

DRIVING LEADERSHIP STYLE IN LEADING TO ENHANCE
PARTICIPATION AND INVOLVEMENT IN SCHOOL

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Dedication

“If you want to know the characters of a man give him power”.
I heard this when I was watching video of parliamentary meeting in United Kingdom addressing President Barak Obama of United States of America, to speak before the parliamentary members as one of the leadership of the world.

Prof. Juha Suoranta, the Dean of School of Education at the University of Tampere is a man with humble character, I realized this when I first met him in May 2011. I came across him at the University corridor, despite in hurry; Prof Juha Suoranta stood for me for almost fifteen minutes listening to me at the time of need and suggested that he will consider it seriously. From that moment, it was not the solution I craved for but it was his nature and the personality of humble character to stand and listen to me who immensely influenced me reflecting his concern for people. This has driven me to become his follower already.

Leadership has been pronounced in many way although differently. I once read, Former US President J.F Kennedy in 1960 while visiting the mines in West Virginia before the election campaign and meeting the miners personally. This already made them his followers.

Prof. Juha Suoranta, the Dean of School of Education at the University of Tampere, for me is one kind of leadership who concentrates upon task as and has concern for the employees. Being remained student for leadership studies for many years, I have studied many different leadership theories and leadership styles from many researchers, scholars, thinkers, and academic scientist but for now I can only say Prof Juha Suoranta is a leadership with intelligence in contextual setting.

I dedicate this research exploration to Prof Juha Suoranta, The Dean of School of Education. University of Tampere, Finland.

Acknowledgements

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Thank you everyone for your kindness, I wouldn't have made it so far in Finland without your support and help. For me this was the only means to convey my message of being thankful to all of you.

Abstract

Driving leadership style enhances local participation and involvement in school in reducing a gap between the school and the local community. As gap filler, leadership role was therefore instigated to drive the local community to participate and involve in the School. The purpose of this exploration was to analyze the driving leadership ability to initiate participation and involvement in the school for bringing development and school. Semi structured interview was conducted as a research method. The analyses of the data were triangulated for reliability and validity. The initiation of driving leadership brought about collaborative teaming, collective values creating harmony with toning, being confident for tasking and setting the mission according to the vision with timing and participating and involving with transforming. Ability of driving leadership style displayed the magnitude of progress upon foundational improvement at the beginning of their participation and involvement. Driving leadership style was viewed importance for changes and development bringing the driving forces with participating from the bottom as a lead follower. Driving leadership style acclaimed to be successful in eliminating the status quo and restraining forces in the teachers, parents, local groups and the external developmental agencies. Initiatives for task and considerate for the employees was an essence of producing intelligence to contextual phenomena that driving leadership style pursued demonstrate before the followers. This allowed the employees to concentrate for task and become motivated to accomplish with commitment. The effectiveness of driving leadership style resulted with maximum participation and involvement creating the chain effect in the community and influencing them to become concern for the school. Driving leadership style by virtue appeared to be working inside out and outside in. This indicated to reach inside into the micro level to meso and to the macro and visa versa. Remaining as a lead follower in the team, driving leadership intellectual capabilities to contextual setting proved aspiring concern for task and for employees.

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DRIVING LEADERSHIP STYLE IN LEADING TO ENHANCE PARTICIPATION AND INVOLVEMENT IN SCHOOL

Introduction background

Leadership studies by many researchers have been exploring how leadership works, but many leadership styles produce significantly craving ideas and knowledge about unknown phenomena within the leadership style, one of these unknown phenomena is the driving leadership which many researchers has not spoken about in academic literatures.

School leadership is pivotal aspect of bringing progressive development in school. The demand for effective leadership for educational reforms in developing countries has become a major appealing concern for many reformists in educational sectors. In regards to this, daunting exercise has been carried out to enhance local participation and involvement in school in reducing a gap between the school and the local community. As gap filler, leadership role was therefore instigated to drive the local community to participate and involve in the School Management Committee (SMC) for the betterment of students and the local society as a whole. This was an initiation for decentralization in education by transferring public school to the hands of the local community groups, which was further anticipated to bring quality in education.

With implication of decentralization in education by The World Bank, many developing countries including Nepal is in process of transferring their management to the hands of local community soon after mentioned as a community schools.

Schools leadership is oblige to have collective value for people's participation and involvement in school with focused vision for the school development,

communicating the vision and building trust amongst and between the actors in the School Management Committee (SMC).

Moreover, participation and involvement is perceived differently by many. Sharma (2007) in Rajbhandari (2007, 28) claimed four approaches for community participation and involvement. “The first approach is the volunteer involvement, or influence on right based outcomes through political or administrative engagement. The second approach is the active, affective or indifferent involvement in management schools. The third approach is institutional involvement e.g. serving as the member of the management committee or parent teacher association or as members of NGOs and CBOs. The fourth approach is natural involvement of parents, teachers, students, without them school cannot be functional”.

Nevertheless, when participation and involvement of local community is concern, leadership approaches requires to be implied differently. This calls for the Driving Leadership into practices. With much attention paid to developmental aspect of school, my purpose was to explore the driving leadership ability to initiate participation and involvement into the SMC and reclaiming the school effective functioning in assuring quality in education through driving leadership style.

The functioning of driving leadership starts from the bottom level pushing their participants who are involved to practice their effectiveness in management of school. Alike transformational leadership, working from the middle of the management, driving leadership pushes the followers from the bottom participating as one of the leading follower. This also instigate the Driving Leadership to demonstrate her willing capabilities with supportive and participatory behaviour to encourage the willingness and making the followers able to demonstrate their skills and art by provoking with collaborating value for each others.

Moreover, for the driving leadership style to crop up, commitment and dedication is utmost important factors that leaders ought to have in them. Rajbhandari (2011) recalls the FOSS leadership style by defining that school leadership should be focused for vision, be optimistic to achieve the mission, strive for challenges and smile to test the problems. Rajbhandari (2011, 3) further states “an effective leadership can, however, be assumed with phenomenal practices with different leadership styles at different situations”.

In addition to this, he explicate the positive and the negative aspect of the FOSS leadership style by stating “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” (p.3).

Moreover, in taking consideration of the positive leadership, Sergiovanni (2005) states that leaders know the best about achieving the vision and therefore focus upon the key important issues. This instigates leadership to care deeply about their work from successes and failure to take leap of calculated risk. For all this nature of leadership, there are reclaimed to be trustworthy people among the followers.

