

GROWING WITH DRIVING LEADERSHIP STYLE IN SCHOOL
A case study on leadership of Finnish elementary schools in Tampere

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Dedication to the leaders

The support I am receiving from my professors at the University of Tampere is immensely appreciable and will be very less to be expressed in few words and in writing. To begin with simple words, I always received appreciation and moreover, an encouragement to proceed further which was a great support to boost my motivation that craved me to explore more about leadership studies.

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Abstract

“Driving leadership style” of the school leadership proclaims to be important in bringing about changes in behavioural aspect of the followers. The hallmark of driving leadership style illustrated the characteristic of teaming, toning, tasking, timing and transforming with realistic view to subjective approach. This allowed the leadership to understand the human relationship approach while instigating as a lead follower in the group. The purpose of the study was to explore, the pertinence of leadership and how they grow with the followers. Semi structured interview were implemented with different actors with two sets of interview schedules separately designed for the school leaders and the other actors. Driving leadership style moreover, reflects to demonstrate the ability of working from middle as a lead follower allowing the opportunity to understand and knowing of followers. This somehow built the confident to the school leaders to overcome with the difficulties related with organizational climate. Driving leadership style illustrated to bring about social harmony and cohesive within the organizational behavioural settings furthering leaders to grow with the followers.



Key words

Driving Leadership style, Leadership style, Leadership competences; School leadership, School management and Administration

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Clean examples have curious methods of multiplying themselves.
Mahatma Gandhi (1869-1948)

Introduction to the study

Leadership is considered to be one of the pivotal factors for organization to grow large in future. This has been into existence from early years for which researchers in leadership has been instigating to defining leadership terminology still now. Bass (2008) states, principle of leadership are nearly as old as the emergence of civilization, shaping the leaders as much as it is shaped by them. Furthering his view, Bass acclaims that “early sixth century B.C.E Chinese classic are filled with hortatory advices to leaders about their responsibility to the people” (p.5). In addition, he suggest and exemplified with Confucius who urged leaders to set a moral example and to manipulate rewards and punishment for teaching what was tight and good” (p.5).

In connection to defining leadership, Rost (1993) have found 221 definitions of leadership in 587 publications (Bass, 2008). In the beginning of twenty first century, responsibility and accountability was a major approach for leadership. Mcfarland et al (1993) in Bass (2008) stated six themes appropriate for the twenty first century leaders. These themes highly valued leadership approaches towards relation oriented behaviour, which instigated leaders to understand more about employees and their work related behaviour at work place. According to McFarland, the six themes were identified for twenty first leaders are (1) Leadership is no longer the exclusive domain of top boss, (2) Leadership facilitates excellence in other, (3)

Leadership is not the same as management (4) Leadership has sensitive, humanistic dimension, (5) Leader need to take a holistic approach and (6) Leadership is the mastery of anticipation, initiating and implementing change.

Peter Drucker, mentioned the definition about leadership by stating “the only definition of a leader is someone who has followers”. This nevertheless, indicates the importance to value the followers. Moreover, the twenty first century leadership has become more complex with the approach towards understanding the behaviours of followers. In addition, leadership theories have been into concern with focusing upon people and task; however, in practice many leaders finds difficult to the approach towards how leadership styles can be implemented to influence their followers. In connection to influencing followers, Sergiovanni (2005) states, leaders are focused with key importance issue while taking the calculated risk and learning from their success and failure, for which leadership remains trustworthy among the people. For this, leadership has to maintain a role of understanding people in the organizational setting. Moreover for him, Leadership is everywhere and leaders are the head follower which makes leaders easy to participate with the followers. In addition to this, he further claims that leadership in education has no identity (Sergiovanni, 2001, Serviovanni 1994). Moreover, for Nivala (1998) leadership is again a “multidimensional issue” where “leadership precisely is concerned to be an individual to modify his role according to the situational needs” (Rajbhandari 2011, 11). This further can generate the harmonized culture in organizational setting by initiating a professional community. Supporting to this, Center for the Future of Teaching and Learning (2011, 2) states principal is a front line administrator managing the crisis of scares resources and increasing the effectiveness by rallying teachers, other staffs and the community through morale at the tough time in achieving the common goal. In addition

they indicates leadership effectiveness creates effective high-functioning professional community (p.4).

Furthering the view of leadership being multi dimensional, moreover with educational leadership that has no identity; my leadership exploration was viewed with the leadership styles to explore what leadership style best suits for the organization to grow large in future? Can driving leadership style be useful measure for the school leaders to adopt in changing contextual settings of the organization?

Researchers for example, Hujala (2002) and Karila (1998) believe leadership is a phenomenon constructed socially, contextually and culturally. In many instance, school leadership virtually exist with rallying small number of people as a followers which for then creates a school including the students, the parents and the community involvement (Sergiovanni, 1995, 29). With relation to the social aspect, cultural and the contextual settings, Sergiovanni (1995), critically emphasize upon the political dimension of the school organization although it consists of small number of followers, there is still divisional hostility with the disagreement from the teachers, parents, board members, administrators, and the stakeholders. This instigates a school leader to play a hard game of politics. Therefore Sergiovanni entails to highlight the divisional politics by explaining us with the terms “to win more for yourself than you have to give back in return”.

