Monthly Multidiciplinary
Research Journal

Indian Streams Research Journal

ORIGINAL ARTICLE

EXPLORING THE ROLE OF LEADERSHIP IN SCHOOL RESTRUCTURING: AN INSIDE OUT PERSPECTIVE

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Abstract:

The paper will locate the discussion in the broader context of change, sustainability, leadership theories, and leadership styles and shed light on the multiple and complex roles that the head teacher has to play to steer the staff to improve school standards and make it into an ever evolving learning organization. It will focus specially on and analyze the impact made on middle management staff due to the change and the perception of change in implementing and sustaining it as seen by them. A case study approach was used for this research and data were collected through individual and focus group interviews with the head teacher and management staff of a school which is managed by an NGO and is located in a fairly disadvantaged low income area of the city. Findings show that the head teacher depicted transformational leadership style to a great extent to implement structural change in spite of resistance and apprehension by the management staff.

KEYWORDS:

Leadership Styles, Structural Changes, School Improvement Practices, Management Perceptions

INTRODUCTION:

The art of leadership is a bonded relationship among leaders and followers who intend real change that is beneficial for a common purpose. If one looks under a microscopic lens, the fact remains that nothing is permanent except change. Whether we accept it or not, change is normal, but recently in the world of extreme competition, the rate has accelerated. The competitiveness of any organization depends upon its capacity to innovate and to keep pace with change. Fullan (1982), and Fullan and Stiegelbauer (1991) propose four stages of change process: initiation, implementation, continuation, and outcome. People are employed to run institutions effectively whether or not the changes are liked and appreciated personally and secondly to satisfy those people for whom they are employed. Leadership is all about change and usually people who resist change. Schillinger, Werr, Gand and Sardas (2011) believe that this may happen because by nature a human being is insecure, has low tolerance for change, and there is a general fear of loss of control or from fear of unknown situations. Baptiste (1999), Edwards (1997), and Watson and Bano (1998) assert that inherent in many of the arguments related to leadership and the learning society is the belief that change is constant and inevitable. Educationists contend that no significant change can take place in individuals, groups or organizations regardless of pain, resistance and going through a period of chaos and uncertainty. This pain which may not be enough to be experienced by the team workers for a breakthrough in the organization should also be accompanied by an awareness of an existing gap between the things as they exist and the way they could be changed.

Daft (2005) opines that innovative leaders realize the importance of internal change and the know-how of keeping pace with the ever evolving global demands to expand and consolidate organizations.

Business management theory states that when the rate of change outside exceeds the rate of change inside, the end is in sight. Since technology, globalized economy, intensive competition, and e-learning are creating more threats for the leaders, organizations must strive not only to initiate change, but also to prosper and survive in today's fast moving world. Although there are many reasons for the failure to implement and sustain change in any organization-be it corporate or educational, a primary solution to the problem is better change leadership.

Based on the concept of leadership and change, this paper will discuss the structural changes that were initiated in one of the branches of Horizon School (a pseudonym), which is a renowned school, managed by an NGO and caters to the educational needs of students coming from mediocre socio-economic background. The school has about 10 branches operating in different cities of Sindh-one of the provinces of Pakistan. The head teacher of this particular branch was young, energetic, trained, experienced and was interested in bringing about innovations in her school, which is a rare phenomenon in Pakistan. In early 2011, she established five departments to empower the management to make decisions regarding their staff and to share resources and best practices for improved outcome. The branch selected for this study is located in a fairly disadvantaged area and has about 43 subject teachers, who work very closely with the coordinators and deputy coordinators of the departments. The main reasons to bring about the change were to improve the standards of teaching and learning, implement and monitor agreed curriculum modules, and extend and share resources, good practices and innovative ideas. The paper will focus specially on and analyze the impact made on teaching staff due to the structural change by determining the leadership characteristics and style of the head teacher in the school and the perception of change in implementing and sustaining it as seen by her and the middle management staff in order to make the school an ever evolving learning organization. This research paper will present data collected through individual and focus group interviews with the head teacher and 10 staff in middle managerial positions and will locate the discussion in the broader context of change, sustainability, and leadership theories. The questions that will be addressed through the review of literature and empirical data are as follows:

1.What role did the leadership (in this case the head teacher) play in bringing about the change?
2.How does the middle management staff perceive the change?
3.How does the leadership plan to sustain the change?
4.What implications do the changes have on the school milieu, especially on the staff?