Situational phenomena demands to demonstrate leadership style differently in schools. In relation to support this, Rajbhandari (2006, 2) states “predominantly leadership style can be viewed as autocratic, democratic and laissez faire depending upon the time situation as demanded by the organizational environment”. For him, the common style of school leadership is the mixture of these three leadership style found in most schools.

Driving leadership a phenomenal approaches in enhancing participation and involvement

In most schools in developing countries, leadership has played a pivotal role in bringing about significant progress in schools development. Problem to success of decentralization in education in developing countries is heavily depended upon the school leadership contributions. The contribution of school leadership nevertheless, is dedication and commitment towards developing and enhancing to maximise the participation and involvement of teachers, locals and parents in the school for the betterment of the school, the students and the teachers. This feature in school leadership is commonly being justified by virtue of weak participation of leadership herself in administrating schools. Nevertheless, the participation of teachers, parents and the local community in schools are feeble mostly due to the lack of their skills, knowledge and ability in school management. Moreover, financial concern not to forget is another aspect these groups cannot afford to contribute which further makes them reluctant to participate and involve in the management while taking consideration of schools in developing countries.

However, participation and involvement in schools for effective management can be brought about by driving leadership style. The essence of driving leadership style is to lead from the bottom and approaching to the top. This entails driving leadership to be supportive and participative with task orientation building collaboration with the employees. This initiates the leadership behaviour more towards relation oriented by knowing and understanding the potentialities of the followers, allowing the school leadership to communicate the version of their kind furthering to share the vision and building the trust. This reclaim for the school leadership to drive the follower to participate and involve for succeeding to achieve

the schools vision mission and goal formulate by the leadership. With supporting this, the Center for the Future of Teaching and Learning (2011, 2) states

“however, it is school principals—as the front-line administrators who manage the scarce remaining resources—who hold the keys to maintaining and increasing their schools’ effectiveness through this crisis. In addition, principals play a key role in maintaining morale in these tough times; it is up to them to rally teachers, other staff, and the community around common goals.

Furthermore, their research asserts that “effective leadership means creation of an effective, high-functioning professional community” (p.4). Therefore, school leadership remains the vital player in building collaboration of School Management Committee (SMC) with the involvement of parents, teachers, and local community as a professional community within the school. This further reclaims for teaming, tasking, timing, toning and transforming within the professionals members of SMC.

Research questions

1. How does driving leadership style enhance the employees and non employees of the school to participate and involve for achieving progressive development in the school?
2. Is driving leadership an appropriate style for school leader to adopt in enhancing participation and involvement?
3. How can driving leadership be an effective style for school leaders?

Theoretical framework

Nivala (1998, 49) interestingly asserts the phenomenology of leadership as a “multidimensional issues” which majority of book in leadership includes vast amount

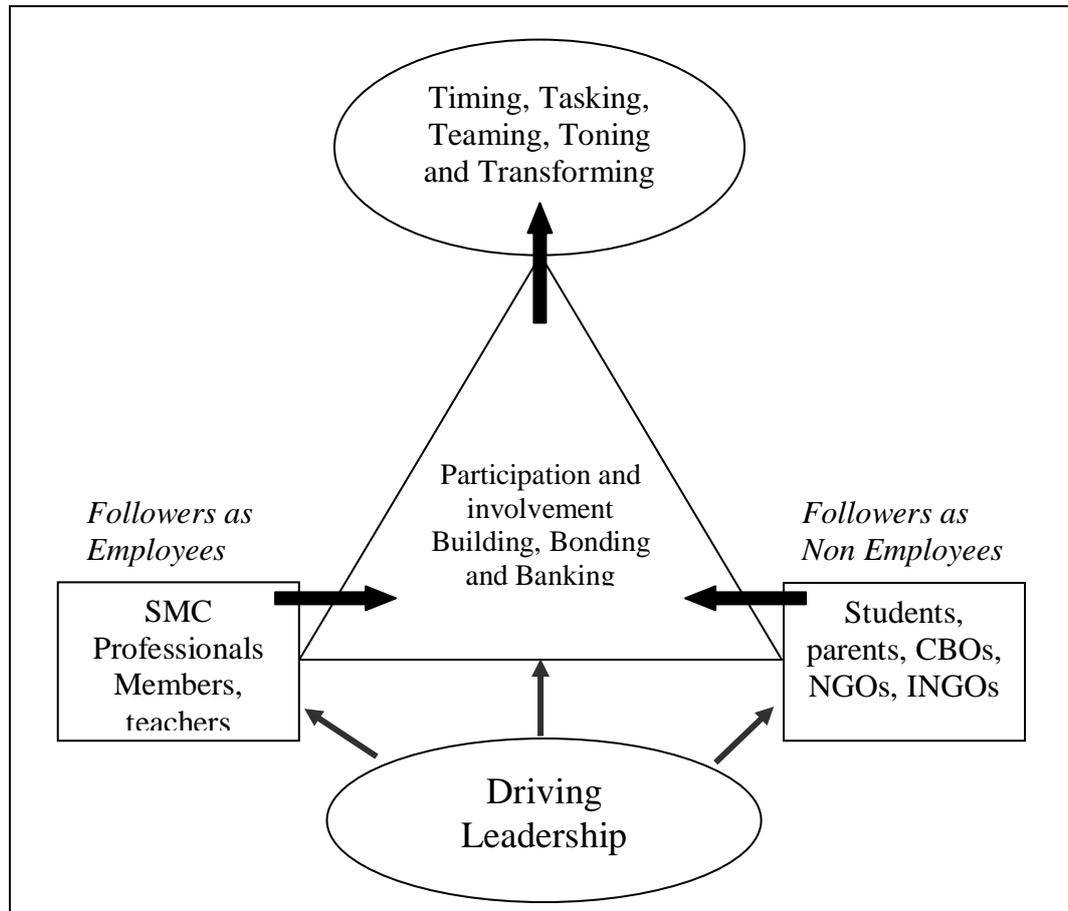
of ideas and statements about leadership. This therefore creates a novice reader to confusion to form a view of leadership. In addition, Nivala rightly asserts “what is the leadership theory that can be found behind the different leadership idea and statement?” and “whether different ideas or the theories in leadership can seriously be regarded as theories”. Leadership precisely is concerned to be an individual to modify his role according to the situational needs. Leadership in education has no identity (Sergiovanni, 1994) further stressing Sergiovanni (2001) states that “leader is the head follower” and “leadership is every where”. This therefore account for situational, cultural, social environment. In supporting this, Hujala (2002) leadership is perceived as a socially constructed, situational and interpretive phenomenon.