In many case, within the school organizational settings, political periphery is a contextual phenomena that impact organizational climate. This engulf the school climate with the more need of presence of leadership as a doer’s but not as a thinker alone which further instigate for crisis management. This initiate school leadership to demonstrate intelligence to win the willingness of followers by leading from the middle or the bottom encouraging and empowering the followers to participate in

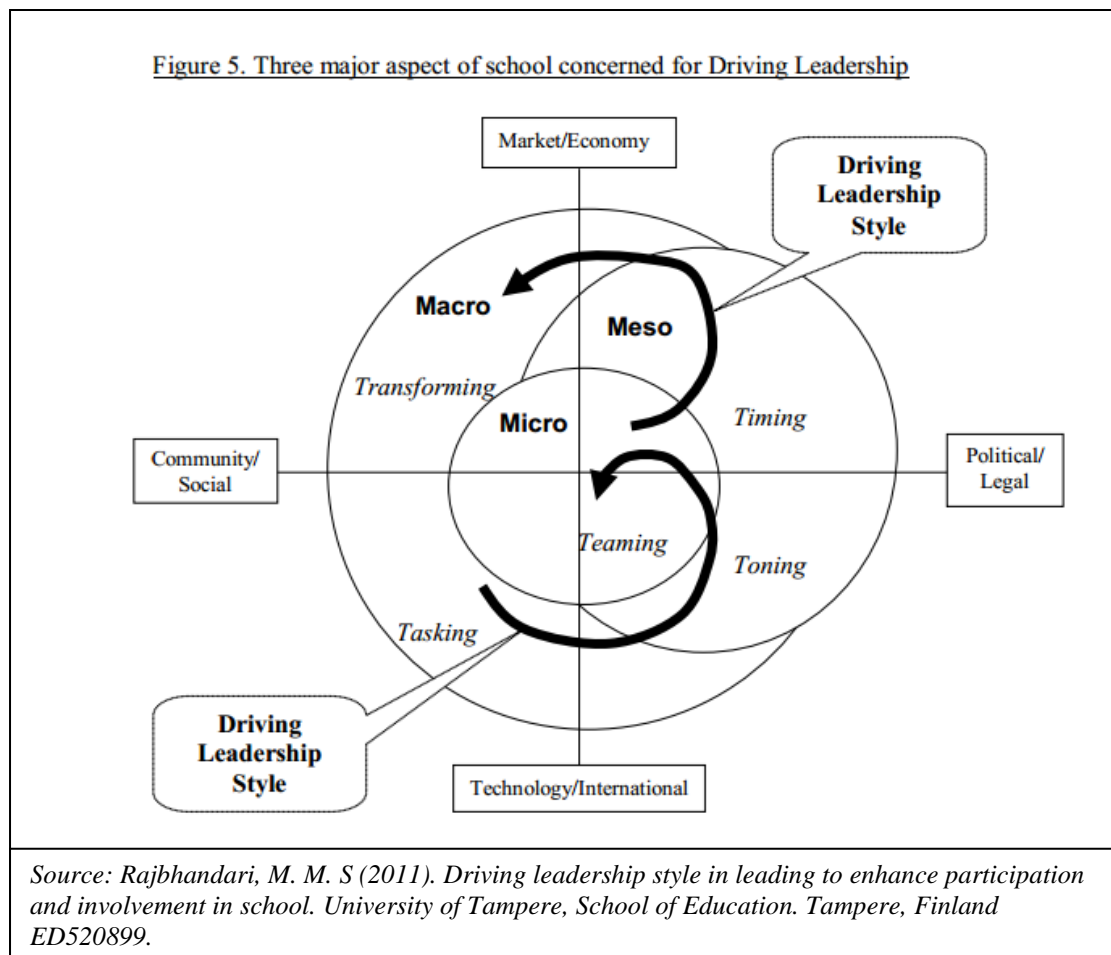
development of school. This further instigate for driving leadership style for which Rajbhandari (2011) states “the functioning of driving leadership starts from the bottom level pushing their participants who are involved to practice their effectiveness in management of school. Alike transformational 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” (p.7).

Nevertheless, in the case of situational circumstances arising in the contextual settings, Driving leadership style according to Rajbhandari (2011) can be worth put into play, which defines being movable from inside out to the outside in. Rajbhandari (2011) asserts that driving leadership style has many significance of ability to perform at its best to illuminate the result of transforming, toning, tasking, teaming and timing. This further is the result of driving leadership style being visible and positioning at the middle or from the bottom to push the followers with cohesiveness collaborative formation for enumerating social harmony and immobilizing the game of divisional polity.

Major aspects has been defined with driving leadership style which make further clear for the school leadership to accumulate the social harmony within the school, with an objective to achieve the mission and goals of the school organizational settings. According to Rajbhandari (2011), driving leadership style as a head follower initiates the responsibility of visualizing the school organizational climate with moving from macro level to meso and to the micro. This entails that driving leadership style acquire the ability to accumulate knowledge, intelligence and skills and competences to produce harmony among the school’s actors that eventually grow

the school at large in future. In connection to this, the competence of driving leadership style initiates transforming, tasking, toning, teaming and timing which therefore produces the effectiveness for collaboration at the school for developmental activities. In supporting this view, Rajbhandari (2011) in figure 1, illustrates the three major aspect of concerned for driving leadership.

Figure 1 Driving leadership style in school organizational settings



He further entails that “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” (p.16).

Nevertheless, the importance of driving leadership style is emphasized when changes and development is initiated. In line to support this, Fullan (1993) explicitly illustrate change that can occur in many levels as in more consideration related to macro, meso and micro level. His illustrations of occurrence of changes according to the level are with the teachers, the school, the district, etc. Furthering his views, Fullan (1993, 37) states “educational change is not a single entity”. Bringing to more specific, simple and realistic in nature, Fullan emphasis on innovation which is multidimensional implementing it in classroom then too does not standardize the simplicity of defining the specific meaning of changes.

Moreover, Fullan asserts that three components of implementing new program or policy. For him the first is the revised new materials, such as, curriculum materials or technologies. The second is the new teaching approaches, such as, new teaching strategies or activities. The third component for him is possible alternation of belief which is moreover related with organizational behaviour that apparently encounter, culture, context, situation, emotions, attitude, perception, personality and the motivation. Supporting this view, Fullan admits all these change are necessary for attaining and achieving sets of common organizational goals. Moreover, with a glimpse to summarizing his view, these three changes occur in national level to the school level, with stressing the curriculum changes initiating from the national level and implementing to the school level. Nevertheless, this changes being undertaken at the national level can significantly impact the individual behaviour at the school level. However, adaptation to the changes is necessary either voluntarily or involuntarily.