LITERATURE DEBATES ON THE ROLE OF LEADERSHIP IN BRINGING ABOUT AND SUSTAINING CHANGE

Since 1980s, there has been substantial evidence by researchers (Memon, 1998; Wilson, 1982) that the position of head teachers is pivotal for any school to improve and sustain growth. Leithwood and Duke (1999), Leithwood and Riehl (2003), and Sergiovanni (1998) have argued the importance of a head teacher's role in making the school a better place for student learning in a substantial number of their studies. "I have seen unsuccessful schools turned around into successful one" claim Davis and Thomas (1989, p. 83) and regressively, outstanding schools slide into decline. In each case, the rise and fall of schools can be readily traced to the quality of the head teacher. Unlike the traditional approach, where the role of a head teacher is seen as a manager who controls and supervises day to day school affairs in order to maintain the status quo, today's head teachers are expected to play the role of pedagogic leaders who develop schools as learning communities (Sergiovanni, 1998). The quality of services provided by schools is determined and reflected by the level of enthusiasm, professionalism, and commitment of the head teachers leading those schools. However, due to contextual and time related nature of school improvement challenges, it is hard to argue that what works for head teachers in particular contexts will work with the same degree of effectiveness for their counterparts working elsewhere.

Challenges force us to change and the same is the case with head teachers worldwide. These challenges are numerous and come in many forms. They can be categorized as problems (Leithwood & Montgomery, 1982), dilemmas (Murphey, 1994), or tensions (Thiessen, 1993). Although problems are seen as resolvable issues, they can develop into serious issues if not dealt with immediately. Dilemmas and tensions might not lend themselves to easy permanent solutions, but may be resolved temporarily, can be procrastinated, or can be managed on an adhoc basis. Latchem and Hanna (2001) assert that leading an institution which is mainly formed by a group of educators to fulfill the mission of education requires a value-driven approach. In the same vein, Bass (1998) argues that if the influence of the educational leaders is to be used constructively, the leaders must have a sense of vision and mission, an agenda, and values which may come from self rather than from the institution. The leaders should reflect on these attributes to make sense of them.

LEADERSHIP STYLES

From Mahatma Gandhi to Winston Churchill to Martin Luther, there are many leadership styles; however, all leaders prefer to vary their styles based on the situation they find themselves in. This has resulted in numerous models of leadership. Some of the better ones that work in all types of organizations are: (a) instructional leadership (McEwan, 1998), (b) effective leadership (Lane & Walberg, 1987), (c) pedagogical leadership (Sergiovanni, 1998), (d) charismatic leadership (Robbins & Judge, 2010), (e) transactional leadership (Daft, 2005), and (f) transformational leadership (Leithwood, 1992). As expected, all leadership styles possess various strengths and weaknesses, but the model used by the majority of leaders in an academic environment is usually the transformational leadership model which has emerged from the transactional leadership model.

Transactional and transformational models complement each other; the latter builds on the former's traits to produce a level of performance that goes beyond the expectations of the team members. Transactional practices are central in maintaining an organization by getting day-to-day routine work carried out. Transactional leaders contract exchange of rewards with their workers for effort put in to accomplish a task and promise rewards for good performance. In short, this style of leadership as Harris (200, p. 58) puts in is 'people rather than organization oriented.'