The situational factors are contextual; therefore, leadership as an individual leader adapts her or his behavioural pattern with accumulating intelligences to mould into the situational context with further influencing the followers and pushing them to adapt to the changing circumstances. This may recalls for resistance to changes; however, leadership confidence, shared vision, trusting nature and influential communication can drive in building, bonding and banking the followers in teaming for the task at necessity timing. This therefore, is the essence of driving leadership.

The figure 1 demonstrate the driving leadership style approaches in bringing the employees and non employees together into the school for participative in progressive development of the school. Driving leadership style is somehow based upon the transformation leadership theory “building, bonding, banking” (Sergiovanni, 1991 in Marsh 1997, 289). The important essence of driving leadership is not just doing the right thing but linking the people with job at the right time. This account for participation and involvement of both employees and the non employees in the school where leadership is successfully effective when leadership style significantly demonstrate

his or her style in building the participations, bonding the team and banking for progressive development.

Figure 1. Driving Leadership style approaches



Moreover, driving leadership style is both initiative as well as considerate.

Without being initiative to task, driving style would mislead the involvement and the participation. This concentrates more towards being considerate to employees for achieving the task, of the leadership vision. Driving leadership, nevertheless, concerned for the employees with initiative driving, bring together the participants into the school developmental progress further demonstrating and anticipating employees wellbeing for organizational success. This further initiates driving leadership to notably achieve both the attitudinal commitment and the behavioural commitment from the followers therefore, insisting much towards good school

organizational behaviour. With much attention contributed to the building, bonding and banking for participation and involvement, driving leadership emphasis upon to produce Timing, Tasking, Teaming, Toning and Transforming within the organizational setting. This is foundational achievement to drive the followers spontaneously with motivation, self resolution, less restraining forces and transforming encouraging perceptives amongst and between.

Research Methodology

Qualitative paradigm as a research study design was adopted. Epistemology subjectivist judgment reflected the evidence for analysis. The subjects for this research study were principals (headmaster), teachers, parents, and local community people involved into the School Management Committee (SMC).

Research method

Interview as a major research tool was implied to seek the depth of Driving Leadership study. Specifically, semi structured interview was conducted to collect the evidence from the key respondents. This instigated me to crave more details about the driving leadership and the school management for furthering the participation and involvement in the school progressive development in line to the school leadership vision. Semi structured interview probed to reveal the fact about the participation and involvement led by the school leadership. This technique was flexible in itself to allow respondents to speak freely from my exploration views to dig into driving leadership. Semi structured interview prepared me to form interview schedule with flexibility to switch into probing the exploration to capture feelings with two ways conversation.

Selection of participants and ethical issues

Community managed schools were the area of research for my exploration for the driving leadership in leading to enhance participation and involvement in school for progressive development. For my exploration, three schools were selected at different location in Kathmandu, the capital of Nepal. The participants for my research exploration were SMCs members, this includes, chairperson as a leadership of school, principals, teachers, parents and the local community people. Both male and female genders were given equal opportunity to participate for the interview. Consent was taken from the school head teacher prior to the interview. Interview data were kept confidential amongst and between the respondent. The names of the participants/respondents were kept confidential.

Data analysis procedures

For reliability and validity, interviews from the respondents were tape recorded which was further transcribed into writing word by word. The data were then coded for analysis purpose. Data triangulation method was applied for validating the evidence. All transcribed data were given specific coding which allowed me to conclusion drawing.

Findings and discussions

Leadership has always remained pivotal issues in development of school by sharing vision and enhancing participation and involvement in school management. Consequently, driving leadership shares and encourage for participation and involvement by demonstrating the willingness and ability to achieve the mission of the school enriching for reaching the vision in future. This way, driving leadership

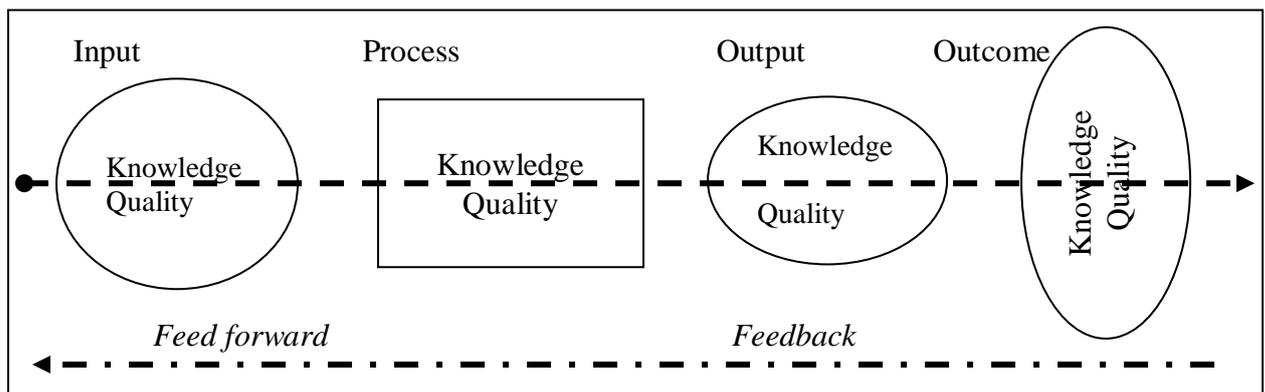
subsequently demonstrates the ability by participating as a lead follower among the group team. This further builds confidence in team, moreover, when development is a prime concern that is meant for the betterment of society and the economy of the nation.

Enhancing participation and involvement

Participation and involvement in educational settings therefore led the schools to managerial efficiency and effectiveness in achievement goal, mission and the vision. However, participation and involvement in schools have never been favoured by the most teachers, administrative staffs and the community people. This is because educational organizations have different identity other than commercial organizations.

In educational settings, customers are the parents and the services are transforming education. Nevertheless, curriculum planning and designing can be another aspect that governs the entire academic foundation for student's progress, reflecting the schools development. Therefore, the gain is the achievement of students and producing intellectual human resources that would further contribute to the society and the economy of the country. In connection to this, many people who are unaware to render these services hesitate to participate and involve in the school organization not because of their willingness but because of the lack of knowledge in academic realm. Moreover, school management is entirely different from the commercial organization. The system process in school organization is inputting knowledge and the outcome is the knowledge.