In line to the change and development of school organization, Finnish educational system have been undergoing education system towards progressive development concerning the equal opportunity and right of the education with the

attention paid to the special need for the special children and also to the students from the nation and from international.

With the educational reform being under way, hurdles at the initial stage are prime challenges for the school leadership to initiate the changes where many obstacles of restraining forces from the work forces are expected. Moreover, with an instance to overcome obstacles, driving leadership style would however, play an important role in initiating the participation and involvement with collaboration of teaming with trust, toning for harmony amongst and between the actors of school including the students, transforming the vision for changes and development, becoming confident with the task and timing with accomplishment of common goals. In supporting this view, Rajbhandari further states “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” (p.20).

In exploring my research in school leadership at the time of changes and development in schools, following research questions were formed to broadly understand the leadership styles in Finnish schools

My research questions

1. What could be the pertinent leadership styles that best describe to grow school organizational settings?
2. How can leaders grow with driving leadership style?

Research methodology

With more interest towards the leadership style in schools, qualitative research paradigm was implemented to understand the leadership practices reflected from different actors in the schools. Case studies were undertaken to analysis and interpret with a subjectivistic approach. Three schools in Tampere region were taken as three separate cases to understand the best practice of leadership styles. This allowed me to explore and analyze different practices of leadership styles in three different schools.

Selections of participations

In understanding deeply about the best practice of leadership style and importance of driving leadership styles, views from different actors were collaborated. The key respondents were the principals, vice principals, teachers, administrative staffs from three different schools in Tampere.

Research tools

As a research tools, semi structured interview were applied, which allowed me to explore the leadership phenomena with having the interview scheduled controlled by me as an interviewer. The benefit of applying semi structured interview was that it frees the interviewer from any structural periphery and eases the interview to mould the schedules to crave the answers according to interview guideline.

Data analysis procedures

One on one interview that were gathered from the main actors, such as principals, vice principals, teachers and administrative staffs were tape recorded. Two sets of semi structured interview schedules were designed separately. One set for the

school leaders and another set of interview guideline were for vice principals, teachers, and administrative staffs. Each interview were recorded and transcribed word by word for the reliability and validity. Data triangulation method was implied for analyzing the data. The two sets of interview schedules allowed me to pursue data triangulation from many perspectives of the key respondents. Furthermore, for validating, meaning to the data was given for the purpose of my study to answer my research questions.

General overview of the Finnish Educational system

Education in Finland is well known to be the priority for all the nation and international people. This instigates the state to control the educational mechanism and provide equal opportunity. The state, Ministry of Education and Culture (MoEC) in line to the Finnish National Board of Education (FNBE) being responsible and becoming accountable for educational system enrich the delegations of power and authorities to the local and regional level. This, however, is a scenario of centralizing the education system over the nation. However, some schools in districts are also managed organized by the universities of the nation.

In relation to the institutes in Finland governed by the state, according to the FNBE (2004, 16), there were, 31 polytechnics parallely created with the university, 20 Universities, 240 Vocational upper secondary education, 473 General upper secondary education and 3720 basic education institutes at different part of state and municipalities in the Finland dedicated to serve students from within the nation and outside. Therefore the main objective of education in Finland is to provide equal opportunity to nation citizen and to the international students.

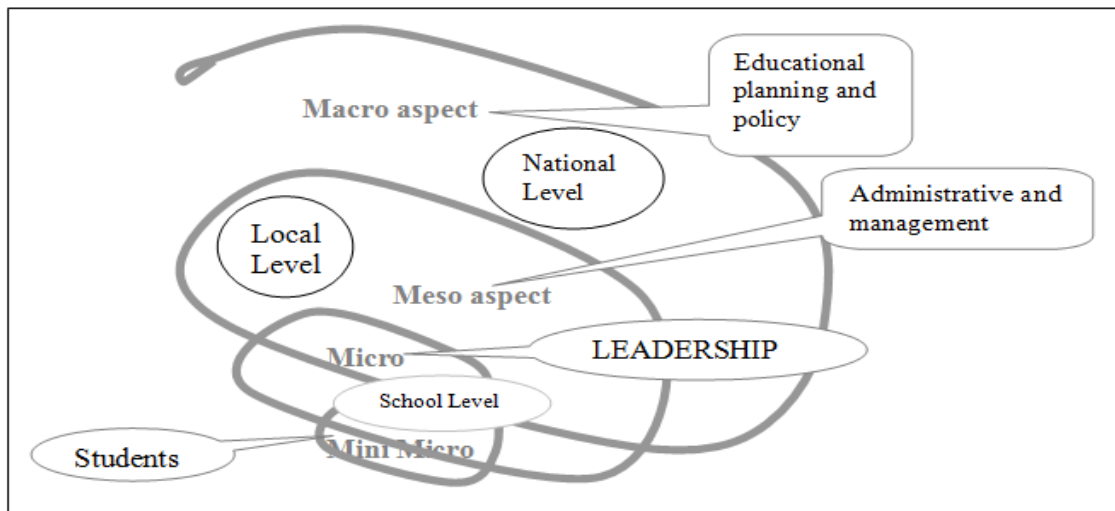
Educations in Nordic countries are one of the best in education system.

Result of PISA (Programme for International Student Assessment). Moreover, Finland differ from other Nordic countries by emphasizing education system by enriching more on people well being through education. To enrich education and to restrain from economic burden, the public authorities are obliged to provide an equal opportunity to everyone to obtain other education according to their ability, skills, knowledge and special need. In regard to the same, major objective of Finnish education policy is to achieve high level of education and competence as possible for whole population.

Enhancing educational system to enrich the quality of management and leadership, the centralization system of education is constructed by transferring the autonomy of authority to the municipalities (Local Authorities) that are responsible for educational management. Furthermore, the Local authorities determine to pass down the authorities to the school with line to management of school. With the transfer of the authorities to the schools, the responsibility nevertheless, is a prime concerned of the principal towards leading and enriching the leadership role.

