The View From theTop

A Study on Eductational Leadership in Roman Catholic Schools in Malta

Volume 2

By Rose Anne Cauchi Cuschieri

Doctorate in Education
Department of Educational Studies
University of Sheffield
September 2007

Chapter Four

Findings and Discussion

INTRODUCTION

> Places are not abstractions or concepts, but directly experienced phenomena of the lived-world and are full with meanings, with real objects, and with ongoing activities. They are important sources of individual and communal identity, and are often profound centres of human existence to which people have deep emotional and psychological ties. Indeed our relationships with places are just as necessary, varied and sometimes perhaps just as unpleasant, as our relationships with other people.
>
> (Relph, 1976, p. 141)

In this chapter, I propose to present and discuss the findings that emerged from the interviews and the questionnaires. Using a grounded theory approach, these findings are discussed in the light of literature dealing with the respective themes under debate.

WHAT DOES IT FEEL LIKE TO BE THE HEAD OF A ROMAN CATHOLIC SCHOOL IN MALTA?

At the very onset of the questionnaire, respondents were asked to describe what it feels like to be the Head of a Roman Catholic school in Malta. This was meant to elicit first reactions enabling me to obtain an overall impression of how the respondents perceive their job. Certain common themes emerge with *a huge sense of responsibility* and *challenge* being the most predominant. Practically all Heads feel that they have a multiple role, while the majority feel a great sense of fulfilment being given by their job.

As I have said, the most dominant feature was *a sense of responsibility*. In fact sixty per cent of the respondents (n = 18) talk mostly about the great responsibility that their post carries.

> *"First of all, being responsible to give the best holistic religious education to our young ones."* (Female, religious primary Head respondent)

> *"A privilege and a big responsibility rolled into one"* (Female, lay, primary Head respondent)

> *"A great responsibility and a difficult service when I see how Christian values are nowadays undermined within the family which until recently, treasured them."* (Female, religious, primary Head respondent)

> *"Undoubtedly it is a big responsibility because, generally speaking, the Maltese put a lot of trust in our schools and secondly because, today more than before, I feel more responsible to evangelise to the students and the parents that we have."* (Male, religious, secondary Head respondent.)

Responsibility enhances the importance and significance of work and tends to provide a tangible basis for recognising success (Sergiovanni, 2005). Responsibility and recognition are both perceived as key job motivators because they both appeal to the person's intrinsic needs related directly to work (Bush and Middlewood, 2005) like autonomy, challenge, self fulfilment, affiliation and power (Vroom, 1967; Maslow, 1970; Mitchell and Larson, 1987; Rue and Byars, 1989). On the other hand, when the job is regarded as having no point, the eventual aftermaths can be very negative because the individual can be deterred from acquiring the knowledge, skills and ability necessary to perform well.

Then again, perceiving having too much responsibility can tarnish one's performance at work and can also be a demotivator (Calvert et al., 2000; Rue and Byars, 1989).

> "It is a mission of great responsibility, where your own personal life is being constantly challenged so as to render an authentic witness to the message you are trying to spread and give" (Male, primary, lay Head respondent)

> "I feel very responsible. One has to be continually rowing against the current, what our children are taught in school has no backing from parents who think only academically." (Female, secondary, religious Head respondent)

Heads are held responsible for making a difference in their organisation (Stall and Fink, 2001). This strong feeling of being responsible for their schools, might be due to lack of willingness to move away from the notion that schools are hierarchical organisations requiring a top-down approach to management and leadership (Johnston and Pickersgill, 2000). This would mean that the Head

would discard the idea of assuming sole responsibility, and adopt the notion of collective responsibility that results from membership of a team of professional colleagues. The school's accountability will then be derived from ownership and professional accountability by each member of the team, rather than be the burden of the Head alone. For this reason the Head should seek to develop and maintain collective responsibility. This has to be done through practice that is designed to elicit acceptance (Louis, Toole, and Hargreaves, 1999).

> "It is a big responsibility: our aim is to instil in every child the Christian values and love of God and of neighbours." (Female, primary, religious Head respondent)

> "It is awesome because of the responsibility such a post carried with it." (Male, secondary, lay Head respondent)

> "I am entrusted with a responsibility which is not light. You are expected to uphold the school's ethos, achieve academic excellence and devote much of your energy in offering a holistic education to both your students and their parents." (Male, secondary, religious Head respondent)

This is also achieved through team-oriented leadership, where Heads reject unilateral and authoritarian behavioural attitudes and adopt a collaborative and participative disposition. This would require a set of essential tools "skilled delegation, communication, consultation and group management" (Johnston and Pickersgill, 2000, p. 147). The latter have to be visible and they have to be felt by the staff for co-operation to happen. Inevitably this would require leaders to know when to lead and when to confirm the leadership offered by their colleagues.

In order to do this, educational leaders would need to be versed in four main areas:

- the leader must have a clear understanding of the task at hand an this would call for a cohesive conceptualisation of the main scope of primary education and the responsibilities of the school;

- the leader must have an assiduous knowledge of the situation, comprising a good insight of the school as an educational organisation, and of its environment;

- the leader has to know the people through whom and with whom this has to be achieved; this would mean knowing the teachers both on individual level and as members of the team;

- the leader must know himself / herself very well, as regards values, behavioural disposition and interpersonal abilities. To add to this, the leader should be able to bring his / her own knowledge in each of these areas (Johnston and Pickersgill, 2000).

For managerial reasons deeply characterised by teamwork, the educational leader has to strive towards developing and maintaining collective responsibility. This has to be achieved through ways that draw out on acceptance and approval. The good team works towards achieving common objectives, even being ready to give up individual autonomy in order to obtain such objectives (Johnston and Pickersgill, 2000).

Managerial practice can be governed by the misconception that it is the Head's job to take sole responsibility for the many aspects that leading and educational organisation entail. All members should carry part of the responsibility and if this is not understood and accepted, this may not only have negative repercussions on the team, but the "role of the head can be debilitated, in extreme cases, to the point of becoming untenable" (Johnston and Pickersgill, 2000, p. 148).

> "I feel it a post of great responsibility especially when one realises that the primary aim of a Roman Catholic School is to give each child a holistic education based on gospel values" (Female, primary, religious Head respondent).

On the other hand, to achieve this scenario, there has to be good will from all parties involved. The school staff team is "only as strong as its weakest interpersonal relationship" (Johnston and Pickersgill, 2000,p. 148), and Heads of school may inevitably find themselves having to face the music:

> "Ultimately, I am responsible in the eyes of the education department and the secretariat. I wont take any risks that might jeopardise my school and even myself" (Female, secondary, lay Head interviewee).

Articulating a vision, creating a sense of mission, developing staff and making instructional decisions are not the sole responsibility of the Head. This is quite an ironic twist of leadership: a Head is ultimately accountable, but not solely responsible for the success and smooth running of the organisation.

Educational leaders need to acquire the ability to reduce power, share their leadership and to start trusting in the ability of subordinates to carry out a job.

This can be quite a challenge both to Heads and to staff who would be ready to take up posts and / or activities that carry responsibility.

Leaders thus need strong personality qualities to assert influence and function. Leaders need to take decisions, and each decision has to be taken with skill, immediacy and a certain degree of stability.

The next most common feature that comes across from the Heads' initial response is *challenge*:

> *"It is a challenging and demanding job..... not only because the job in itself is a job where you have to be many things to all sorts of different people, but in addition you have to be sensitive to the Christian / Catholic aspect of the job"* (Male, secondary, lay Head respondent).

> *"Very challenging, especially in today's world where I try to instil teachings of the church to children who come from families who have adopted different values ......causing me a lot of worry."* (Female, primary, religious Head respondent)

> *"Very challenging, especially having to promote a holistic education with a Catholic orientation in an always increasing pluralistic and secularised society".* (Male, secondary, religious Head respondent)

> *"A mission entrusted to me by my congregation. This mission is getting more demanding and more challenging"* (Female, primary, religious Head respondent).

Tremendous energies are needed to develop the human side of leadership (Cauchi, 2001). Many tend to downplay the human element in leading an institution (Teal, 1996). Managing an organisation is not merely a series of

mechanical tasks, but also a set of human interactions (Bell and Harrison, 1998; DuFour, 2004).

As people learn to work individually, in pairs, in groups, they learn to infuse practice, as Duignan (1998) puts it, with a higher purpose and meaning, because at the basis of their discourse and actions are the values and attitudes they have helped develop. It is through such a process that individuals discover that they perhaps can make the impossible, possible.