Avolio and Bass (1988) refer to transformational leadership as value added leadership, whereby teaching, learning, and best practices are shared and appreciated among the school staff to meet the internal and external demands. According to Cunningham and Cordeiro (2003), transformational leaders recognize three basic objectives: a) develop and preserve a professional school environment, b) promote teacher progress, and c) assist teachers to resolve problems more successfully. Furthermore, they ensure that goals are set, authority and accountability exists, opportunity for continuous professional development is provided, inconsistencies and teamwork are taken care of, viewpoints are expressed explicitly and reflected upon, and an active role is played by the team when they see no light at the end of the tunnel. Robbins and Judge (2010) note that transformational leaders provide vision and a sense of mission, communicate high expectations, express important purpose in different ways, promote intelligence, and treat each individual in the school system differently. Leithwood and Jantzi (1999) and Southworth (2002) reiterate that transformational model focuses explicitly on the manner in which the educational leadership exercised by school administrators and teachers brings about improved educational outcomes by foreseeing the future and the importance of change and how it can be materialized. Gilkey (1999) adds that such leadership has the capacity to articulate and implement innovative and coordinated strategies to achieve them. Most importantly, such leaders are willing to take calculated rather than arbitrary risks; thereby, opening vistas for intellectual energy, motivation, and a shared goal by participating in leadership activities. Since one of the important objectives of transformational leadership styles depends on the concept of collegiality to put a mechanism in place, most decisions are taken by a small group of people. A leader who follows transformational leadership fosters a sense of purpose and meaning to unite people for a better cause. Bass (1998) believes such leaders can be "trusted to take the right action and demonstrate high standards of ethical and moral conduct by igniting team spirit, vigor, and vitality in the school staff" (p. 67). In a nutshell, transformational leaders believe in change within themselves, within the people who report to them, and within their organization (Basham, 2010). Hence, transformational leadership style is an imperative feature in any modern organization to generate an organizational culture and work environment that motivates individuals' creativity and innovation.

Studies have also affirmed that transformational leadership traits endorse motivated teachers resulting in better performance, optimistic organizational commitment, and job contentment (Avolio & Bass, 1988; Podsakoff, MacKenzie & Bommer, 1996; Seltzer & Bass, 1990; Silins & Mulford, 2002); therefore, educational institutions need transformational leaders to motivate teachers to give their hundred percent for optimum outcomes (MacKenzie & Bommer, 1996; Silins & Mulford, 2002). Literature review indicates that only a transformational visionary leader will be able to bring about smart changes and lead the staff to achieve effective outcomes. It also reveals that change is usually associated with pain and initial apprehension is expected; however, sustaining change is essential to cope with internal as well as external pressures.

METHODS OF GATHERING DATA 'IN THE FIELD'

A qualitative case study approach was used for this study to explore the focus of inquiry and to bring an improved depth of understanding to the research (Yin, 1994). This particular approach allows the researcher to investigate a contemporary phenomenon within its real-life context. One individual interview was conducted with the head teacher and two focus group interviews with five coordinators and five deputy

coordinators representing five departments: a) Maths/Business Studies, b) Communication, c) Science, d) Inclusion, and e) Humanities. Based on the research questions, three semi-structured interview protocols were prepared: one for individual interview conducted with the head teacher, one for focus group interview with five coordinators and one for focus group interview with five deputy coordinators (see Appendix A, B, C). Each interview lasted for approximately one hour and was recorded on digital voice recorder. The interview protocols were shared with the interviewees a couple of days in advance to give them time to reflect on the questions to enable them to give a personal meaning by organizing their experiences along a sequential dimension.

The purpose of individual interview was to obtain the views of the key person of the study by probing the beliefs, attitudes, experiences, results and impact of the research problems, while focus group interviews aimed to yield in-depth data by illuminating group opinions, experiences, expectations, attitudes, and feelings of the interviewees and unfolding and describing their perspectives on the events that happened during the change process. Accordingly, the basic ethical principles of conducting research were applied by providing a comfortable atmosphere, addressing the cognitive, interpersonal, interactional, communicative, emotional, and dynamic aspects of the interview so that the participants would feel secure and talk freely, and finally getting permission from the interviewees to record the interviews. Research ethics was also taken into consideration by getting informed consent from each participant individually before joining the group, thereby establishing the element of trust and honesty, and promising privacy, confidentiality and anonymity (Miles & Huberman, 1994).

FINDINGS

The interviews were transcribed to identify broad themes and categories to analyze the data. This section presents the findings of the study to address each research question under the broad themes identified during the interview analysis.