While connecting to the equal opportunity for education, the centralized system of education in Finland from the macro level to the mini micro level is concerned with the wellbeing of the students in terms of providing and supporting every child in need with their own capabilities of knowledge, skill, competences and ability. Figure 2 emphasis on demonstrating of transferring the national policies and plans for reaching the utmost important factor to the mini micro level that is the students the end beneficiary.

Figure 2. Spiral educational administration

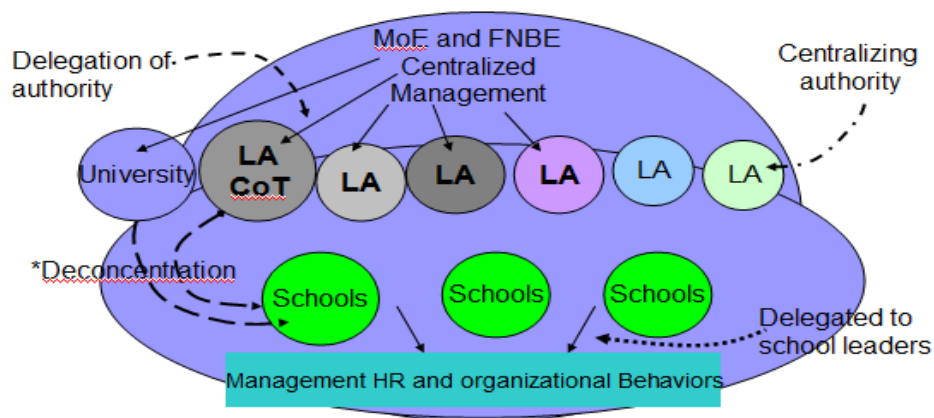


Moreover, Finland educational system is based upon the centralization system however, the practice of delegating the authorities to the local authorities entails the decentralization of education when it comes to administrating the local affairs and in fostering the overall activities towards development. More specifically, at the school level, the school principal is delegated with authorities for internal school affairs.

Figure 3 demonstrates in delegating of authorities from the centralized administration towards the decentralizing it local administration and even further.

Figure 3. Centralized and decentralized management of school development

Centralized and decentralized school management system



From the Ministry of Education (MoE) and the Finnish National Board of Education (FNBE) at the national level transferring the authorities to the local authorities (LA) also called city office, for example, the City of Tampere (CoT) maintains the centralized educational system. However, when transferring the authorities to the school level, it is the local level that determines the delegation of authorities to the school principal. Nevertheless, the school principal is therefore is at full responsibilities of school internal affairs, management and administrations. Moreover, in most regions some schools are also governed by the universities apart from the city offices (municipalities). This however, signifies implications of decentralization strategies. Moreover, leadership being remained with the school principals, they demonstrate the role as a gap filler between the cities offices and the schools. This initiates leadership to generate cooperation, collaboration amongst and between the actors involved with schools. This further instigates school leadership to drive the followers to participation and involvement for future development in any activities related to growing of school. In relation to this, school leadership constantly allows the opportunity for social and cultural activities into teaching and learning realm. In supporting this view, Välijärvi and his research team (2002) states in the research of Sahlberg (2009),

“Finland’s high achievement seems to be attributable to a whole network of interrelated factors in which students’ own areas of interest and leisure activities, the learning opportunities provided by school, parental support and involvement as well as social and cultural context of learning and of the entire education system combine with each other (p.46).

According to interrelation factor between and amongst the actors involved in schools, the growth of the school is determined by the growth of the students.

Consecutively, the growth of the students is related to the needs, skills, ability, knowledge and interests of the students. These key elements for growing of schools with the students appeal school leadership to initiate home school collaboration and cooperation. This is one of the main reasons that Finnish schools grow together with all actors. Nevertheless, these is also enhanced by the teacher professionalism and are delegated with autonomy in teaching learning practices even allowing independent in designing classroom curriculum. Moreover, teachers in Finland are considered to be professionals or experts who posse's high academic background and receives trainings, which therefore stimulate in understanding the behavioural pattern of the students.

FINDING AND DISCUSSION

The finding of this research case study signifies the leadership styles different from each case. However, some common fundamental leadership styles were identified. While indicating the leadership style related to similarities, mixture of autocratic and abdicratic and the mixture of democratic and the abdicratic were found amongst the school leaders. Rajbhandari (2006) admits that leadership style can be a mixture of one or more style depending upon the situational factor of the school climate and culture. Being leadership style abdicratic in common is because Finland educational system is nurtured on individualism. In connection to this, teacher's leadership demonstrates the independence of teaching practices with delegation of autonomy. Moreover, with the autonomy remained intact with the school leadership, they are further being responsible in enhancing and enriching the school towards the developmental activities, with being accountable towards fund acquisition, human resources management, and organizational behaviour.

Pertinence of Finnish School Leadership styles

Leadership styles vary from each individual; however, with concern to the management, school leaders were more into planning with future prospect of school's development. This instigates for what to do, when to do and how to do. In addition, organizing equally is considered vital, which is concerned in bringing together all the resources in one basket and delegating the authorities. In line to support the organizational part, influencing is more valued when it is directly associated to leadership styles of any school's leaders. In relation to influencing, a principal of school A admits that

“Its part of me, I am a cooperative person, I have always believe in team work and peer work, I don't like to work alone, but this is something that is also encouraged by our administration that the leadership has to be like this, more and more towards team work and to involve staff members, kids or parents when they have opportunity to participate and so they are better involved hopefully, things are going better that way”

With the fact of leadership approaches of getting right things done rather than getting the things done rightly through people, require immense intelligences of leadership to acquire the imagination of mass. This is fulfilled with having built a relation or being considerate with the followers. Nevertheless, leadership equally has to take into account of both the task oriented behaviour as well as the relation oriented behaviour for the organization to develop. In respect to leadership style being considerate and initiative at the same time, school leaders must work from the middle performing a head follower and drive the followers by participation and pushing them forward. In line to support this Rajbhandari (2011, 19) states “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”

Furthermore to support the intelligence of leadership, driving leadership style can best offer the school leaders to enrich controlling mechanism by and participating in collaboration with the schools team and individual. This however, allows the school leadership in knowing the interest of teachers and administrative staffs at different levels and at different times. This instigates school leadership in bonding and building the relationship with the team members in harmonized manner to initiate banking the resources. In regard to support this, a vice principal of school A rightly mention the harmonized relationship amongst and between the employees in the organization which so forth is a gateway to the open environment.