At the very onset, it is important to note that some of the respondents' first reactions included a few very positive and interesting declarations:

> *"I feel fulfilled as being among children and working with them gives me great satisfaction."* (Female, primary, religious Head respondent)

> *"I firmly believe that our church schools are giving an excellent service to the church and society at all levels."* (Female, secondary, religious Head respondent)

> *"A privileged position"* (Female, primary, religious Head respondent)

> *"I have the opportunity to transmit Christian values in a very special way, because values are never taught but transmitted and this gives me an advantage over teachers."* (Female, secondary, religious Head respondent)

> *"Exciting..... engaging."* (Male, secondary, religious Head respondent)

> *"It gives me the possibility of relative autonomy within the context of a church school, given the otherwise stifling situation prevalent in state schools."* (Male, secondary and primary, lay Head respondent)

> *"This is a great opportunity to influence children's lives positively and also a very good pastoral tool."* (Male, primary, religious Head respondent)

I feel that even at such an early phase, Heads are acknowledging Sergiovanni's (2001) assertion that leadership is a personal thing.

> *"I feel proud to execute with great love and dedication for all involved children, staff and parents, preparing them for life and to be good Christians."* (Female, primary, religious Head respondent)

> *"I feel privileged serving an important educational mission. Catholic schools are highly respected by all."* (Female, secondary and primary, religious Head respondent)

> *"I feel so proud... this is a unique position."* (Female, secondary, religious Head respondent)

As Sergiovanni (2001) says, leadership comprises three important dimensions: heart, head and hand. The *heart of leadership* has to do with what a person believes, values, dreams about, and is committed to. The *head of leadership* has to do with the theories of practice each person develops over time, together with the ability to reflect on situations that one has to face. The *hand of leadership* has to do with the actions that people take, together with the decisions, leadership and management strategies adopted.

Looking at various authors, one would be able to elicit common practices of successful leaders. Studied both within educational and non-educational contexts, these applications point to three broad categories of leadership practices that contribute to success. Hallinger and Heck (1999) refer to these

categories as – 'purposes', 'people' and 'structures and social systems'. Conger and Kanungo (1998) write about "visioning strategies", "efficiency-building strategies" and "context changing strategies". Leithwood (1994) label his categories as "setting directions", "redesigning the organization" and "developing people". Each of the three categories of practice is divided into several more explicit and clear-cut competencies, orientations, and considerations.

STYLE OF LEADERSHIP

Participants, both interviewees and respondents were asked to describe their style of leadership. The predominant leading style came out very clearly in the interviews, with every interviewee going into detail and trying to justify the adopted approach. When it came to respondents, very interestingly, only one out of the thirty admitted to adopting a "task oriented" style of leadership. All the rest described their leadership style as being mostly employee oriented, accompanied by collegiality and shared decision-making.

Much has been said, discussed, researched and written about what really makes a good leader. And I guess it will always be like this because leaders lead aspects of life, and life is in continuous evolution. Therefore leadership must evolve too.

Definitions of leadership come from several sources. Theoretical and philosophical disquisitions from hermeneutics, critical theory, deconstructionism, and pragmatic philosophy that delve into the basis for leadership are certainly a source (Maxcy, 1991). Another source is empirical research that explores the characteristics and actions of persons in both formal and informal leadership posts. In fact most definitions of leadership embed various normative ideas about the concept (Maxcy, 1991).

It may be claimed that there are as many definitions of leadership as there are people who try to interpret or even practice it. And even such elucidations have the tendency to develop over time (Hallinger and Heck, 1996b). Being a common, yet complex human phenomenon, leadership has many facets and thus cannot be pinned down easily; and it might even be inadvisable to try to do so (Leithwood and Duke, 1999). At the crux of all definitions of leadership are two functions: giving direction and expending influence, because leaders work with others to achieve shared intentions (Leithwood and Riehl, 2003).

> "I give direction to my staff and my students. I feel like I am the captain at the prow of the ship, which is my school. Whether I like it or not, I know that I exercise a huge amount of influence over my staff and especially my students. This poses a lot of responsibility over my shoulders. I guess every leader, in every institution or organisation, feels this burden. I have to work with and for others......... this is no joke." (Male, secondary, religious Head interviewee)

Sharpe (1995) says that the 21st century leader needs ten salient qualities to be an effective leader. Apart from possessing professional skills like a high level of knowledge and expertise in management, and apart from having a clear focus on the real purpose of the organisation, leaders also need to have caring qualities for people and need to set an example to their staff and subordinates. Leaders also need to believe in the competence and professionalism of their staff and need to have a moral and ethical base for leadership judgement.

> "My method is definitely not laissez-faire. I guess I can safely say that I use a mixture of leadership methods. I am usually very democratic but there are a few times when I am dogmatic. I feel that on the whole I am a very understanding person and I expect my staff to be so with me. My stature at times might work against me. As you can see I have a small physique and so people can

165

underestimate my potential. Yet at times I use this for my own advantage: I can be all over the place in a short time ..... (laughs) see there is always a positive side to everything!" (Female, primary, religious Head interviewee)

Sergiovanni's (1990) servant leadership "furnishing help and being of service to parents, teachers and students" (p. 152) clearly portrays the idea of leaders striving towards the good of subordinates. The author also believes that this kind of leadership is "more easily provided if the leader understands that serving others is important but that the most important thing is to serve the values and ideas that help shape the school as a covenantal community" (Sergiovanni, 1990, p. 192).

> *"As a religious, I have to set a good example; act always as a religious person. I try to do this with all stakeholders. At times there would be the need to address people a bit blatantly, especially some members of staff, but I always keep back. I always keep in mind that I am a religious person and I have to promote the values of the school, in which I really believe, mostly through my behaviour and attitude."* (Female, primary, religious Head interviewee)

Self-actualisation should be one of the aims of effective leaders (Yee Yeung, 2000). It is often asserted that an individual derives satisfaction from jobs that permit the person to use personal skills and abilities (Vroom, 1964). "A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be. This need we may call self actualisation" (Maslow, 1943, p. 382). In fact Maslow (1970) puts self-actualisation at the very top of his Motivation Hierarchy and includes in it creative activity, personal fulfilment and achievement of everything of which an individual

is capable (Harvey, 2001). This is re-enforced by what Bakke (in Argyris, 1965) calls a fusion process: "effective leadership behaviour is "fusing the individual and the organisation in such a way that both simultaneously obtain optimum *self-actualization*" (p. 211). In fact Silins, Mulford, Zarnis, and Bishop (2000) further describe such a relationship between leaders and subordinates as a total engagement that is emotional, intellectual and moral.

> "*My leadership is people oriented and student oriented, without compromising on the values underpinning the school orientation. All these aspects are important and one cannot suffer for the sake of the other, or be given more importance at the expense of the other*" (Female, secondary, lay Head respondent)

Traditionally leadership has been defined and described in terms of leadership traits. Stogdill (1974, p. 74) writes about a series of traits that characterise effective leaders:

- sense of responsibility

- concern for task completion

- energy persistence risk-taking

- originality

- self confidence

- capacity to handle stress

- capacity to influence

- capacity to coordinate the efforts of others in the achievement of purpose.

> "*I do not feel that I can rely on rules, but I must try to find ways and means to make the best I can in my work, using my talents and qualities*" (Male, secondary, religious Head respondent)

Fiedler's contingency theory (1967) makes a distinction between leadership *style* and *behaviour*. Leadership style is perceived as an inborn way of exercising leadership, closely related to the personality and personal motivation of the leader. Leadership behaviour, on the other hand, is a conscious way of exercising leadership based on knowledge and acquired skills. This theory postulates that some leaders might be better matched to some situations than other leaders.

> *"I try to adopt a "situational" type of leadership. I think that this type of leadership has its roots in the type of leadership exhibited by the founder of the Institute, but more than this, it is a type of leadership that makes sense for the type of students attending an inclusive school such as ours."* (Male, secondary, lay Head respondent)

> *"I try to be democratic, at times even tending to be laissez-faire. I have a Master Degree in Administration and during my studies I came to realise that democracy to me means to consult and at times to let things happen and take their course. Like this year, we changed subject options for Form three. I consulted parents, students and staff. This entailed far more work, but I believe that it was worth it. This is the way I am ... flexible, trying to use reason, experience and my acquired knowledge."* (Male, secondary, religious Head interviewee)

Evidently the reality of leading is more complex than the focus of any single theory. As I explained in my literature review, leadership has at times been perceived in terms of dimensions (Cheng, 1996): the *human*, the *structural*, the *political*, the *cultural*, and *educational*.