Figure 2. School system process



The implication of decentralization in education in Nepal initiated by The World Bank was a major break through for the driving leadership to perform at its best to enhance participation and involvement in the school management. This therefore, initiated the school leadership to drive the teachers, parents, local community groups and external organization such as, Community based organization (CBO's), Non governmental Organization (NGO's) and International Non Governmental Organization (INGO's) to participate in school management for bringing about progressive development in the school organization. The schools switched into decentralized education system were further categorized as the Community Managed Schools (CMS). The initiation of driving leadership was to bring about collaborative teaming, collective values creating harmony with toning, being confident for tasking and setting the mission according to the vision with timing and participating and involving with transforming. This however, was never an easy task for the school leadership to perform. Nevertheless, the driving encouragement of the school leadership instigated to organize the formation of School Management Committee (SMC) indulging the participation from the head teachers, teachers, parents, local groups and the external organizations.

The formation of the SMC in the school gave a new look and inspiration to the members in the committee. Therefore, the participation and involvement in the SMC's further widespread the necessity of education to the society initiating to bringing in the unreached children into the school and infrastructural development of the school campus from the support rendered by the NGO's and INGO's. This was however, the first move the school leadership had a drive towards. In connection to this, principal of community school A states;

“Community people at first did not show their interest upon participating in the schools development process. They thought government was responsible for this purpose. When the SMC members communicated that it is now the responsibility of the community to develop the school, the local community group then decided to support the school with their ability at their best”

With drive towards for progressive development, equality at work was considered a pivotal issue for collective value of the SMC members that produced harmony within the organization and outside. This further enhanced the social mobilization due to the knowledge of importance of education for the children both in the school and out of school kids. Realizing the importance of education, the local community demonstrated their interest of sharing their abilities to support school with their disposal ability. Supporting the view of community participating, teacher of community school A states;

“Prior to the transfer of school management when school was run by the government as a public school, none of the community people were interested to participate. Despite having been informed to them to participate the local community thought their involvement would not be important since government were fully controlling the school management. However, with the formation of new SMC, healthy academic environment were important which policy was implemented upon the decision of committee”

Without the participation of the community in the SMC, the school would have remained as public school which school leadership role however, would reflect the bureaucratic style. Driving leadership style was necessary for bringing about the

changes and development in the school. This was only possible with transferring the school into the community hands. The transfer of school management provided ample of responsibilities and accountabilities for the school leadership to perform at the best to bring about productive development and excelling the quality for education.

Transferring the school management into the hands of community was daunting exercises that school leadership encountered at the first place. In furthering this view, the parents of community school C asserts to confirm the school leadership interest upon taking over the responsibility and being accountable for the progress and success of the school. In the same line to support this view, she states;

“It was the chairperson who was inspired for taking over the management and encouraged us to join hand. He made us believe that the school best serve the community and since the school is in bad shape with low education quality, it will not be able to serve the local children for a long time. His inspiration was very encouraging and also said together we can change the school for the sake of achieving betterment for the children and the society”

The inspirational view of the school leadership was exercised to gain momentum for progressive development of the school which further led to the renovation of infrastructure with financial support from the community and the external organization. In line to support this, the principal of community school C indicated;

“at first the local community showed no interest towards the school development, however, after the transfer at this early stage we have been able to gather some amount donated by the local community. This money is further being planned to develop infrastructural building and teaching learning materials, such as computers, book for library and sports activities”

The leadership vision was to drive the community locals for development of schools in terms of providing quality in education and have a good infrastructural setup for the schools. The infrastructural physical facilities were worst in public schools, such as poor school buildings with no desk and bench for the student to study. Teaching learning materials were to the extend limited to what the government

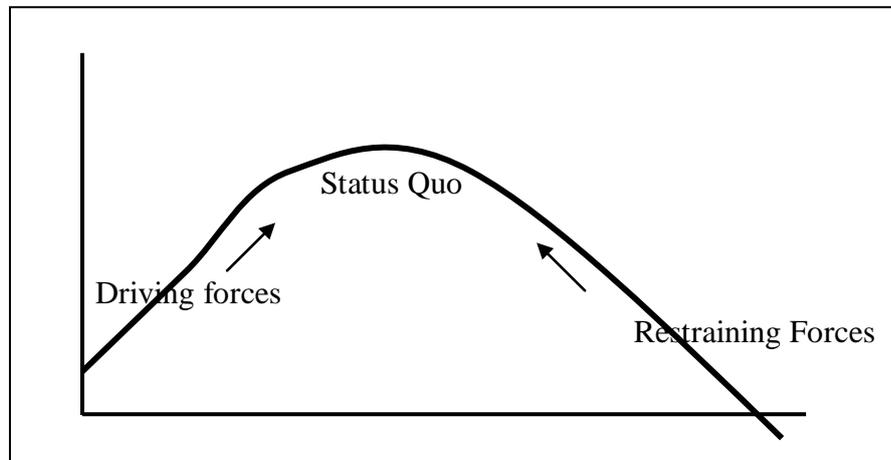
provided and was insufficient. The school did not even have any toilets for the students and the separate toilets for the boys and girls were out of questions. The only possible means for the students to go toilets were by the bushes and shrubs in land near by the schools. This situation was also hazardous to environment and the health of the students. With the school leadership vision for the concern of bringing quality in education and feasible environment in the school, the leadership insists upon driving the local community to participate and involve in the school for developmental purpose. The leadership vision was conceived as many hands could contribute good amount of resources for the development of school where stand alone approaches relying upon the government was feeble. In adding to support this views, the chairperson of community school C states;

“The participation of local community was insisted to bring developmental activities in the schools, such as, physical facilities for the classroom, infrastructural development of the school. With participation at this stage, construction of new school building is in progress. Prior to transfer of management, the school had no desk and bench in the classroom for the student. Their participation was encouraged to render their abilities at their will which has significantly contributed progress in developmental activities”.