“principal and I both are reachable to all the teachers, parents and the students for instance in the teachers lounge, teachers come to ask from us, rather small details also so they can see us and they know us and it doesnt matter its whom you ask with and the answer will be the same and we are reachable which is not always the case with the principal”.

In addition, she further mentions building close relation by even sharing teacher’s problems and discussing the teaching methods. She states that

“we have tried to build the school that you should be able to share, able to talk about your problem also, you should be able to figure out the outcome is great, some kind of teaching method for instance there should be an open environment and we try to emphasis it by our own behaviour,

Referring to what has been indicated to follow the driving leadership style, the controlling mechanism at Finnish school is influentially acknowledged by delegating

and making accountable for teachers of high quality to initiate the teaching learning practice with less pressure on the students and generating more interest with relation to competence, ability, knowledge and skills. Moreover to develop such a climate even at class, one Finnish student enjoys the benefits of at-least more than three teachers including the guidance counselor during his study tenure. In addition to this, Finnish school management systems also have the homeroom teachers who notice and identify the behavioural pattern of the students in both ways of physical allergies and social inclusion if any. According to the guiding counselor of school A regarding the responsibility with her work, she states that

“The main responsibility is to get the students from the school to the secondary education so its mostly career counseling especially among 9th graders but during 1st 7 graders I meet them and I discuss with them regularly to make friends with them and share things like how do they find this school try to help them if it is necessary during the 8 graders they have a special curriculum about work experience and different kinds of job in surrounding society and 9th graders its all about career plan”.

Essential paradigm of driving leadership style is to bring forward the intelligence of leadership capability. This allows leadership in understanding and knowing their followers by mobilizing his position from different level and driving the followers to goal directed behaviour. Nevertheless, the intelligence of leadership is to influence the followers. This requires teaming and toning with the employees. In line to support this, a teacher of school A asserts to reflect the leadership behaviour by stating that

“she is one of us, she is like a democratic way, I feel like we are in the same line so she is not the boss and she talks with us and ask us”.

In relation to driving leadership style with teaming, toning, transforming, timing and tasking, school leadership instigates in bonding, building and banking to bring about participation and involvement from the teachers and staffs. This nevertheless, requires leadership to implement initiative and considerate behaviour by demonstrating high degree of collaboration with line to delegation of authority.

Supporting this view, principal of school C states,

“as all kind of decision lies with me, I first want to make a pedagogical planning, which is the most important work. For this to make happen, I cannot do it myself alone and I delegate some of this task to teachers and staff”.

In supporting this view with driving leadership style, even Finnish teacher also has to initiate their leadership style in becoming initiative and considerate with the students. Can students be considered as a follower? This particularly is attached to the pedagogical leadership style in influencing the students, which for then makes the students to build interest on the subject and mould their behaviour and developing inclination of becoming follower of the teacher. This therefore trigger towards the driving leadership style even with the pedagogical leadership when it comes to knowing and understanding the students behaviours and emphasizing upon students progressive development. Moreover, leadership considerate behaviour and initiative behaviour, implicate to influence the followers in creating responsibility which school leaders has to exemplify by demonstrating the style of driving leadership with the characteristic of tasking, toning and transforming. Supporting this view, vice principal of school B asserts the behavioural pattern of the school leaders by stating that

“She like the things are organized and structured, but she also sort of demands that things are taken care of, meaning of course there are clear responsibilities

and everyone are conscious and aware of his or her responsibility and carries them out”.

Nevertheless, the important role of the school leaders is to collaborate and coordinate with the members for bringing progressive development consistently generating responsibility with the commitment and dedication.

Growing with driving leadership style

Leadership role for bringing changes has always been initiated for the betterment of fostering development of schools. This instigates leadership to prepare themselves for the changes that initiate and enhances the development aspect at the school. For this, school leadership has to concentrate on restructuring their resources mainly the human resources in achieving the schools vision, mission and the goal. This again is nevertheless, a challenging task for the leadership to undergo. In line to support this view, school principal of school C clarify that

“Most important role for the principal is to be responsible with their school and negotiating with administrative staff to bring good atmosphere in the school. This has been also encouraged by the city of Tampere”

Leaders require immense support and collaboration from the followers moreover, when bringing changes into the organization. However, changes are inevitable and despite being difficult and restrained, changes occur at some point. How would it be possible for the followers to adopt these changes? Nevertheless, the answer lies with the leadership again.

The appeal for driving leadership style grows as leadership aspires for the bottom up approach teaming, tasking, toning, transforming and timing to bring about changes in the school in line to the direction of the municipalities educational reform

policy. Moreover, educational management in Finnish schools is organized to bring about development in line to the student progress furthering the school to grow large. Therefore, with concern to individualism characteristic and ascribed leadership in school and in the classroom, the tendencies of grooming the students as the necessity means of development of school organization further initiates collaboration, cooperation and co-working between and amongst the subject teachers, classroom teachers, homeroom teachers, special teachers, guidance counselor and the helping teachers. This eventually brings about students development in many aspects related with competences, skills, ability, knowledge and interest that apparently is the outcome of students effectiveness. In supporting this view, special teacher of school B states

“as a special teacher I am giving individual help and help in small groups to those pupils who has it hardest time with their studies, who have neurological problems for example with tension and they cannot concentrate and so on or deep language problems so I give them special teaching in this school”.