Cheng (2002) then links these five dimensions of leadership to three domains of performance: the *Affective*, the *Behavioural*, and the *Cognitive*. The result is a comprehensive picture of what leadership entails. It also gives an inclusive

notion of the many and complex demands of leadership. This unmistakably elicits the fact that leadership cannot just happen: leaders need to be conscious, reflective and proactive in their practice.

For this reason, Simkins (2005) suggests a sense making agenda for leaders comprising six areas:

- making sense of the ways in which leadership itself is conceived

- making sense of the role and purposes of the organisation within a dynamic and conflictual policy environment

- making sense of the ways in which leadership roles are changing and should change

- making sense of the ways in which power and authority are and should be constituted and distributed in educational organisations

- making sense of 'other worlds' across inter-professional and organisational boundaries

- using leadership development to understand sense-making itself.

Dimmock and Walker (2002) put emphasis on the fact that an educational leader should be able to enhance collaboration and participation. The educational leader should have "the ability to empower others, to collaborate and share power is a necessary part of contemporary leadership" (p.73). This may even lessen conflict, both that which surfaces and that which is hidden under grapevine discourse. Conflict cannot be overcome by simply ignoring it. It has to

be faced and tackled. Besides, as Dimmock and Walker (2002) say, an educational leader should be able to handle and manage conflict.

> "*I use participative group leadership – I give importance to communication, teamwork. I try to maintain balance between support and pressure for good quality performance of tasks within a strong shared vision.*" (Male, secondary, religious Head respondent)

> "*My leadership is consultative and participative. Because I feel the need (and practise) consultation with SMT and staff. I feel that unless changes, events, new attitudes, etc. "belong" to the staff, they would not work.*" (Female, secondary, lay Head respondent)

"Leaders need to play the role as a total quality leader" (Bush and Bell, 2006, p.64). School leaders need to focus more on quality in education rather than quantity. Effective leadership does not come out through the numerous activities that can be organised within the school premises. Rather it is the quality of teaching and learning that promise better education. Bush and Bell (2002) support this: "quality in education can be totally ensured if an educational institution can involve and empower all its members in functioning, conduct continuous improvement, and satisfy the requirements, needs and expectations of its external and internal powerful constituencies even in a changing environment" (p.64).

> "*My leadership is participative and democratic: open door as far as humanly possible. All stakeholders count and must be brought on board in the initial stages of success.*" (Female, primary, religious Head respondent)

Lussier (2003) states that being a team leader is one the best types of leadership. "The team leader has a high concern for both production and people. This leader strives for maximum performance and employee satisfaction" (p. 411). The good leader should look at staff as a team with whom one can plan and work for the benefit of the school. Attard (1997) suggests that the head should "develop a culture of collegiality and participation" (p.41). In this way there would be less risk that the head would create a culture where every one depends on him / her. Eventually this is liable to reduce stress and workload from the head:

> *"I believe in shared leadership. I empower others and share the work trusting them to accomplish it well. "* (Male, secondary, lay Head respondent)

This may also result in teachers feeling less tense and more satisfied with their work. Being closer to the staff will help the leader be aware of the needs of the staff "being sensitive to staff mood, moral and workload is a critical skill in defining relationships" (Chapman, 1997, p. 34). After all the leader is not there to change staff's behaviour but rather to help them liaise with the school's activities because they are constructed together as a team.

Dubin (1968) considers leadership as "the exercise of authority and the making of decisions" (p.385), while Fiedler (1967) perceives the leader as being "the individual in the group, given the task of directing and co-ordinating task-relevant group activities" (p.8). According to these definitions, headteachers who have

formal authority by virtue of their appointments are leaders and may exercise leadership.

> "*I adopt a collegial style of leadership. I discuss issues with staff but sometimes I do take a stand especially if it concerns values. After all I have the authority to do it.*" (Male, secondary, religious Head respondent)

> "*A democratic style, with a large dose of flexibility but also a lot of firmness.*" (Female, primary, religious Head respondent)

> "*My style is democratic generally, since it is my preferred style, but sometimes I balance it out with an authoritarian style because I would feel the need to be so.*" (Female, secondary and primary, religious Head respondent)

Authority in an organisation is exercised in two ways:

- through the person who holds the post

- through the post itself (Thibault *et al.*, 1995).

Authority is usually applied in a synthesis of both factors, yet emphasis falls in either way, as balance between the two is rarely kept.

Weber's (1961) notion of charismatic authority is one of the earliest and clearest concepts of power that is exercised through the person rather than the post. Where does the greater degree of authority lie with these Heads, in the post or in them?

While "the according of massive responsibility and power to Heads is a constant in all recent writings on schools" (Alexander, 1984, p. 61) and it seems to be following this pattern, the authors who draw attention to it (Coulson, 1980; Alexander, 1984; Campbell, 1985) frequently fail to give a clear definition of what they understand by power. Could it be due to the fact that power is a subjective matter?

> "*I use collegial leadership, where appropriate. At times firm but flexible – as required. Open to suggestions.*" (Female, primary, religious Head respondent)

This is one of the reasons why I tried to find out what is the participants' subjective view of power and how they think it ought to be exercised. A very particular case was in a girls' secondary school where the assistant Head was the mother general of the convent where the Head of the school lived. This meant that being assistant Head, while at school sister Jane[1] had to abide by the rules and regulations of her Head of school sister Mary. But as soon as they were in the convent, the roles were reversed, as now sister Mary had to obey sister Jane who was in charge of the convent!!!

> "*Believe me, this is no easy situation. Sometimes I get the feeling that we are playing musical chairs.... my assistant head is the ultimate authority in the convent and I am the ultimate authority in the school. So basically I am on top in the morning and she is on top for the rest of the day, after school finishes. There is a role confusion and it seems that this is making our life quite complicated, especially bearing in mind that we both consider ourselves as having strong leadership traits.*" (Female, secondary, religious Head respondent)

---

[1] The names are fictitious

Recent prominence is being given to the need for "learning-focused leadership" that brings out the fact that educational leadership is not a simple job that can be attained by one individual, but rather involves an interrelated set of roles and functions that need to be addressed simultaneously across the organisation (Knapp, Copland, Darling-Hammond, McLaughlin, and Talbert, 2002). Multiple leadership functions cannot possibly be achieved through the work of one person (Hurwitz, 2001; Mathews, 2001). For this reason, there has lately been a rise in inquiry about distributed leadership, where structures are flatter, more team-based and more organic. These structures began to take over hierarchical structures (Banner and Gagne', 1995), and were aimed at developing "team leadership" (Chrispeels,, Brown and Castillo, 2002; Day and Harris, 2002; Hall, 2002).

> "My leadership is inspirational and collegial. I try to give direction to the school by creating and facilitating synergies and consensus among all." (Female, secondary, religious Head respondent)

> "I use a collegial type –I try not to be 'One Yes Man', refer to all concerned." (Male, primary, religious Head respondent)

Leithwood and Riehl (2003) claim that recent interest in distributed leadership (Gronn, 2002; Spillane, Halverson and Diamond, 2001), has been supported by substitutes for leadership theory (Kerr and Jermier, 1978), situated and distributed cognition theories (Brown and Duguid, 1991; Lave and Wenger, 1991; Wenger, 1998) and institutional theory which argues that leadership is an organisation-wide phenomenon (Ogawa and Bossert,1995; Pounder, Ogawa and Adams, 1995).

"I use distributed and collegial leadership, because I value every person on my staff. Once I hear all, I then make my decisions." (Female, primary, religious Head respondent)

Bass (1997) claims that some leadership practices are useful in almost all organisational circumstances, especially when it comes to transformational leadership. Evidence from various educational organisations support this claim (Leithwood, Jantzi and Steinbach, 2002; Southworth, 1998; Day *et al.*, 2000). Yet albeit such practices are necessary aspects, they are not sufficient on their own, as in most circumstances, additional practices on the part of the leader, are called for (Vecchio, 2002).

Leaders have the role of setting direction by encouraging co-operation among staff and helping them to work as a group to achieve common goals. Group goals that are moral in nature are specifically helpful in developing group identity. However, making collaborative decisions in an organisation is not always an easy or straightforward task. This would include vital leadership practices like skills to pursue discernment, consensus, and problem solving through democratic methods (Beck, 1994). These initial aspects of visioning are bound to encourage commitment from organisational members through their perceived influence on goals, by increasing goal clarity, and by perceiving such goals as being challenging, yet attainable.