Driving leadership approach to the development of school with participation and involvement encouraged the SMC members to demonstrate their ability which displayed the magnitude of progress upon foundational advancement at the beginning of their participation and involvement. Driving leadership style therefore, is necessary for the school leadership to bring about development with the project at hand which is initiated for the first time. In fact, initiation of new project is related to the changes and development which most employees restrain to adopt. The driving leadership at this stage provides energy for the driving force. In line to bringing changes in organization, driving forces is utmost important factor. However, restraining forces can play equal and vital part to obstruct the changes. This nevertheless, can be washed

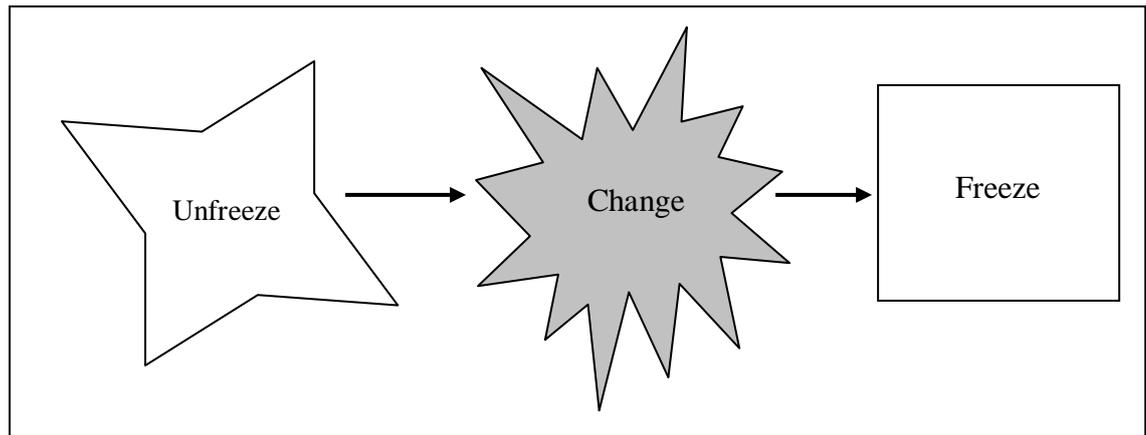
out with the determination of the school leadership. This is where the driving leadership comes into exist to perform the best with doing the right thing to encourage and drive to accept the changes with participation and involvement.

Figure 3: Lewins force field analysis



For any changes in organization, driving forces is necessary to eliminate the restraining and status quo of the employees. Changes are inevitable as well as it brings uncertain results. Driving leadership approaches therefore, expand the vision for future with communication and confident with encouragement to participate and involve. The essence of driving leadership working from the bottom and middle can foster the driving forces in the followers to participation and involvement for the changes. This participation and involvement of driving leadership as a head followers initiates the follower to build trust and confident in the leadership which creates to eliminate the restraining forces in the employees. Driving leadership nevertheless, can be an improvised style of transformational leadership. With relation to changes, driving leadership can enhance participation and involvement by three stages of changes “unfreezing, changing and freezing” (Lewins in Wirth, 2004).

Figure 4: Lewins model of change theory



Moreover, these three stages are simple to understand but difficult to imply in practice. Many tactical leadership roles are required in implementing these three stages in an organization. One leadership role would be to participate and involve the change process, this therefore recalls driving leadership style as a head followers.

Unfreezing the situation at the time for changes in school when it was felt necessary by the school leadership, the persuading was to receive the contribution of the community for participation and involvement in the SMC. This was further laid down by the school leadership communicating the vision for progressive development. In connection to this, the chairperson of community school B asserted;

“Our vision is to bring quality in education in relation to both the infrastructural development and the teaching learning materials for the students. This would make our school one of the best model community school in the nation collaborated with community participation. Our immediate plan for the development of the school will be to reduce the mismatch of teachers appointed by the government. We shall develop and design the curriculum to meet the requirement of students for twenty first century”.

The encouragement was powerful to bring the driving forces in the teachers, parents, community locals, and the external developmental agencies. This further led the participation and involvement robustly healthy which initiated for the change in school management process. The driving leadership was confined to produce

productive outcome that participation and involvement from the head teacher, parents, teachers, and local community was nevertheless, a sheer encouragement. In relation to this, local member of community school B answered;

“We did not join hand to participate in a planned or designed way, but we were bold enough to take the responsibility of the school management and we did it. This is because the government was not ready for any sort of development in the school. If there are nobody to be responsible for the school who should be responsible. Ultimately the school would have closed after some years and it would have been a great loss for the community and society. So to keep this school in this village, we were shown direction by the chairperson for the development of the school and we immediately decided to take the management over since it was necessary and also chairperson and head teacher were with us. We had nothing to loose”.

In summary, the encouragement to participate and involve in the school management leading by the leadership was immensely conceived by the parents, teachers, local groups and the external developmental agencies. The driving nature of the leadership to participate and involve in the school for the developmental purpose was also considerably put into force with motivation and commitment by the SMC members that was not realized by them prior to the transfer of school management.

Despite having being realized about the post effect and uncertainty that would bring after the transfer, the school leadership was enthusiastically driving to move into the community school. This was however, possible with communicating the vision to followers. The transfer of school management was experienced with great anticipation to bring about progressive development with collaborative team and collective values. This further led to achieving to form a new policy for the schools development with the feelings of ownership and belongingness.

Appropriateness of driving leadership style enhancing participation and involvement

Driving leadership style in bringing about participation and involvement in school management for developmental purpose is nevertheless, perceived as doing the right thing at right time. This accounts for any organization, enhancing the initial project or task. How the right thing done and what are is the right time to pursue is considered pivotal issue to be taken into account by the leadership. Similarly, moving into decentralization was new task a right thing for the school leadership to pursue at the time of need for the development of schools. In developing countries where responsibilities are just a sheer ignorance, the appropriate style for the leadership to adopt was to encourage and drive the followers to move to become responsible and accountable. This initiated the school leadership to adopt the driving leadership style which further acclaimed to be successful in eliminating the status quo and restraining forces in the teachers, parents, local groups and the external developmental agencies.

In supporting this view, the parent of the community school C asserts;

“This school has been doing well after the transfer of management to the community, before the government was not interested to bring any progressive development. It was a good decision of the SMC members to take over the management with the participation of locals, teachers, and the parents which has proved to be productive for the school students as well as to the community”

However, taking over the school management from the government require financial injections into the school. This has caused some hindrance for progressive development. Nevertheless, the support from the external developmental agencies was a major source for the financial support. In addition, the vision of the school leadership was to enhance the development by utilizing some unutilized resources

such as, space for rent, unutilized water stream and forestry that eventually benefit the school and the community. In connection to this, the chairperson of school B states;

“to become one of the good schools we require financial resources which we do not want to be dependent upon the government. If the law allows us to utilize the natural resources which has not been so far utilized and also is the property of the school then we ay become strong to support the school and the community. For example, we have river by the school if we utilize this resources we can supply the water to town and also provide the community with safe drinking and they don't have to go far to fetch the water for drinking and cooking”.