1. What role did the leadership (in this case the head teacher) play in bringing about the change?

Motive behind the change. The head teacher stated that on being appointed to the new post, she sensed an urgency that restructuring of teaching staff was necessary to move the school from 'good' to 'outstanding' by giving more autonomy to the staff, encouraging them to embrace new challenges and becoming leaders of tomorrow. She further added that demands from external and internal environment deemed necessary to restructure the set-up for further development of the career paths of the staff, who were already enthusiastic, committed, and passionate in their teaching profession. She strongly propagated change and stated a static school will never be able to flourish to become a learning organization. Such change was central for the development and survival of the institution in an age of uncertainty and turmoil. Furthermore, she wanted to share the vision with her team members to enable them to collaboratively translate it into reality. She considered the outcome of change as an incentive for her staff. The head teacher very confidently stated, "This is a well established and renowned school in the area and we have to prove that we are different from others-we believe in change-we cannot remain static."

The process:

An uphill task. The head teacher prepared a working paper and shared it with the staff over a series of meetings to work out the modalities and with a view to "establish a coalition and then develop a sense of teamwork." After each meeting, the staff was given space to reflect on and mull over the ideas, suggestions, and opinions generated as a group and then discuss among themselves before sharing their thoughts with the head teacher for her to collate the suggestions and present them at the forthcoming meetings. This process continued for few months and a compelling vision was finally formulated and articulated collectively based on the core values of the school to guide the changes and to develop strategies for achieving the vision. The head teacher believed in the democratic change process that she had followed and said that the implementation of structural change proposed was with a purpose and was the outcome of continuous deliberations between the administrators, community members, managers, and staff. She believed that transformation would be impossible unless a majority of people in the organization were involved and willing to help and it required a collegial input and effort by them. She said, "I have made it very clear to the teachers by word and deed that all school practices will have to pass the litmus test of improved practices and positive learning outcomes. This is for their benefit and will spill over to the students."

2.How does the leadership plan to sustain the change?

Empowering the staff. The head teacher was sure that the structural change had empowered the newly appointed coordinators to make their own decisions, although she realized the implementation problems they was going through and how regular meetings with them would facilitate the change by keeping everyone in the loop. This meant that they had the freedom to design and develop courses, guide and inspire teachers, arrange continuing professional development courses based on the needs of the teachers, and above all the coordinators had the freedom to adopt innovative strategies to achieve the vision and mission of the school. The structure adopted would give them an opportunity to understand the needs and aspirations of their teachers and involve them in collaborative decision making to bring about positive outcomes. The head teacher said that she and the staff were accountable to the students, parents and the community on the whole, who had entrusted the future of their children in them. It was the collective responsibility of the school to show results by developing the best curriculum, the best support system, and the best continuing professional development programs, which she believed would eventually result in satisfied and happy teachers and future leaders. Above all, the head teacher opined that this structural change would develop the organization's capacity to innovate and bring about the best in the staff. She stated:

"I am aware of the resistance to change, but the staff has to consider outside pressures and come out-of-the-box to free themselves of the old context and think differently by exploring new options. They must realize that the pay structure has improved and is based on the responsibility and accountability for the post that they have undertaken. After all we are answerable to the community-we are here because of them and if the students and parents are not satisfied, we might as well pack up and move. However, I am optimistic and would like the new structure to be firmly established and to flourish. It will take time and I am prepared for it."

Lighting the blazon. The head teacher being a visionary leader adopted an open door policy apart from calling fortnightly meetings to discuss the progress and issues with the coordinators. She said that she was setting an exemplary model by offering to sit in on the internal meetings and becoming part of curriculum revamp exercise. She added, "I am here to steer them in the direction we had initially set. I would like all of us to work as a team." The head teacher was of the opinion that she had developed mission statements along with the heads for each faculty to give them a better sense of direction. She had made arrangements to send the management staff on site visits to witness modus operandi of few successful schools that had implemented structural changes. She saw the change inspiring creativity, entrusting autonomy, giving less stress, generating more resources, and establishing a better network for the staff. The head teacher believed that the staff was motivated and their efforts should be acknowledged often, which she failed to do so.

3.How does the middle management staff perceive the change?

Coordinators

Process of change. One coordinator expressed her support for the structural change, but was not happy with the process of change. She categorically said, "I just have to do what I am told to do." She went on to say that the change had enhanced autonomy and freedom and the school budget allocation had been increased. She was appreciative of the fact that official time had been allocated for regular meetings with the staff and other administrative members, although she had continued teaching and she was quite happy about it. The coordinator added that maintaining a calm approach and a sense of humor was also important to carry her team forward.