"I would describe my style of leadership as collegial. I like to consult all involved before any decision is taken." (Male, primary and secondary, lay Head respondent)

When Blank (1995) introduced the concept of *Quantum leadership*, he was after the notion that "leaders do not exist without followers and their individual characteristics or habits are relevant only as part of the leader-follower field of interaction" (p. 30). This concept "focuses attention on the interaction, not the separate parts, as the key to understanding leadership. A central interaction is the leader-follower relationship" (Blank, 1995, p.31). This would entail that leadership would be understood better if perceived through interaction between leader and follower because "the leader's individual characteristics and behaviours have meaning only in relationship with followers-allies" (p.31). Both leaders and followers need to work towards achieving a healthy relationship that in turn enhances the possibility of more effective leadership. The mutual roles of leaders and followers cannot be separated. Leaders empower followers and the latter support the leader's initiatives.

> "*I use a democratic style. It is the best way to be informed about what is really happening and also of sharing responsibilities*" (Male, secondary, lay Head respondent)

> "*I do not impose on others. Usually I get on very well. With those who are finicky, I try to be even more democratic.*" (Female, primary, lay Head respondent)

> "*I am very democratic in leadership and I consult both with the staff and with the students. Sometimes also with parents before taking a decision.*" (Female, secondary, religious Head respondent)

In this respect, literature research reveals that modern leadership theories put a lot of emphasis on the concept of leader-follower relationship characterised by **Authenticity** (Bennis, 1993; Murphy and Louis, 1994; Sharpe, 1995; Sergiovanni, 1996); **Respect** (Cartwright and Sander, 1960; Likert, 1961;

Sergiovanni & Staratt, 1971; Wallace & Wildy, 1995), **Empathy,** *(*Zaleznik, 1977;

Burns, 1978; Yukl, 1994) and **Good Communication** (Bass, 1985; Bennis and

Nanus, 1985; Hargie, Tourish and Hargie, 2000).

AUTHENTICITY

Leadership theories put great stress on the notion of *authenticity*. Sergiovanni

(1996) says that "Faith in authenticity must under gird our actions....we must

believe that no authentic act, no matter how small or seemingly insignificant, is

upheld by the universe as worthy and honourable" (p. 96). This is supported by

Sharpe's (1995) idea of leaders needing to set a personal example for their

followers: leaders need to display "integrity, authenticity, loyalty, honesty and

trust" (p. 19). Authentic leaders act sincerely, genuinely and trustfully in action

and in interaction with others (Terry, 1993; Duignan and Bhindi, 1997). Good

leaders reject motives and actions that are deceptive, hypocritical and duplicitous

(Bhindi and Duignan, 1997). According to these authors, authentic leaders are

after "the discovery of the authentic self through meaningful relationships within

organizational structures and processes that support core, significant values...."

(p.119). The authors believe that authentic leaders are people-centred who

encourage and support ethical thinking and doing. It is further emphasised that

current leaders have to be sensitive and caring in their attitudes and in their

relationships with their subordinates and need to be more flexible in their ways.

Authenticity in leadership seems to restore human, ethical and spiritual

dimensions to organisational relationships. In this way organisations will tend to be better places in which to work not only in terms of productivity but also in terms of relationships and the overall quality of life of all constituents.

> "*I treat teachers like colleagues. I hate feeling up there...... it is a we situation, not an I situation. Even when we come to decisions, I like to consult. Obviously there are times when I have to decide myself.*" (Male, primary and secondary, lay Head respondent)
>
> *When teachers are adamant on something and I am against it, first of all I put forward my authentic opinion and give my genuine reasons. If teachers keep insisting, I let them try it so that they would be able to find out for themselves. In this way they will learn through their own experience and at their own expense.*" (Female, primary, religious Head interviewee)

RESPECT

"Each of us wants appreciation, recognition .... and a feeling that people who are important to us believe in us and respect us" (Likert, 1961, p.102). In similar terms McGregor (1960) proposed two theories, X and Y, to explain diverse approaches adopted by leaders towards their subordinates. According to McGregor's theory X "the average human being has an inherent dislike of work and will avoid it if he can" (p.33). This hypothesis implies a lack of belief in and respect of people. Although theory X seemingly fails to recognise the potentialities of the average human being, theory Y claims that the intellectual potentialities and commitment of the average human being are only partially utilised. Theory Y proposes that individuals would exercise self-direction and self-control in trying to achieve organisational objectives when they feel

committed to such objectives. And commitment can easily result from respect

and trust in human potentialities for subordinates by leaders, which is, after all,

the approach which McGregor advices.

> "*I use a democratic approach because I feel that this is the best
> way to show respect towards my staff.*" (Male, secondary, lay Head
> respondent)

EMPATHY

"Schools are people organisations. The staff, the clients and the raw materials, if

I can use that phrase, are people. The outcomes are changes in people"

(Sharpe, 1995, p. 19). Albeit many educational leaders seem to possess some

good interpersonal skills, some can fail to be effective leaders if they lack the

necessary skills of understanding people. The skill of empathy is an

indispensable tool for the effective leader as "the striving for self-esteem and the

evolution of a sense of human empathy work in harmony to bring out the

potential for leadership" (Adler, in Burns, 1979, p. 95).

> "*I try to be as understanding to my staff as possible. I try to put
> myself in their shoes. Maybe the fact that I am a lay person, albeit
> leading a church school, can get me closer to the staff. I am
> married, have a family of my own, and this can make me be
> perceived more human and down to earth than if I were a religious,
> with just the school to focus on. I believe in being empathic and
> available to all. This happens at an expense, because obviously
> this entails a lot of time, and there is surely a lot of administrative
> work to be done. Still I strongly believe that it is all worthwhile.*"
> (Male, secondary, lay Head interviewee)

Yukl (1994) says that when leaders empathise, they would be able to acquire, understand and appreciate the frame of reference of subordinates through seeing and feeling their world. Subordinates are bound to feel more at ease to express themselves openly and keep open communication when they feel appropriately understood. With empathy comes the ability to comprehend how people may perceive things and concepts and to understand the worth, significance, value and relevance that people give to different situations (West-Burnham, 1997).

> "People come to me. I adopt an open-door system. I do my best to show understanding. Even the ancillary staff comes to me. But I put greater emphasis on relationships with my teaching staff. They are in direct contact with me. This is because I believe that in order to have a good team, there has to be excellent communication. I am dealing with people here. Every person is an individual. I have a staff of nearly 300 here so you can just imagine how much time, thought and effort this entails from my part." (Male, secondary, religious Head interviewee)

COMMUNICATION

Effective communication is another valued skill in management and leadership and is considered as a decisive factor in shaping organisational accomplishment. Literature on leadership is giving increased importance to interpersonal communication skills. This would also include not simply delivering a message, but also having the gift of listening. "Most people can hear perfectly adequately but only a minority can actually listen in the sense of genuinely attending" (West-Burnham 1997, p. 125). In fact active listening is about being sensitive to other people's feelings and perceptions.

> "*I work entirely with my assistant heads and staff in a teamwork fashion. I give communication topmost priority. I believe it is the best guarantee for success.*" (Male, primary, lay Head respondent)

> "*I try to consult the people involved. My leadership is also child centred because all my decisions are taken in view of the welfare of children.*" (Female, primary, lay Head respondent)

The leadership skill of communication is a two-way process mostly developed through listening, thus enabling every member to realise where he / she fits into the group. In addition, acting as facilitator within a team is likely to help all involved to give their best and strive towards a common vision and mission (Bennis, Parikh and Lessem, 1994). This would imply a shift from a management and leadership style based on control and belligerence to one that focuses on care and connection.

> "*I adopt a democratic style with open communication as I always ask for their opinion before I come to a definite decision.*" (Female, primary, religious Head respondent)

Leaders provide direction through actions and verbal persuasion, which mirror their expectations for excellence, quality and high performance on the part of staff.

> "*I am very task oriented. I always try to identify my immediate and remote objectives and design a strategy to reach these goals.*" (Female, secondary, religious Head respondent)

Such expectations help staff to perceive the level of challenge needed to pursue goals, and they will also hone the members' perception of the gap between what the school is aspiring to do and what is actually being achieved. Three other

facets of leadership enhance this process. The first is monitoring organisational performance where leaders can identify clearly how well their organisation is performing. This would ask for astute skills to gather information and turn it into useful knowledge (Fuhrman, Clune and Elmore, 1988; Mohrman, Wohlstetter and Associates, 1994; Marsh, 1997; Petrides and Guiney, 2002). The second is communication, needed by leaders to identify and articulate vision and purpose (Bennis, 1984). Leaders need to be skilled in focusing attention on main purposes and goals (Fairhurst and Sarr, 1996), be able to communicate them meaningfully and convincingly (Bennis and Nanus, 1985) and have the determination to follow through with intentions. This would certainly involve open participative communication with all stakeholders (Leithwood and Jantzi, 1990; Corson, 1995; Robinson, 1995).