Effectiveness somehow is also related with student’s achievement but however, Finnish educational system does not consist of evaluating students with the examination or any means of test. In supporting this view, Sahlberg (2009), rightly mention that “the only standardized, high-stakes assessment is the Matriculation Examination at the end of general upper secondary school, before students enter tertiary education. Prior to this culminating examination, no external tests are either required or imposed on Finnish classrooms” (p.26).

Other aspect related with driving leadership style is about value based attitude which primarily is concerned with school leaders, teachers, students, the parents and the team members in the schools committedly driving towards quality oriented

schemes for the betterment of students and the schools altogether. This further instigates for the school leadership to closely scrutinize the organizational climate collaborating with the team members to overcome the need as according to the situational demand of any single child or student. In relation to this, a special teacher of school B further states that

“I have quite a close connection to the principals and for the first thing our principal was organizing something in my new work again so I did not do every thing what was meant to be my duty because I came in such a situation that no one had ever been before so it was a new task and it could organized again, so we had to discuss what is sensible and what is possible to be done so that is one point”.

With intact to educational reforms, extra measures of collaborations from the school leaders were demonstrated by allowing more of autonomy and participating and involving with the team members. This was visualized when changes occurred and the team members at some point were already restraining with the new changes that was brought about by educational administration policy.

It was found that with occurrence of changes at the school level, Finnish school leaders participated with willingness and their ability to harmonize the organizational setting. In relation to this, a teacher of school B admits the willingness of the school leadership by stating the ability to organize. She further asserts by stating that

“I can tell that she is trying very much and she is a clever women and she has the ability of trying to put things in organized way I like that because we need that”.

In supporting this view, the teacher of school C admits the same with her principal in trying to bring in social harmony by participating and involving in the school settings. She states

“I think it was better we have open relationship because of course we respect her, she is our principal and even though she works differently, I respect and I admire that the effort she put to do in the job and I can see that she works hard”

From the effort of school leadership in bringing social harmony with driving for participation and involvement from all the actors in the school, close relation and continuous bonding is immense important for the followers. In respect to this, another teacher from school C admits the bonding and banking relationship with the principal. He further states

“I like the most that she is very honest she is very straight forward and she says what she thinks, she comes to ask for my opinion in something and so on and that’s one way how to feel”

Furthermore, in relation to teaming, toning, transforming, tasking and timing with the driving leadership style, the employees of the organization benefits the harmonized culture by participation of the leadership herself from the middle. This however, encourages the motivation of the employees. In regard to this, a teacher of school B states

“the sharing was very important. And of course the open atmosphere of our school is good, where I was ready to ask anything anytime from anybody. I just decided I do it and I was asking for help and I was getting help immediately”

However, leadership working as a head follower from the middle, nevertheless, allows other actors in the school to imitate the behaviour of the leadership to openly participate and involve with willingness and ability to seek and offer assistance. In line to this connection, principal of school B mentions

“I think it is not necessary to know all the people very well, but I try to discuss things with people as much as possible, meet them at the coffee room, have lunch together, sometimes we have celebrations”

Furthering her view more towards participating and accepting to understand the reality of working life, she admits as a leader one has to admit the mistake that people make while at work, and that is how people learn by doing. She states that

“I think as a head teacher, you have to accept that people make mistake and if you can accept it and if you can live with it, it is easy for you and to all the other people”

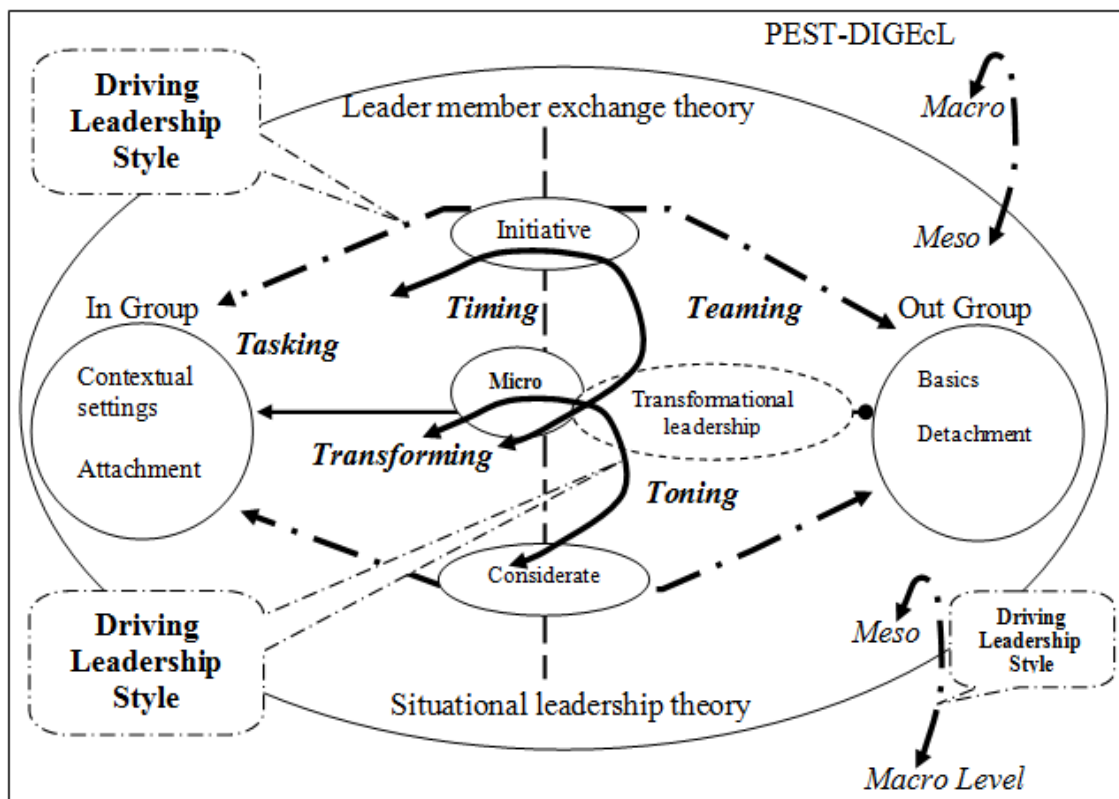
Driving leadership style moreover, reflects to demonstrate the ability of working from middle as a lead follower allowing the opportunity to understand and knowing of followers. This somehow built the confidence to the school leaders to overcome with the difficulties related with harmonizing the social behaviour at school. In line to support this view of school leaders in bringing harmony with encouragement to the workforce, a teacher from school A states