Two other coordinators were also of the same view as far as the process of change was concerned. They complained that enough time was not given to the staff to digest the information shared at the meetings and many decisions were made haphazardly. They also said that the staff was consulted after the change concept was finalized by the head teacher and at times they thought they were forced to act in 'durance'. In spite of these shortcomings, they were dedicated to teaching and would sought advice of the head teacher whenever required. One of them said, "The head teacher is a sensible person and she will definitely guide us to steer our way through thick and thin. She is the best of the lot." They were also certain that the structural change would benefit the educational institution in totality.

The youngest coordinator was very open and receptive to the change and seemed to admire the leadership qualities and 'guts' of the head teacher. Although he believed in the democratic approach and open door policy, he was firm that an excess of both could give wrong signals to the staff and prove detrimental to the school system. He was willing to learn under the guidance of the head teacher and change

to improve himself.

One coordinator who was almost on the verge of retirement appreciated the bold step taken by the head teacher and praised her for being such a visionary leader. She supported the leader for not depending entirely on the staff for decision making and was of the view that a democratic process would have created hitches in the change process. At the same time, she was excited to see managers being empowered to make their own decisions.

Reservations. All coordinators but one predicted open as well as silent resistance to change and said 'settling in time' would be difficult for the leader as well as for the management staff; however, such resistance had to be respected and the head teacher should play a figurative role to calm down the uproar and more importantly she should show results to prove the credibility of the changes implemented in the system as well as to sustain the changes in the long run. They said restructuring meant less rights, probably more working hours, and more power for the leadership. They were now more accountable in her their new role and stated judgments were made on an ongoing basis. For them change was a complex process and entailed many challenges, uncertainties, and sometimes frustrations; however, they believed in inter and intra faculty coordination and collaboration to make the change an easy process and they foresaw hitches in this.

The fifth coordinator said that the leader had foreseen the future of her staff and wanted to emancipate them by empowering them, which would benefit the school in the long run. She favored the bold step taken by the head and volunteered to go an extra mile to achieve the objectives set by the head. She believed in coordination, team spirit and exerting synergy to achieve the optimum.

Internal collaboration. All five coordinators confirmed that they meet with the head teacher fortnightly to discuss issues and brainstorm solutions in an amicable way and appreciated the support they received from the head teacher. Meetings with deputy coordinators and subject teachers of their departments were held every week to discuss issues and come up with collective solutions. All said that resistance to change was quite obvious and the main reason was that although they were part of the initiative process in a way, their voices were not valued by the head teacher. The coordinators considered shared vision and collaboration a key instrument to sustaining change as these would inject added zeal and develop a sense of ownership in the process of change.

DEPUTY COORDINATORS (DC)

Work responsibilities.Two DCs were in favor of change and said that they were always prepared to accept challenges as it gave them an impetus to strive for the best. They were aware of the teething problems and the extra time and effort that had to be put in, but at the same time they were hopeful of the capabilities of the head teacher and her team's support to understand and bring about the change; however, the team members needed to be convinced of the merit of following practices different to what they had been used to so far and this would eventually lead to sharing of good practices and resources amongst the five departments. They believed in the vision and goals the head had set for the school and sympathized with the staff who was resisting change, but were sure that they would change their stance very soon. They believed in collegiality to bring about and sustain the change.

Two DCs were very diplomatic and calculative while responding to the question. They stated that they were aware of the multiple tasks that teaching profession demanded and the need to adapt to the structural change to match with the local and global demands; however, they wanted the coordinator to reduce their workload to take over the new assignment. They also voiced their concern regarding their immediate training need as they were recently promoted to middle management level and wanted to excel in their work to meet the expectations of the leader.

One DC was of the opinion that the challenges he faced in his new job were immense and this was building up his stress level. He had to establish consistency in the methods that were being employed in the face of resistance to change and he felt urgency for the school to provide opportunities for continuous development activities not only for the subject specialists, but also for himself. The challenge lay in synchronizing assessments, reporting procedures, and removing duplication so that comparison could be made on the same basis.