In order to establish purpose and vision, leaders have to comprehend and keep into perspective the context in which they are working, with its social, political, cultural, economical and legal aspects (Aldrich, 1979). Successful leaders establish also positive relationships with their external environment with the aim of fostering shared meanings and functions thus gathering resources and support and creating formal inter-organisational relationships. This is sometimes referred to as "positioning" (Bennis and Nanus, 1985). And as I explained in my literature review, church schools enjoy or rather have a specific ambience and culture that cannot be overlooked. According to Daft (1992) such relationships need to be client centred, focused, and possibly proactive, seeing opportunities and change.

In this regard, Bennis (1984) states that establishing such a rapport may be future leaders' most essential skill.

RELATIONSHIP WITH STAFF

Heads of schools in my research were asked to say what kind of relationship they prefer to have with their staff. This was, in fact, one of the main issues that were given great prominence by my interviewees. At some stage or other, all ten participants spoke about the way that they interact with their staff, at all levels.

In my opinion, leaders act through and with other people. At times, leaders, through words and / or actions, do things that are bound to have a direct effect on the fundamental aims of the collective. But more often, leaders' actions are aimed at influencing the thoughts and actions of other people, and create the right scenario for others to be effective. As I discussed in the previous section on leadership, there are many different facets to being an effective leader. Leadership is exercised through a series of strategies, all aimed basically at giving direction to and applying influence on others to achieve a shared goal (Leithwood and Riehl, 2003), and to strive for a collective and mutual vision (Bush and Middlewood, 2005). Therefore in this section I shall discuss the various aspects that dealing with staff entails, looking at factors like communication and its different characteristics, the leader's emotional intelligence, delegation of work to staff, celebrating success, setting realistic goals, training opportunities for staff, and teamwork, all important features that leading a school effectively and efficiently entail.

COMMUNICATION

Communication is one of the most useful tools that an effective Head of school needs to use in order to lead effectively. This is supported by a good number of authors (Bennis, 1984; West-Burham, 1997; Hargie *et al.*, 2000). It is also something that I myself strongly believe as without an effective and authentic flow of communication, no organisation can genuinely survive. It is something that I have encountered in most of my research within the ambience of organisations (Cauchi, 1996; 1999; 2001). It is also something that I experience in most of the organisations where I work, be it educational, quasi-military, and social. This is why I shall be discussing communication in some detail as I fervently feel that it is one of the main pillars of a healthy organisation.

Riches (1997) writes that "without communication, all that we think of as human experience would cease to exist for it is a vital component of all spheres of life. Management could not take place without communication, and organisations could not exist without it" (p.165). Communication is really important in any school and takes place for a variety of reasons: to inform, to explain, to persuade, to reprimand... The Head of school needs to make sure that there is a healthy flow of upward, downward and horizontal communication in the organisation. Yet it is an undeniable fact that some Heads do not encourage communication because it either goes against their methods and philosophy of leading, or because they do not realise its real importance.

Heads of schools in my research were asked what kind of relationship they prefer to have with their staff. This was, in fact, one of the main issues that was given great prominence by my interviewees. At some stage or other, all ten participants spoke about the way that they interact with their staff, at all levels.

"My door is always open. This is the charisma of our patron saint that he always adopted a close relationship with all and I do my best to maintain it and prove myself worthy of the robe that I carry. (Female, primary, religious Head interviewee)

"We fathers of St Peter[2] are renowned for maintaining discipline in our schools. This is good and I go all the way for it because discipline makes people. Yet this does not mean that I do not have an excellent relationship with my students and staff. I believe that people want to know the rules..... they want to know where they stand.... they want to know what is actually expected of them. So discipline and a good affinity can go very well together." (Male, secondary, religious Head interviewee)

"Albeit I may be perceived by some as being aloof or detached, I do my best to build and maintain an excellent rapport with my staff. For sure they know where they stand with me. I am a very sincere person and I feel that this is one of the reasons why I do not have much turnover in my school. I think this is a good proof. Staff leaves this school either for maternity leave or on retiring. And to me this is a good indicator that staff are happy here." (Female, primary, religious Head interviewee)

"I prefer to have a friendly relationship with my staff, where dialogue and collaboration are the key words." (Male, primary and secondary, lay Head respondent)

"I prefer to have a healthy, collegial and friendly rapport with my staff. We have to work together day in, day out and it does not pay to have an aloof attitude." (Female, primary, lay Head respondent)

---

[2] Fictitious name of congregation

"The biggest problem with communication is the illusion that it has taken place" (George Bernard Shaw, 1976, p. 356). Communicating does not only involve the passing and understanding of a message but also active listening. This is because communication involves a series of elements: messages, source and receiver, noise and effect. I shall be explaining what these elements mean, what they involve and how they impinge on and effect communication.

Messages can be fed forward or fed backwards, and are sent simultaneously using a number of channels from one source to another. Communication takes place in a context and could be affected or hindered by noise. Messages do leave an effect on the source and receiver – encoder and decoder.

COMMUNICATION CONTEXT

Communication involves different types of context, all inevitably interacting together for communication to take place:

- *Physical context*: this concerns the concrete environment, the actual place where communication takes place e.g. the classroom, the hall, a corridor, in an office. "The physical context exerts some influence on the content of your message (what you say) as well as on the form (how you say it)" (DeVito, 2003, p.3).

- *Social-Psychological context*: this would concern the status relationships among those who are communicating, their roles and

cultural rules of society. "It also includes the friendliness or unfriendliness, formality or informality, and seriousness or humorousness of the situation" (DeVito, 2003, p.3).

- *Temporal context:* this would mean the time of the day as well as the time in history in which the communication is taking place.

- *Cultural context:* consisting of the beliefs, values and ways people behave when they are together. "Cultural factors affect every interaction and influence what you say and how you say it"

(DeVito, 2003, p.4).

These four dimensions interact with each other. Consequently when people communicate they have to keep in mind all these factors to make sure that the messages they are passing achieve the desired effect.

> *"I prefer to have with my staff the best kind of relationship which at times is very difficult. There are too many factors involved and sometimes these tend to get in the way."* (Female, primary, religious Head respondent)

SOURCES-RECEIVERS

DeVito (2003) states "the compound term sources-receivers emphasises that each person involved in communication is both a source (or speaker) and a receiver (or listener)" (p.4). This means that whoever is producing a message or 'encoding', has in return to receive messages that is 'decoding'. The sender first has to encode the message: "encoding is the sender's process of putting the

message into a form that the receiver will understand" (Lussier, 2003, p.345).

The sender has to overcome communication barriers (semantics and jargon), perception barriers (how the person is likely to receive the message) and information overload (sending the amount that can be handled by the receiver).

After choosing the transmission channel (oral, nonverbal or written), the sender transmits the message trying to overcome any noise communication barriers. When the receiver gets the message, she / he has to decode it: "Decoding is the receiver's process of translating the message into a meaningful form" (Lussier, 2003, p.346). According to Lussier, the receiver has to overcome a number of barriers, including: trust and credibility, listening and emotional barriers.

> *"I prefer personal friendly relationships, where everyone is respected, listened to and supported."* (Male, secondary, lay Head respondent)

> *"My style is friendly, where problems can be discussed and solved using the right channels."* (Female, primary, religious Head respondent)

> *"I adopt a collegial relationship, always ready to listen to them and to consult them before making any final decisions."* (Female, primary, religious Head respondent)

Finally feedback is given by the receiver as a response, or via a new message, to the sender. Here filtering barriers have to be overcome: "filtering is the process of altering or distorting information to project a more favourable image" (Lussier, 2003, p. 347).

> *"I am friendly and open."* (Female, primary, religious Head respondent)

189

"I am open, honest and trustworthy, avoiding grumbling and back stabbing." (Female, secondary, religious Head respondent)

Bearing all this in mind, it is evident that albeit communicating and interacting are everyday processes, they are, in reality, very complicated practices as they involve a lot of factors that can be easily overlooked.

Dean (1993) points out that every organisation needs a formal system of communication. "This requires definite official lines of communication which are as short and direct as possible and which define clearly the responsibility of different members of the staff for communicating information to others" (p. 178). Formal communication has to be structured and defined. In the case of a school one can find that notice boards, staff meetings, board meetings, are means of communicating formally to the staff. It can also be transmitted through the attitude that Heads may adopt in dealing with their staff.