“She apologizes and she is doing that too and then she encourages very easily that you did a very good job and she knows how to say thank you”

The impact of driving leadership style at the time of bringing changes with bonding and banking the team significantly contribute building trust from the followers which further allowed the school leaders to grow with the followers.

Nevertheless, there is no one best leadership theory. In relation to theoretical perspective of leader-member exchange theory (LMX) and situational leadership theory, both these theory are concerned with people either with teaming members with task oriented behaviour or the employees centered behaviours. Nevertheless, driving leadership style attempts to bond, build and bank with the followers from the both side of task oriented as well as from the relation oriented. In addition, with relation to the LMX theory, driving leadership style acts as a gap filler within the organizational setting to build harmonized atmosphere with the in group and the out group members. In relation to fit in to demonstrate the gap fillers role by the school leadership, figure 4 illustrate the implication of driving leadership style at organizational level with relation to leadership theories.

Figure 4: Driving leadership style in organizational level with implication to leadership theories



At the time of bringing changes with line to the educational reforms, driving leadership style of Finnish school leaders consistently emphasized on internal affairs, related moreover, with the meso system. Driving leadership style of school leaders were demonstrating the behaviours of organizing cohesiveness of human resources with collaborating team building. The figure 4 demonstrates that driving leadership style plays the role of a head followers working from the middle to back and forth. In relation to this, driving leadership style conquers the opportunity of demonstrating the five characteristic. These five characteristics of driving leadership style are not mutually exclusive, however, allows the leadership to implement these by understanding the situational factors to mobilize the people and influence them in line to goal accomplishment.

With relation to attempt driving leadership style in accordance to the theories of leadership, LMX leadership theory has a fundamental concept about building a in group and the out group and exchange the members according to the favoring situation. Moreover, driving leadership style considers the situation favourable even with the out group with the extent of implicating the five characteristic. This allows the driving leadership style to eliminate the gap between the in group and the out group as well as synchronies the gap filler role for the task and considerate behaviour. Furthering the view of situational leadership theory of initiative behaviour and considerate behaviour with line to telling, selling, participating and delegating, driving leadership style with pertinence to the five characteristics, implement the driving behaviour to the need as of situational demands. Moreover, driving leadership style signifies the agility in terms of moving to the top level and bottom level placing herself in the middle. This constantly initiated school leaders to supervise the

occurrence of changes through transformation by implementing management by walking around. In line to support this, a school teacher of school C states,

“she comes in she gets involved and she talks to people and does her job we do the same we do our job and we go home”

For Finnish school leaders, teachers, and even the student’s task is an utmost important factor. In line to support this, commitment towards the work is pertinent in terms of quality, achievement and transformation. Mixture of authoritarian leadership style and abdicratic leadership style were in prime focus to consistently visualize the outcome of progressive development when task is already a primary pivotal issue. This requires immense commitment from the leadership that further develops a likewise with the employees. In regards to being mixture of autocratic and abdicratic, teacher from school C claims that

“principal wants to do everything by her self she does everything by herself and I am afraid that’s going to really be too much for her that she is going to work, wear herself down so she is going to really be tired by the time its Christmas”

In supporting the view for the same another teacher from school C asserts that “I can say she is very good, her personality is very strong, but she knows her job and soon as long as is done from colleague I don’t see any problem”

However, mixture of democratic leadership style and abdicratic leadership style was visualized in school where concern were much focused by the school leaders, where trust, confident and social cohesiveness were already growing.

In line to support the democratic style of school leadership, teacher of school B states

“She is doing it quite openly but she is a nice person and she thinks that is good”.

Another teacher of school B rightly state the democratic style by relating the leadership role precisely focused with work related issues. She states

“I admire her, she has brought this decision making transparent, and she is extremely calm in some difficult situation in the teachers meeting, she never loses her temper, she is expert in many senses, she knows the things she ask, she is talking about and she can make tough decision”.

Moreover, to relate the leadership style with mixture of democratic and abdicratic, special teacher of school B states

“I am allowed to get supervision with the person who I knew already but it was not organized by the school nor it was organized by the university I was allowed to continue with this process with someone I knew from my history”

Nevertheless, the style of leadership can highly contribute in bringing motivation. However, leadership attempts to adopt their styles molding his or her behavioural pattern with line to the organizational setting and the policies. Moreover, adaptation of leadership style also is reflected with the behavioural pattern of the followers. Therefore, in most cases leadership has tendencies to adopt the mixture of leadership style because with the concern for people and their task.

Discussion

Leadership style varies from one individual to another, however, knowingly or unknowingly, leadership practices are backed up by some leadership theories. In supporting to highlight the pertinent leadership style and growing together, school leaders in Finnish school settings were viewed under three leadership theories,

transformational leadership, situational leadership and leader-member exchange theories of leadership.

In line to support the driving leadership style with relation to the leadership theories, school leaders as an actor of bridging the relationship outside the school (macro aspect) and in organizational settings (meso aspect). The transformations towards the changes were initiated to drive the out-group members into goal directed behaviour in collaborating with the in group member. The transformational progress was in building, bonding and banking with the out-group into the in-group status. Importantly, the transformational leadership was more demonstrated with the out-group with importance given to task oriented behaviour and emphasizing upon quality enhancement. This further allowed the leadership to understand and drive the followers of out-group members with participating equally and in development.