In connection to resources mobilization, the schools undergo Educational Act that provides mobilization of resources by the school authorities. However, the formation of decentralization in education, community school directive was implemented for the community schools to follow. It was a dilemma for the community schools since there were some anomalies between these two lawful documents. The Educational Act prohibit the school authorities to mobilize the resources, however, the directives allows them to utilize the resources. These were some controversial issues even after the amendment. In connection to this anomalies CERID (2007, 88) asserts, “Guidelines and Directives intend to involve community members in the local educational affairs, whereas Educational Act and Regulations empower educational bureaucrats to control school affairs”. In addition CERID further asserts that Educational Act and Regulations does not have the clarity of rights and authority that provides the SMC of community school to act independently.

Despite of having anomalies in between the Community Managed School (CMS) Directives and the Educational Act most of the community schools are following the CMS directive which has brought about major changes and development to the school. The changes were however, related to developmental issues through participation and involvement from the SMC's members craving to reach the vision of school leadership. This initiate the driving leadership style to

transform the responsibilities to the participants in the school management process. Nevertheless, participation and involvement in school development process has occurred notable outcomes in taking over the responsibility and becoming accountable with such developmental course. With supporting this view the head teacher (principal) of community school A states;

With the transfer of the school to our hand, responsibilities have increased. This was not found prior to the transfer. The responsibilities have brought about developmental issues which further increased the enrollment in the school. It was the feeling of the SMC members to produce their responsibilities by convincing the local community people to send their children to the school as it was also communicated by them that education is a major means for the development of the society. With being responsibility towards the school we are now at the phase of competing with near by schools”

Connecting the version of the head teacher regarding the responsibility, the female parents of the SMC in school A states;

“as a women in the SMC I feel very proud to take over the responsibility for the development of this school. Prior to transfer I was not given any of those opportunities but soon after the transfer I was asked to participate. I was hesitating to participate but with participating in the school management, I have come to know the importance of education and I encourage all out village people to send their children to the school. I have also come to realize that education can only be the means to development for this community as most of us in this village are uneducated and I personally feel that our children should acquire education”

Driving leadership style was appropriate in bringing changes and developmental progress by enhancing the participation of students in the general meeting for their input seeking for further improvement. This furthermore provided the opportunity for the changes from the micro level perspective in the school from the view point of the students. The appropriateness style of driving leadership leading from the bottom is again an essence to modify the procedural for the need of the students. This is again a procedural way of encouragement for the participation and involvement in school management process by transforming the responsibility

according to the task and becoming accountable for the school. Although many of the participants had willingness to contribute something of their capabilities to the school, the ability to contribute it in intellectual form was less visible. However, at the initial stage of such developmental process, driving leadership style enhances the participation with having the belongingness towards the school which was necessary for bringing any kinds of changes and reforms for development.

The contribution from the local participation towards the school developmental process was notably proclaimed to bring productive outcome, such as development of infrastructural building and healthy environmental climate. In connection to this, the head teacher of school C states;

“the involvement of local community have contributed their physical skills in infrastructural developmental such as building for schools and walls. Some local female community groups contribute their time with cleaning the school. This was not found earlier before the transfer of the school management”.

Encouragement for participation is a chain reaction, in terms of bringing more participation in the school. The style of driving leadership was to bring as much participants into the school at the time of need for changes. The involvement of students in the school management meeting moreover, attracted their parents to involve spontaneously. With connection to support his view, the head teachers states;

“with the participation of local group and students in the general meeting, most of the important decision for development were made. Moreover, the involvement of students in the meeting gradually engaged the parents to participate in school because they feel proud that their children are contributing something to the school. This way they too have learned to contribute something to the school now”

In summary, initiation for participation and involvement in school was taken into consideration for the developmental process. However, the locals were reluctant to show their interest towards school management prior to the transfer with the bureaucratic leadership style. This however turned to become spontaneous due to the

driving leadership style in participating as head follower in the group. The driving leadership style moreover, produced appropriateness style at the right time with the right people for the right thing, this therefore provided inspiration to the local groups to participate and involve in school management.

Effectiveness of driving leadership style for school

Leadership style at any circumstance from Great Man Theory of leadership to the Post Transformational leadership is a matter of bringing effectiveness in school developmental process. Consequently, driving leadership style nevertheless is not an exception when considering participation and involvement in school management. Moreover, driving leadership effectiveness is excelled when accomplishing a task at the initial phase with leadership herself or himself participates as a head follower.

Leadership effectiveness in school is concerned with both the task as well as being employees centered. Driving leadership as a head follower initiates the task and consequently has a concern for the employees for bringing commitment and motivation. Therefore driving leadership has a major concern for timing, tasking, teaming, toning and transforming. This can however be achieved with leadership behaviour by being initiative and simultaneously being considerate.

Initiatives for task and considerate for the employees is an essence of producing intelligence to contextual phenomena that driving leadership style pursue demonstrate before the followers. This allows the employees to concentrate for task and become motivated to accomplish the task with commitment. Similarly, at the time of initial phase of bring changes and development in the school, school leadership implementing driving leadership style has become effectiveness to bring motivation

and commitment in the school developmental process. In connection to this, a parent member of the SMC of community school B asserts;

“school management committee have become active and authoritative after the transfer. We have school meeting regularly. Moreover, we have been implied the hiring and firing of teachers policy. Few teachers from the villages are being hired for now. With effect of hiring and firing policy, the lazy government teachers have become very attentive. Importantly teacher’s absenteeism is reduced to great extend. This is a very good thing we have achieved”.

Teacher’s absenteeism was a major concern for the government school prior to the transfer. The leadership goal of reducing the absenteeism was an important strategy to achieve the mission and vision. Moreover, the concern for employees and initiative for task provided ample of responsibility to the teachers, parents, local groups in the SMC. This was an effectiveness of driving leadership style to create ownership and belongingness amongst and between the teachers, parents and local community. The sense of belongingness further motivated SMC and the local community people to participate and involve in developmental process. According to the local community people in school A with relation to participation and involvement he states;

“now in the community all people have a felt necessary to act upon the development of this school. We are unified together to work for the school. We now feel this school should be developed by us and cannot depend upon the government. They are very slow and delay their decision. With our unified team, we have managed to replace the leaking roof of the school and have also built separate toilets for boys and girls”.

Moreover with the participation and involvement of local community and parents in the school committee, the school has begun to gain momentum in status. This was possible with driving leadership style of linking the job and creating a chain of commitment within and outside the framework of the school by providing the SMC members with ample responsibilities for their participation and inviting their contribution for fostering motivation amongst all. The motivation of the SMC

members further broadens the participation from the village cultural group in contributing their effort to the school development. With the driving leadership style enhancing participation and involvement, the leadership created the build the team, bond them together and banking it through linking the right job with attracting and allowing the other members to participate and involve in the school development process. In supporting this, the head teacher of school B states;

“commitment of local have increased towards the development of this school. Bringing the commitment from the local groups and community was the idea of the chairperson by initiating to taking over the school management. The involvement of the local community in this school has also raised the standard of this school since all of them now have the belongingness towards the school. Importantly, with the participation of the local community, the committee of the village has also involved to contribute their participation which is another achievement to the school and the community”.