> *"I try to adopt a very collegial relationship with my staff. However there are cases when I have to adopt a rather top down approach and say or decide what is going to be done and by whom. Situational leadership in practice."* (Male, primary, lay Head respondent)

> *"I am cordial, supportive, but firm and formal."* (Male, secondary, religious Head respondent)

> *"I am friendly, but also firm and formal when the need arises."* (Female, secondary, religious Head respondent)

> *"Friendly, firm and formal, but human."* (Female, primary, religious Head respondent)

> *"Friendly, but not over-friendly. Respectful ..... the relationship of an educational leader."* (Male, secondary, religious Head respondent)

"I prefer to have a healthy, constructive, formal relationship with all staff members." (Female, primary, religious Head respondent)

"In general I am sincere and open but at times I have to be diplomatic and formal." (Female, secondary, religious Head respondent)

"I am very friendly, at the same time I mean business." (Female, primary, religious Head respondent)

"I am accessible but assertive: upfront!" (Female, secondary, religious Head respondent)

On the other hand informal communication focuses more on the individual and is socially sanctioned. This system is often more rapid than the formal and should complement it. (Dean, 1993).

"I adopt a relationship of trust and respect among equals where every member feels appreciated. Sometimes this sister / sister relationship develops into a mother / daughter relationship where a person confides even her intimate, personal problems." (Female, primary, religious Head respondent)

"I prefer to have friendly, informal relationships." (Female, secondary, religious Head respondent)

Dean (1993) mentions a third system: the inferential system where every activity that is organised within the organisation is also a form of communication. There can be a gap between what a school or a person would like to communicate and what is actually communicated and understood by the stakeholders (students, parents, teachers and visitors).

"I select a core group with whom I consult, get as many people involved in the task ahead and act vicariously." (Female, primary, religious Head respondent)

"I use staff meetings to inform my staff but also to maintain contact. I find such events to be the best method to stay close to my staff. From time to time, I also hold informal meetings with my ancillary staff where I give them the opportunity to speak their mind out." (Male, secondary, lay Head respondent)

"The work of an organisation is only as good as its communication" (Dean, 1993, p. 173). It is therefore very important to consider what makes people receptive.

People are likely to take in communication when:

- it is personal

- it fulfils a need or rouses interest

- it is seen to give power or status

- the communication requires action

- they identify with the organisation

- the presentation is right

- the source is respect

- the context predisposes the listener to be receptive

(Dean, 1993, p. 178 – 9).

"I maintain a very friendly relationship with my staff built on open communication. I consider each and everyone on our staff as a partner in the same enterprise." (Female, secondary, religious Head respondent)

"I believe in sound one-to-one relationship, where trust, honesty and authentic communication are of essence." (Male, primary and secondary, lay Head respondent)

"The better communication, at all levels is, the better for the organisation." (Male, secondary, religious Head respondent)

"I prefer to have a relationship that is friendly and communicative, in the sense that all members of staff are and feel treated as colleagues." (Female, primary and secondary, religious Head respondent)

Communication skills are important tools of effective administrators and must be addressed in preparation programmes. Successful principals have a repertoire of communication strategies and are creative and selective in moving from one approach to another as individuals, situations and content change" (Bennett, Crawford, and Cartwright, 2003, p. 155).

LEADER-CENTRIC AND FOLLOWER-CENTRIC LEADERSHIP STRATEGIES

As Selznick (1957 / 1984) had said, leadership is "work done to meet the needs of a social situation". This is still very relevant as leadership responds to exigencies, needs, and goals within a social context. Leadership does not concern an individual or personal phenomenon taken out of a social situation. Instead, it targets at attaining something for a group of people. It involves social embeddedness, (Burns, 1978; Merton, 1969; Pfeffer, 1978); it is like a web of relations across a number of internal and external constituencies and social networks (Hallinger and Heck, 1996(a); Leithwood and Duke, 1999). Some definitions focus mainly on the leader's own thoughts and actions and are thus referred to as "leader-centric" models (Spillane, Hallett and Diamond, 2003). Other more prevalent definitions are "follower-centric" models that give prominence to the interactional nature of leadership (Burns, 1978; Gardner, 1990; Yukl, 1994; Hart, 1995; Hurty, 1995).

These two different aspects come out very clearly in the responses given by my leader participants:

> "'Take care of people and work will take care of itself' is an adage which makes sense (at least partially). Staff need to feel respected (and this is reciprocal) and empowered. A lot is then, in turn, expected out of them." (Male, secondary, religious Head respondent)

> " I adopt a friendly relationship where my staff feel at ease to talk to me but at the same time are ready to accept decisions I have to take for the good of students and stakeholders. I appreciate mutual respect in a learning community." (Female, primary, religious Head respondent)

According to Leithwood and Riehl (2003) effective school leaders need to be concerned about two school communities: the inclusive community which comprises students, parents and others, and the professional sub-community of teachers.

A sense of community among all of the school's stakeholders is very important for two main reasons:

- the affective bonds between teachers and students, are critical in engaging and motivating students to learn

- a shared sense of community can act as an antidote to the unstable and occasionally threatening ambience that some students and their families are living in.

<div align="right">(Lee, Bryk and Smith, 1993).</div>

A sense of belonging can provide psychological connections and identity with, together with commitment to, others (Beck and Foster, 1999). Success at school depends on catering for the academic, personal and vocational aspects of students, together with a sense of self-efficacy about the achievement of such goals by all stakeholders.

Some research evidence suggests that schools function more effectively when they are small (Lee and Smith, 1997; Lee, 2000). Smaller schools have the tendency to have more constrained and more focused academic programmes, in a more personalised environment. It also seems that typically, teachers take more accountability for the learning of each individual student in such ambiences. The student population in the schools under study varies between 151 students to just over 950 students (vide Chapter Three). Fifty per cent of the schools fall within the 150 – 350 students bracket. This makes them considerably small when compared to other schools in Malta (especially state schools) both at primary level and at secondary level, with the Head of school usually knowing most (if not all) of the students, even by their first name. In such an ambience, relationships with staff also tend to be closer than in larger schools where the atmosphere can be more impersonal due to the larger number of people involved.

Another two sets of conditions are perceived to contribute to a professional learning community: structural conditions and human and social resources

(Louis, Marks and Kruse, 1996). School leaders, should help develop a sense of professional community by means of attention to individual teacher development, and by creating and supporting the structural conditions and human / social interaction patterns that support a sense of community. This type of supportive leadership is perceived to be a key human resource:

> Whether exercised by principals or site-based teams, supportive leadership focuses efforts on issues related to school improvement: collegiality, shared purpose, continuous improvement, accountability, and responsibility for performance and structural change.
>
> (Louis, Marks and Kruse, 1996, p.763)

When referring to structural conditions, one would include small school size, time scheduled for teacher planning together with opportunities for teachers to exert power and discretion in decisions about teaching and learning. Human and social resources would include openness to innovation, feedback on instructional performance, and opportunities for professional development.

LEADER'S EMOTIONAL INTELLIGENCE

Part of this ability to engage in such practices depends on the school leader's knowledge of the 'technical core' of schooling, which entails what is required to improve the quality of teaching and learning (Hallinger and Murphy, 1985; Sheppard, 1996). This ability is now also being referred to as the leaders' emotional intelligence (Goleman, Boyatzis and Mckee, 2002). Recent research shows that such intelligence, when brought about through personal attention

shown by the leader to an employee, is bound to increase employees' levels of enthusiasm and optimism, it lessens frustration, conveys a sense of mission and consequently, albeit indirectly, increases performance (McColl-Kennedy and Anderson, 2002).

> "I believe in giving possibly every individual his / her due importance. I try to do this by allotting time and space to every member of the staff. This is becoming harder and harder as demands on us heads of schools are increasing everyday, both by the education department and by the Secretariat. Still I believe that many of these administrative issues and paperwork can be dealt with after school, when everyone is gone and I can work in peace. Meeting staff and sharing their ups and downs cannot be done at such an hour." (Male, secondary, religious Head interviewee)

There are other more specific educational practices that eloquently and positively influence the motivation of staff:

- offering intellectual stimulation

- providing individualised support

- providing an appropriate mode.

Offering Intellectual Stimulation

Educational leaders can help bring about change by challenging staff to re-examine assumptions about their work and rethink how it can be performed. This is very likely to draw the attention of staff to discrepancies that might exist between current and desired practices.