Channel of communication. One DC stated he had quite happily taken such magnanimous challenge upon himself, but at the same time he admitted to feeling slightly agitated at the need to follow instructions that were passed on to him from the head teacher via the coordinator of the department even when he did not quite agree with what was aimed at being achieved. He suggested whole group meetings with the head teacher for open discussion. Rest of the four DCs were quite satisfied with the channel of communication as they were kept in the loop regularly of all the happenings at administrative and management level, though they felt it was quite time consuming, which resulted in going home late at times.

4.What implications do the changes have on the school milieu, especially on the staff?

The head wanted the school to be considered as one of the best schools in the area. Being a visionary leader, she aimed at bringing about reforms that would have a direct bearing on faculty development in the form of training, better access, and empowerment for positive outcomes. She was willing to put in time and effort to steer the faculty in the direction envisioned by her and the team. She believed that the staff will have the capacity to empower themselves in all decision making exercises. The staff on the other hand seemed to have a mixed sense of enthusiasm coupled with a feeling of uncertainty, but all were willing to give it a try and were hoping to get undivided support from the head teacher in terms of better structure and professional growth, which would eventually result in increased learning outcomes.

DATA ANALYSIS AND DISCUSSION

All dynamic and ever evolving learning organizations have the support of effective leaders, who are responsible to a great extent for the success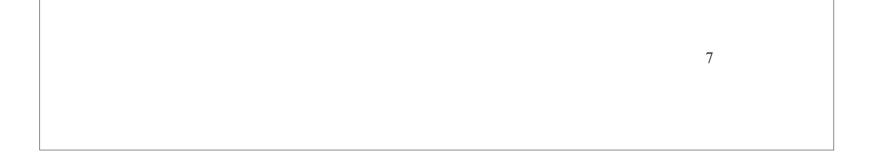 or failure of the organizations and institutions. Studies by Bass (1985) and Vroom and Jago (1988) have confirmed this need in an ever growing era of global economic change. It is believed that transformational leadership is an important aspect for organizations and institutions because of its interactive, visionary, creative, and passionate impact on the multifaceted roles of today's leaders.

The head teacher of Horizon School depicted transformational leadership characteristics to a great extent to initiate, implement, and sustain the structural change. She successfully fulfilled the three objectives set by Cunningham and Cordiero (2003). She could see through time and acted to meet external and internal demands by focusing on long-term developmental vision that advocated change as being instrumental, thereby trying to build a strong and effective school structure. Senge (1990) supports such vision and states that all leaders will experience a particular image of the future that is predominant, but that image will gradually revolve. Due to the head teacher's focused beliefs, commitment, and persistence, she was trusted almost by all second in line colleagues who believed in her and supported her in bringing about the change at staff and school level. Although the head had a strong belief in change and was able to inspire the middle management to follow the desired route, her oversight to empower them in decision making created a web of resistance around her. The staff sometimes resisted silently and as the case reveals, these were the times when the principal's commitment and persistence were tested and on occasion few tough decisions had to be made (Jacobson, Brooks, Giles, Johnson & Ylimaki, 2007). The head teacher was justified in redesigning organizational policies, structures, and practices to facilitate empowerment, collaborative processes, and higher level of staff performance. The findings also reveal that these changes were met with resistance by few, although this was at grapevine level rather than sharing their qualms officially (Jacobson, Brooks, Giles, Johnson & Ylimaki, 2007).

Leithwood and Jantzi (1999) note that transformational leaders attract teachers, facilitate innovate procedures, organize resources, and act in response to organizational challenges. Such leaders work in coordination with the teachers when implementing structural and cultural transformation in their schools (Chew & Andrews, 2010; Harris, 2003; Mulford, 2005). In this case study, most of the staff responded to the head teacher because she was an experienced leader willing to enhance the staffs' professional learning. She restructured the school to facilitate learning through teamwork, collaborative planning, and shared decision making, which distributed leadership to the staff so they could better understand and address their own professional learning needs. As a result, hard work and personal responsibility became the collective norm of the staff at all levels (Jacobson, Brooks, Giles, Johnson & Ylimaki, 2007). Further, the principal hoped to influence the teachers to follow in the direction she had planned, thereby giving a practical shape to her own belief and perceptions (Giles, 2006).