The involvement and participation of the committee in the community has been very important for the school to generate financial assistance in terms of grants and donations. This has also benefited the school to pay the salary to the privately hired teachers and staffs for the school. This has further become an effectiveness of driving leadership to foster developmental activities into the school. In supporting this, head teacher of school C asserts to acknowledge the contribution of leadership effectiveness for bringing the participation and involvement in the school. He further states;

“some people in this community are financially donating some amount to the school. This has led other to contribute according to their capacity. Moreover, the community people are trying to link financial generation scheme with the business houses for which some good amount of money have already been collected. This money is further being invested in construction of another building for the school”

The effectiveness of driving leadership in bringing participation and involvement into the school management from the local has also been productive in enrolling the children even from other villages. The development of school has

attracted many students and parents to share their participation and involvement. Another effectiveness realm of driving leadership was to involve parents to visit school to receive the feedback about their children academic progress. This was never encountered at the time of school being run by the government. The initiation of the driving leadership to enhance participation and involvement in school lead the parents to actively participate into scrutinizing the academic progress. This further developed their mentality to contribute their likeliness for participation towards the school furthering to enrich the motivation of teachers and school administrative progress. Moreover, this has lead to reduce the drop out of students in the school. In relation to support this view, the teacher of school C mentions;

“parents in recent days have become actively participating in school to know their children progress. They are concern about their children attendance, academic progress and additional school activities. They are happy to know the progress about their children”

In regards to participation and involvement of parents, the motivation level of teachers has increased. This has also instigated the driving leadership to implement performance appraisal for teachers which has been effective in producing positive outcome amongst the teachers. The appraisals of teachers are rewarded extrinsically to keep their motivational level higher.

In summary, the effectiveness of driving leadership style has brought about maximum participation and involvement creating the chain effect in the community. This was productive for the school and the community in bringing about development through educational set up for the community people. Moreover, the effectiveness of driving leadership therefore initiated the realization of value towards education to the local community people by bringing them to actively participate in the school.

In addition, driving leadership style was effective for enriching motivational level in teachers, parents, and the local community members. The value of

responsibility was conceived as commitment and dedication towards schools developmental process eventually benefiting the students. Moreover, with driving leadership in enhancing participating and involvement into the school further led the external agencies to contribute their participation with financial resources. This was further productive in upgrading teaching learning facilities and academic materials for the students.

Driving leadership style proactively envisage to realize the vision, mission and goal toning healthy climatically environment, teaming the members, tasking the responsibility, timing for accomplishing the mission and transforming the knowledge. This eventually was beneficial for the school organization and the community as a whole furthering to contribute betterment for the society and the economy of the nation.

Discussion

Driving leadership style by virtue is working inside out and outside in. This indicates to reach inside into the micro level to the macro and from macro to the micro level. Nevertheless, remaining as a lead or the head follower in the team group, driving leadership moreover is concerned with individual, group and the structural foundational policy of the organization. Therefore, the policy designed or formulated for the employees are also the path that driving leadership walks on. For example, in many organization leaders are the placed at the top and have valued importance for them alone separated from the middle or the lower management. However, driving leadership style takes the role of being importance in the middle as well as in the lower level by walking on the same line. This encourages enhancement of participation and involvement of employees or the followers.

Nevertheless, Driving Leadership style can be adopted with a perspective of being mixture of autocratic, democratic and lassies faire. Moreover, these features can be recalled from the situational leadership being participative enriching the readiness of followers. The autocratic form of driving leadership is based upon the instruction being related to task centered not ruling from the top but flavouring democratic style in participating with them thus enabling to drive the followers to demonstrate their willingness and ability at their best.

Changes are inevitable. In circumstance of adopting changes, leadership style is considered to possess traits to initiate the followers by communicating the vision with confident and eventually building trust. The readiness of leadership drives followers to demonstrate their readiness to participate and involve in bringing changes to the school. The leadership traits somehow are rooted to demonstrate Great Man Leadership. Many researchers in leadership studies believe that at times of great necessity, any one who would initiate to lead is a Great Man. This also account for Great Woman. Eckmann (2005) states that originally Great Man Theory was associated with the nineteenth century. Thomas Carlyle (1841) declared “The history of the world is but the biography of great men” (p. 127). Furthering Carlyle asserted “heroes shape history through the vision of their intellect, the beauty of their art, the prowess of their leadership and, most important, their divine inspiration” (Eckmann, 2005, 4)

In earlier days Great Man possesses traits which were studies as “intelligence, masculinity, adjustment, dominance, extroversion and conservatism” (Mann 1959 in Eckmann, 2005, 3). These traits still is borrowed while studying leadership. Moreover, in enhancing participating and involvement, leadership ability to communicate the vision is utmost important to influence the followers to trust and

have confidence upon the leadership style. Accordingly, driving leadership thus possesses the readiness to excel intelligence of dreaming for future development of school, which signifies to exhibit extrovert traits in leading the team with intellectual dominancy.

Moreover, in a state of needy situation for change and development, looking things differently is again considered important with leadership processing to influence driving the organization to the next generation compatibility. In a developing stage, participation and involvement is necessary from the team member for the organization to develop that is initiated by the school leadership when bureaucracy seems to be heavy and slow. The initiation of bringing participation and involvement in school organization is equally collaborated from within and outside the organization for the progressive development of school organization. The driving leadership nature is prominently accepted by the followers of the school organization when development is necessary which therefore benefits the society and the economy of the country.

Consequently, moving into decentralization of education from the centralization was another pivotal challenge for the school leadership to drive the follower to accept these changes. Despite many resistances from the teachers, administrative staffs and also from the student union, the school leaders unified the followers to accept the changes. The nature of driving leadership, in addition, was to progress the developmental aspect while at the phase of changing. This recalls leadership intelligence to display the readiness to encourage high participation and involvement from the teachers, staffs and external organization indulged for educational developmental purpose. This nevertheless, emphasized driving leadership to come into force.