This can plausibly also create perceptions of a more dynamic and changing profession, thus engaging more the emotional resources of staff (Cohen and Hill, 2000).

> "*I think that the fact that I am still studying at university encourages members of my staff to keep abreast of things. I feel I am more competent to deal with the organisation and this is rippling over to my staff.*" (Male, secondary, lay Head interviewee)

> "*Obviously our staff get allowances for any degrees or diplomas that they read for. I feel that this is a way of encouraging members of staff to ensue with their studies.*" (Female, primary, religious Head interviewee)

> "*During staff appraisal, I encourage my members of staff to assess their own performance. I ask them to be objective and positive, to view their work and see what good should be maintained and what can be improved. By adopting this kind of attitude, I believe that people do not fall on the defensive.....they do not feel under attack or scrutinised.*" (Female, primary, religious Head interviewee)

Providing individualised support

Educational leaders convey their support to their staff by respecting and showing concern about the staff's personal feelings and needs. This will give staff reassurance that problems that they may encounter will be taken seriously, while efforts will be made to help staff through personal and academic difficulties (Louis, Toole and Hargreaves, 1999).

> "*I have a good rapport with my staff that many of them even share personal issues with me. I feel good about this as it shows trust. I try to encourage an atmosphere where people feel safe to expose their problems, their afflictions. Maybe it is my background in counselling that makes me do this.*" (Female, primary, religious Head respondent)

Providing an appropriate mode

Good leadership is also practiced by setting good examples that are consistent with and faithful to the organisation's values. This should enhance staff beliefs about their own competences and their self-efficacy. This will also engage the emotions of staff by creating awareness of a more dynamic and changing job (Ross, 1995; Ross, Cousins and Gadalla, 1996).

> *"As a head of a church school, I have to be careful about my attitude. It has to be Christian. There are times when people make me lose my temper, but I do my best to keep my cool. Even when it comes to admitting new students, this is no place solely for the intelligent. Children come from all backgrounds, from different social strata, carrying a wide variety of subcultures and mentalities. I am aware of all this and I do my best to cater for all."* (Female, primary, religious Head interviewee)

SUPPORTING AND STRENGTHENING PERFORMANCE

Effective educational leaders develop their schools into organisations that support and strengthen the performance of teachers and of students (Leithwood, Leonard and Sharratt, 1998; Louis, Marks and Kruse, 1998; Louis, Kruse and Associates, 1995; Marks, Louis and Printy, 2000; Silins *et al.*, 2000). This kind of attitude presumes that the whole scope of an educational organisation is to assist and back up the work of organisational members. The malleability of the organisation should match the changing nature of its working and improvement agendas, in this regard.

> *"In my community, when they choose someone for a headship post, they try to see that they find the right people with the right predisposition. They see that the chosen individuals have the right academic, social, and personal abilities and attitudes. This is*

becoming a problem because as you know religious vocations are on the decline and so choice is becoming more restricted. You might say that we can choose a lay person for the post. Well that would be another issue then......... I think I have the right attitude towards people. I hope so anyway. But that is the feedback I get from my staff." (Female, primary, religious Head interviewee)

Three sets of practices are affiliated with this philosophy:

Strengthening school cultures: leaders are bound to have a strong influence upon their organisation's culture through practices that are targeted at developing shared norms, values, beliefs and attitudes among staff, all intended to encourage mutual caring and trust among staff. Such demeanour is bound to lead to a greater understanding and commitment by staff towards the aims and goals being striven for by the school leader (Leithwood and Jantzi, 1990; Skalbeck, 1991).

> *"I am very aware of the weight that I carry upon my shoulders. I know that, positively or negatively, I have a strong influence on the organisation that I lead. Sometimes I say to myself that if I were to really be aware of the responsibility that I am carrying, I would not be able to sleep one single night. Thank God that leading my school has become for me a way of life. Still I am very conscious of my role and I do my utmost to perform in the best way possible."*
> (Female, primary, religious Head interviewee)

Modifying school cultures: school leaders can redesign organisational structures by means of changes in task assignments, time and space logistics, routine procedures and the deployment of material resources. All these factors can hinder or promote individual performance and the accomplishment of organisational goals. Effective educational leaders use structural changes for

establishing and ameliorating positive conditions for teaching and learning (Helm, 1989; Louis and Kruse, 1995; Roberts, 1985).

> *"I have been head of school for a very long time. I have been in headship for thirty-four years, twenty in Pakistan and fourteen in Malta. Evidently I had to move by the times and the place in which I was working. Abroad they had a different mentality. Here in Malta, culture even changes from one locality to another. Like the school where I was head prior to here (in another Maltese locality), there were a lot of social problems. So most of my time and energy were spent trying to help these students. I used to tell my staff to give importance not only to the academic aspect, but also to the personal and social facets of the students. When I came here, I found a totally different story. Most of the students come from elite families and so I had to change my tactics. I am not implying that they are easier people to deal with. Simply that I needed to adopt a different attitude."* (Female, primary, religious Head interviewee)

A sound way to modify organisational structure is achieved by working with the wider environment outside the school confines, thus obtaining adequate extra resources and support, together with supportive strategic alliances with other individual and organisations.

Building collaborative processes: leaders should strive to improve the performance of their organisation by providing opportunities for staff to be part of decision-making, especially about matters that affect them directly. Such an involvement is bound to help staff feel that they have the capacity to shape the context of the organisation to meet their personal needs relative to goal accomplishment (Sleegers, Geijsel and Van den Borg, 2002).

> *"I believe in shared decision-making. I involve my staff in important issues and when changes have to be implemented, I consult as much as I can. I admit that at times there is consultation but*

ultimately I would have to decide. Yet as much as possible I take decisions together with my staff, especially with those who would be most affected by the decision taken." (Female, secondary, lay Head interviewee)

There are other strategies that can be adopted to enhance rapport between staff and school leadership:

DELEGATING WORK

Dimmock and Walker (2002) say that motivation is the "inspiring effort and commitment among followers, though motivation is a core leadership function" (p.73).

According to Carnegie *et al.* (1995), the effective leader works through inspiration and not through imposition. A feeling of teamwork has to be created, urging staff to help each other to achieve tasks: "What you need to do is to take time to enrol people in your thinking, your vision, your dream, your fantasy, whatever it is you're doing. Enrol them. It takes time. It takes effort. It takes continual reinforcement. But you don't dictate. You enrol." (Carnegie *et al*, 1995, p. 46).

"I have learnt to delegate work. First of all there is too much to be done. Secondly I strongly believe, and I am saying this from experience, that since I have been delegating work, I have seen very positive outcomes. The most obvious is that I have gained a bit of free time. Secondly and most importantly, I have realised that members of staff feel more fulfilled when they are delegated work. Of course I pay extra attention to see that I delegate work to the right persons, I mean to the individual or individuals whom I think would be capable of carrying out that particular job. I fight the temptation to re-do or re-check work that I delegate. It is not easy,

but I know that re-doing or re-checking delegated work, can be very frustrating and demotivating to the person who was assigned to do the job." (Male, secondary, religious Head Interviewee)

Albeit the importance of delegating, it was evident that not all my participants believe in it, or are still very cautious about it.

"I do not feel comfortable with designating work, which I believe I should do, to others, or as they call it delegating. I believe that I should know exactly what is going on in my school and I have to check every thing that is done. It gives me more peace of mind." (Female, primary, religious Head interviewee)

"I am against assigning or delegating work. Members of staff can give a helping hand, but not do a job from a to z." (Male, secondary, religious Head interviewee)

CELEBRATING SUCCESS

The effective leader celebrates success. It is the leader's responsibility to praise and reward those who work hard.

"To me any kind of achievement is a feat. So I make it a point to celebrate successes achieved both by my staff and my students. For example I have renamed prize day Celebration day and during the ceremony that we hold in our main hall, every student is awarded for some outstanding quality, be it academic, personal or social. In this way all students feel important, not only the high academic achievers. When it comes to teachers, I do my best to praise and promote every good effort or achievement accomplished by any member of staff, be it a new degree, or any other attainment even at classroom level." (Female, primary, religious Head interviewee)

203

SETTING REALISTIC GOALS

Successful leaders set realistic goals. Teachers and senior management team need to know where they are heading and what is actually expected of them. This will not only help to have a clear picture of what is happening, but will also show them where they are going. This will boost motivation levels of all involved. "The role of a headteacher is in promoting relationships and establishing processes that engage everyone in a dialogue of shared commitment" (Chapman, 1997, p.33). This notion will be discussed fully in the section on school vision.

