. Despite some development in infrastructural, the school building still require attention of renovating, this also include classroom physical facilities. Moreover, to

remain the better school in future, Durbar High simultaneously has to concentrate upon developing the motivation of teachers for bringing in the quality education for enriching student achievement. Motivation of extrinsic values always do not count for commitment, intrinsic values such as delegation of power, participative management in decision making and binding entire responsible staff of the school with transforming accountability would therefore can produce good climate which nevertheless, can strengthen the strength of public-private partnership in school. Reducing unnecessary gap and strengthening the strength is possible with visionary leadership or transformational leadership, which can produce commitment, good climate, motivation of teachers, and eventually achieving student success. Therefore, taking consideration of pivotal factors, such as, commitment of teachers and administrative staff, teachers motivation, participative decision making, collaborative team, good climate environment, willingness to participate and involvement in school developmental activities with leadership focused vision for future, optimistically approaching with facing challenges and smiling to accept problem can strengthen the strength of public-private partnership in educational setting. This is nevertheless not an easy move to achieve.

For further analysis

Bringing teachers commitment and motivation in school has always remained of becoming a successful effective leadership. This is one major source for student success and achievement that most leadership is concerned about. With drastic downfall of student achievement in Durbar High, commitment and motivation of teachers is significantly low which questioned the practice of leadership style.

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