Findings also indicate that coordinators and DCs in spite of resistance from their team members appreciated and believed in the change and were hopeful that the staff would very soon cooperate and support the initiative, with the condition that they would be supported and encouraged by the head teacher. Day (1999) believes that the change process always involves risk taking and contains elements of uncertainty and tension and giving support in such a situation is not an easy task. Eilam and Shamir (2005) have argued that whether a change will be resisted depends on whether the change matches with the employees' self concept or not. Nevertheless, all interviewees were sure that the process of change in terms of school milieu, values, and attitude would contribute to the conditions amenable to learning.

CONCLUDING REMARKS

In this paper, I have tried to identify issues as well as discuss the transformational leadership style as one of the best options in an academic institution with special reference to implementing change and how such leadership can steer the team to achieve the desired goals. I have also highlighted the complexities of change, how educational leaders can navigate through this complex field, and have viewed change through the staffs' lenses by identifying their perceptions and reactions.

An organization is a whole and individuals are the woven threads of this tapestry. The smooth and successful development of an organization is directly dependent on the knowledge, skills, and attitude of individuals (Senge, 1990). Hussain (2010) contends, "If new practices are to be implemented and sustained, the teachers involved need to receive regular feedback on the effect of their efforts, otherwise there is a strong possibility of abandoning new practices in the absence of any evidence of their positive effects" (p. 123). Schools emerge as forums for orchestrating the values and beliefs of individuals which lie dormant otherwise. For such harmonizing efforts, the role of leadership, particularly one with transformational leadership traits is particularly important to run the affairs of any educational institution (Bass & Avolio, 1990; Leithwood, 1992, Sergiovanni, 1990; Silins, 1994). The words imam, ustad, guru, and leader are used in different languages to mean the same thing-a person who has a vision, foresees solutions to lead others and to achieve the set vision. In this study, the head teacher had a vision, foresaw solutions and was willing to guide her team. The process of change has to be instilled which is not an easy task, and neither easily accepted nor implemented; therefore, leadership with transformational traits is urgently needed in the scholarly community.

Since this research was a case study, the findings will have direct implications on the administrators and managers of Horizon School branches by sharing the outcomes and success stories of the study with the staff and motivate them to introduce similar innovations. Other schools in the country, region and perhaps internationally could also reflect on the findings to apply them in their own educational institutions as Hamel (1993) and Yin (1993, 1994) argue that the size of the participants in a case study does not transform a multiple case into a macroscopic study. Nevertheless, as the study has established its parameters and achieved the objectives set for the study, researchers can probe deeper in similar issues by including environmental factors such as community demands, teacher beliefs, and learning outcomes.

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APPENDIX A

Head Teacher

1. What type of leadership traits do you see in yourself?
2. Would you prefer to be a leader or a manger…or both and why?
3. What challenges do you usually face as a head teacher?
4. What motivates your staff?
·How involved is the staff in school development?
How do you empower them?
5. What innovative changes have been recently implemented in the school?
What type of changes are they? Transitional (Restructuring, reorganizing)
OR Transformational (New vision, new mission, new values)
·Who initiated the concept?
·Why was it initiated?
6. How do you plan to sustain the recent change?
7. What benefits do you see for the staff and school development on the whole?

APPENDIX B

Coordinators

1. To what extent are you in favor of restructuring the system?
2. To what extent were you involved in the decision making?
3. What are the challenges faced in the new position?
4. How are the academic and administrative matters coordinated amongst the six faculties?
How often do you meet as a group to share/resolve issues?
How often do you meet with the head teacher/deputy coordinator and what issues do you usually discuss?
What support have you received from the head teacher?
5. What advantages do you see in the new set-up?
6. How can you contribute to sustain the changes?

APPENDIX C

Deputy Coordinators

1. To what extent are you in favor of restructuring the system?
2. To what extent were you involved in the decision making?
3. What are the challenges faced in the new position?
4. How are the academic and administrative matters coordinated amongst the six faculties?
·How often do you meet as a group to share/resolve issues?
·How often do you meet with the cordinator?
·What support have you received from the head teacher/coordinator?
5. What advantages do you see in the new set-up?
6. How can you contribute to sustain the changes?

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