Importantly, driving leadership is not views negatively in terms of forcing for participation. However, the nature of driving leadership is to enhance participation and involvement with intellectual capacity with displaying leadership style in participating and involving herself or himself as a head follower of the team. Becoming head followers in the team in addition shapes the leadership style of being mixture of autocratic and democratic. This indicates for emphasizing balance for task and employees center. The balance for task and employees creates harmony amongst and between the employees thus bringing good organizational behaviour in educational settings. Driving leadership for task is displayed by the instruction for accomplishing which is a dominancy of being autocratic and becoming democratic is participating and supporting the teachers, administrative staffs and external agencies as employee's center.

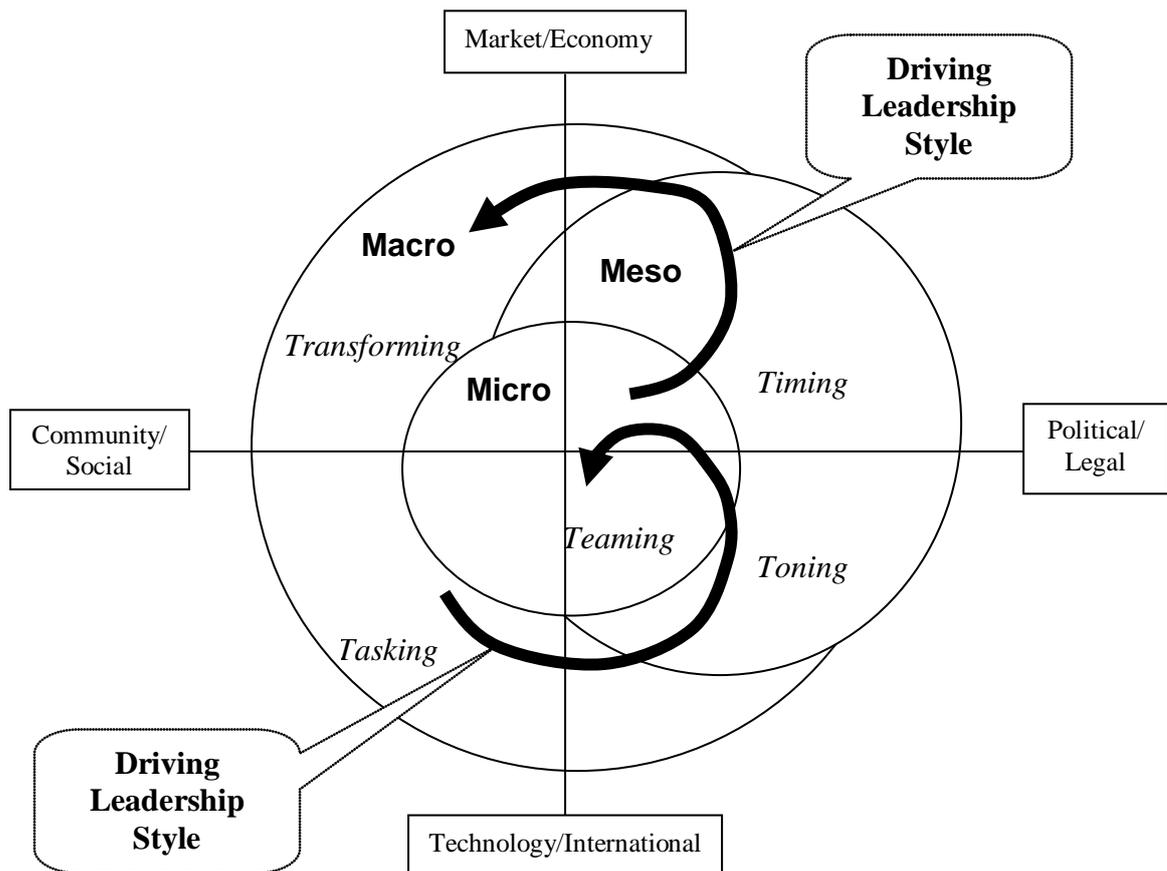
Moreover, driving leadership enhances participation and involvement in school by moving from micro to meso to macro and visa versa. This versatility of driving leadership thus favor knowledgeable insight of the real situation in the school organization, which further is initiated with leadership intellectual capabilities. Furthermore, the intellectual capacity of driving leadership working at different level generates knowledge to emphasis upon teaming, tasking, toning, timing and transforming at the right time with right women and men at the right place.

Contribution of my research exploration

In many instance, leadership studies specifically in educational setting has becoming to increase playing its dominancy. This is because educational settings are primarily concerned with three major aspects Micro, Meso and the Macro.

Micro aspects in educational setting have concern with students' achievements with knowledge, literacy, retention, and minimizing drop outs. The Meso aspect is the teachers and the administrative well being. Macro aspect in education setting is the structural policy, developmental activities and the external factors related to competition to become one best school for the society.

Figure 5. Three major aspect of school concerned for Driving Leadership



In relation to these factors, leadership role and style has an immense impact to bring cumulative progressive development while taking into consideration of micro, meso and the macro factors. This eventually brings school leadership back and forth instantly to communicate, build trust and becoming confident to share vision with the followers. Most of the time when we think of any leaders, we see them at the top of the organization, however, driving leadership is a player from the middle and the

bottom knowing employees and recognizing and encouraging them for achieving the mission of the organization. This eventually is accomplished with driving leadership concern for bringing harmony in the school organization which primarily dictates for teaming, toning, tasking, timing and finally transforming. The five T's nevertheless, is importantly viewed by the driving leadership when working from Macro to meso to micro and visa versa. Moreover, these five T's are predominantly important for organization to bring about progressive development. Nevertheless, these are concern with both task centered and employee's center which driving leadership prominently account for triumph to bring motivation, commitment and organizational good climate.

Needs for further analysis

Leadership style in educational setting is predominantly changing. Therefore, leadership styles vary according to the situational and contextual phenomena. Driving leadership style was viewed with the perception for encouraging and driving the followers to participate and involve in school management at the time that required in adopting changes and development in the school. The initial phase of organizational change requires encouraging driving forces to reduce or even eliminate the status quo and the restraining forces. Driving leadership style nevertheless, can become a worth style for the leadership to adopt at the context where supportive or participative, and delegation or transforming is necessitated. Driving leadership style is a vive for positive energy concerning for task and employees to produce teaming, timing, tasking, toning and transforming with relation to transformational leadership in building, bonding and banking.

Driving leadership style, nevertheless, can bring motivation and commitment to the followers. The aspect of employee's motivation has always been necessary for an organization to advance further. Driving leadership style account for participating from the bottom and the middle level as a lead follower, this can bring awareness of situation for the progressive development in future. Moreover, driving leadership style, can initiate doing the right job with linking the right job with the right men at the right place.

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