Leader member exchange (LMX) was one of the leadership theories that supported the implication of driving leadership style by Finnish school leaders to enrich and harmonizing environmental settings of the organization. Already into existence of restraining forces belonging to the out-group members were even delegated with responsibilities and making them accountable as a lead member of the small team. In this case, implication of driving leadership style proclaimed to fabricate the five characteristic toning, teaming, tasking, transforming and timing within the in-group members and the out-group members according to the essentiality of demanding situation. Generally, driving leadership style posses the characteristic of being a mixture of three leadership style, the autocratic, the democratic and the laissez faire according to the need that situation demands. This instigates the driving leadership style to demonstrate mixture of six leadership styles illustrated in Table 1.

Table 1: Driving Leadership style in compatible with mixtures of leadership styles

Leadership Styles	Autocratic	<i>Driving Leadership Style</i>	Democratic	<i>Driving Leadership Style</i>	Laissez faire	<i>Driving Leadership Style</i>
Mixture of leadership styles	Autocratic and Democratic	<i>Tasking Timing Toning Teaming Transforming</i>	Democratic and Autocratic	<i>Teaming Tasking Transforming Toning Timing</i>	Laissez faire and Autocratic	<i>Tasking Timing Teaming Toning Transforming</i>
	Autocratic and Laissez faire	<i>Tasking, Timing Transforming Teaming Toning</i>	Democratic and Laissez faire	<i>Transforming Teaming Timing Toning Tasking</i>	Laissez faire and Democratic	<i>Toning, Transforming Teaming Toning Timing</i>

Although these six leadership style can be viewed as three, for example, autocratic and democratic or the democratic and autocratic can be considered as the same style, but while considering how much influences one style has upon the other depends what leadership style comes first. Nevertheless, all these leadership style has its own significance and character that leaders adopt. Moreover, implications of the five characteristics of driving leadership style are highly regarded to be an intellectual capabilities of the school leaders in understanding the situational factor and the need of the followers either in-grouped or the out-grouped members.

Furthering with the situational leadership theory, two paradigms are considered for leadership being initiative or considerate. Moreover, situational leadership theory allows leadership to four pragmatic styles, (1) selling, (2) telling, (3) participating and (4) delegating. Consequently, driving leadership style has five pragmatic characteristics that allow the leaders to adopt any of these as situations vary.

Combination of the leadership theories with relation to importance with the implication of driving leadership style by the school leaders, four mixtures of leadership styles were found that specifically related to the growing of leaders with

the followers. These four Finnish leadership styles are categorized in table 2 that collaborate leadership theories with the driving leadership styles.

Table 2: Driving leadership style collaborating with leadership theories and styles

Leadership styles	Leadership theories and leadership styles	Driving leadership style	Leadership theories and leadership styles	Driving leadership style
Mixture of leadership styles	Out-group (LMX)	← <i>Tasking, Timing Transforming Teaming Toning</i>	In-Group (LMX)	← <i>Transforming Teaming Timing Toning Tasking</i>
	Autocratic and Laissez faire (Abdicratic)		Democratic And Abdicratic	
	Initiative/considerate (Situational Leadership)		Considerate/initiative (Situational Leadership)	
Mixture of leadership styles	Out-group (LMX)	← <i>Tasking Timing Teaming Toning Transforming</i>	In-Group (LMX)	← <i>Toning, Transforming Teaming Toning Timing</i>
	Laissez faire and Autocratic		Abdicratic And Democratic	
	Initiative/considerate (Situational leadership)		Considerate/initiative (Situational Leadership)	

The implication of driving leadership style on the ground of leadership theories was immensely important for the Finnish school leaders to mould the leadership behaviour towards achieving the goal of the organization. This further allowed the school leaders in shaping the work force towards goal directed behaviour. Leadership styles with relation to the LMX theory for the out-grouped members, the driving leadership style illusively constructed to implement tasking, timing, transforming, teaming and toning primarily triggering autocratic and laissez faire. This consequently illustrated initiative behaviour with the situational leadership theory. In the same line to illustrate the laissez faire and autocracy style with related to the LMX theory for the out group, situational leadership theory instigates for

initiative behavioural pattern, however, the characteristics of driving leadership style is illustrated to become tasking, timing, teaming, toning and transforming.

Consequently, with the in-group members, the driving leadership style was more into focused with transforming, teaming, timing, toning and tasking that further allowed the school leaders to mould the behaviour of being highly considerate and employees centered with line to mixture of leadership style of democratic and abdicratic. Nevertheless, the importance of driving leadership does not only describe to collaborate the leadership theories but more importantly to understand and knowing the work related behaviour for which the toning, timing, tasking, transforming and teaming can be optimized. This however, is possible with the driving leadership style because of having knowledge of the followers working the middle or even from the bottom, as leading as a head follower.

Summary

Driving leadership style allows leadership in bringing changes in the organizational climate with favouring the organizational work force at the time of need and growing with the followers within the organizational setup. Adaptation of driving leadership style by the Finnish school leaders was an impact for the growing of the organization at the time of educational reforms that instigated the changes and development. Moreover, the changes that were brought about from the national policy level into the schools instigated the school leaders to mould the behavioural settings of the work force which further attempted to eliminate the restraining forces.

However, with line to the educational reform, school leaders at Finnish school constantly face the difficulties with bringing social harmony due to of being individualistic nature at workplace. However, with the intellectual capabilities and the experiences of leadership at school settings, acquisition of social harmony and social

cohesiveness were possible with implication of five characteristics of driving leadership styles by which driving of followers towards the situational changes illusively constructed the goal directed behaviour. Importantly, implication of the driving leadership style by mobilizing the five characteristic, toning, teaming, tasking, transforming and timing instigated the leadership style to foster changes and development as becoming compatible with situational factors and understanding the followers and driving them as a lead followers.

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