TRAINING OPPORTUNITIES

When staff members are given the opportunity for ongoing training, both personally and professionally, they are more likely to be motivated (Stoll and Fink, 2001; Lingard *et al.*,2003; Fullan, 2005). Training elicits the potential to improve and prove oneself. "Pleasure derived from effort and success is a strong, natural motivator" (Chapman and King, 2005, p. 23).

> *"I try to provide the best staff development sessions possible. I believe that such sessions should not be done simply because they are required by the education department. They should be organised in the best way possible, getting the best speakers who tackle topics that are relevant to the needs of the staff and the school. I fully encourage staff members who pursue further studies at university. I believe strongly in lifelong education because it is beneficial and indispensable in this day and age."* (Male, secondary, religious Head interviewee)

TEAMWORK

De Vito (2003) describes a team or small group as "a collection of individuals who are connected to one another by some common purpose and have some degree of organisation in them" (p.209). The key words in this definition are individuals, common purpose and organisation. The members of a team are individuals and for a group to function effectively each member needs to contribute to the communication process both as sender and receiver.

Individuals in a team ought to be connected by a common purpose. This helps to focus the group and to give a raison d'etre for their interaction. It also streamlines each member's individuality and sets the parameters for interaction. There also has to be a framework of operation or structure. This may be rigid or flexible, depending on the nature of the group and its purpose or nature of the task.

Two important aspects of groups or teams are relationships and task functions. These two aspects influence and affect each other all the time. Good relationships need to be nurtured in order for the group to function efficiently and effectively in the completion of tasks. Groups and teams, therefore, do not 'happen' and they are not simply formed but they need to be built and nurtured. People who work in teams need to be trained to do so and aspects of teamwork should form part of ongoing staff development.

Davies and Ellison (1997) state that to build a successful school team, it is critical for the Head to:

- identify clearly the specific challenges that need to be addressed

- develop a clear focus on outcomes and performance

- collect and use high quality data to underpin judgements and actions

- foster a culture of continuous improvement

- create a climate of development and learning on the job

- adopt common and agreed processes of decision-making, problem solving and innovative thinking

- develop a sense of caring for the team and individuals within it, which transcends personal success or well-being

- create a working climate that offers fun and enjoyment

- celebrate success (p.155)

The question remains: to what extent are heads following these criteria? Why is it that some educational leaders go all the way to be innovative, interactive, supportive and proactive, while others sit comfortably in their niche watching their organisation go by? My research goes on to delve into these matters.

JOB MOTIVATION, JOB SATISFACTION AND JOB STRESS

In this section of my discussion, I shall be tackling three interrelated job aspects taken from an educational leader's point of view. These three factors, namely motivation, satisfaction and stress will be studied as regards their impact on the Heads' performance, how they impinge on their daily administrative roles, their relation with others and also on their personal lives.

MOTIVATION

"Motivation is what drives individuals to work in the way they do to fulfil goals, needs or expectations."

(Colin Riches, 1997, p.10)

Motivation is like a juggling act: it needs concentration, precision, commitment and practice. For this reason motivation is a delicate issue that needs to be handled with care if leaders want to succeed in their schools. Energy, effort and a lot of enthusiasm need to be invested in motivation (Cauchi, 2001).

Riches (1997) defines motivation as the goals which people have that direct their behaviour towards something, as "the mental processes or energetic forces by which individuals (a) pursue their drives towards particular goals, including decisions about what to aim for and how to go about it and (b) maintain and sustain such behaviour" (p.89).

Lussier (2003) comments "motivation is an inner desire to satisfy an unsatisfied need" (p.378). Looking at these definitions, it can be realised that motivation is the driving force behind most of our actions, plans and strategies. So it can be concluded, "to motivate is to induce someone to take action" (Riches, 1997, p. 89). Without motivation, the school process becomes dull and stagnant.

Motivation follows a process where the individual identifies an unsatisfied need. The person has to set a goal and identify the action that needs to be taken. Riches (1997) states that a basic general model of motivation has the ensuing building blocks:

- needs or expectations

- behaviour

- goals

- some form of feedback.

(Riches, 1997, p.90).

Respondents were asked to say what are the work factors that motivate them most in their job. Most of the responses were multi-factorial and the range of declared motivating factors is interestingly very extensive and diverse. Motivators can be various, disguised and not always expressed clearly. Motivating factors also tend to change and vary according to the individual and to circumstances (Bush and Middlewood, 2005). Some respondents opted for the spiritual aspect of their mission while others gave a more academic or managerial attribute to

their role as Heads of schools. Other respondents gave a broader list of motivators ranging from the organisational to the personal and even social facets of being a leader in a catholic school.

As I have written, some quoted motivators were mostly academically oriented:

> "The work factors that motivate me most are planning, discussing school issues and finding ways of implementing them, offering support, motivating people and students, trying to lead others, delegating without abdicating responsibility." (Female, primary, religious Head respondent)

> "Development, improvement, solving problems is what motivates me most in my job." (Male, secondary, religious Head respondent)

> "My motivating factors are: the challenge education offers; working with people in a team; the pastoral aspect of education." (Male, secondary, lay Head respondent)

> "Being professional at all levels, but without stress – having staff members who are happy and relaxed but who take pride in their profession and who keep me 'on my toes'." (Female, primary, religious Head respondent)

> It seems that morality, emotion and social bonds provide far more powerful stimulants to motivation and commitment than extrinsic concerns of transactional leadership in which leaders and followers exchange needs and services to achieve independent objectives.
> (Day et al., 2000, p. 164).

In fact another set of motivating factors were associated with the religious aspect of being a head of a church school. Understandably enough, all these responses came from religious heads, and incidentally they were all females:

> "I consider my work as a mission. I believe that I responded to God's call who placed me in such a position and therefore I have great faith and conviction that I am being guided by Him in all I do. I look at each individual be it teacher, parent or student as a

209

member of God's Kingdom." (Female, primary, religious Head respondent)

"What motivates me most is doing God's work. I did not choose this. God chose it for me and I am doing His will. This keeps me going and nothing else can motivate me like this." (Female, primary, religious Head respondent)

"What motivates me is the opportunity to take every situation to proclaim the Gospel." (Female, primary, religious Head respondent)

"What motivates me is my mission to evangelise – all those given to me and my role gives me this great opportunity." (Female, secondary, religious Head respondent)

Was it sheer co-incidence that all the above quotations came from females? Do female religious members give more importance to the spiritual aspect of education than males do?

In fact I must say that the five male interviewees, inevitably, did speak about the devout aspect of being the head of a Roman Catholic school. Yet it was evident that in the process of discussing, they gave the same weight to the religious aspect as to the other aspects of leading an educational organisation, whereas the five females expanded at length on the topic. This also came out in the responses of the questionnaires as could be seen in the above quoted captions.

Another facet to leaders' motivation was the social aspect:

"What motivates me most is my limited but valuable contribution towards a better society." (Female, primary, lay Head respondent)

"What motivates me is the possibility of 'grabbing' people by vision which drives the school, the inter-disciplinary nature of the job …

the possibility of making a difference." (Male, secondary, lay Head respondent)

"*What motivates me is the ability to make a difference. To work (sometimes slowly and painstakingly) towards my vision of what the girls under my care should aspire to; making opportunity happen.*" (Female, secondary, lay Head respondent)

These leaders seem to look at leadership as a tool, as a means, by which they can make a difference, large or small, in other people's lives.

The next group of responses concern the students directly. It seems that the well-being, in every aspect, of scholars, is the fulcrum and fundamental motivating factor of these particular leaders:

"*What motivates me most is the love and help towards those under my care.*" (Female, primary, religious Head respondent)

"*What motivates me most is the well being of the students.*" (Male, lay, secondary Head respondent)

"*The good of the students. The achievement of the mission entrusted to me by the church, i.e. the formation of the whole person in a community spirit.*" (Female, primary, religious Head respondent)

"*I love children and teaching. I am only sorry that I do not have enough time to go into the classrooms as much as I wish.*" (Female, primary, religious Head respondent)

"*What motivates me most are the students. When I look at them, I say that whatever they are taking now will be with them for life. Sometimes I even have to replace parents. It is very seldom that I feel sad in my work.*" (Female, primary, religious Head respondent)

"*The well being and development of the pupils and team spirit among the staff are what motivates me most in my work.*" (Female, primary, lay Head respondent)

"The work factor that motivates me most is working and dealing with children especially when there is a clash between them so as to help them to come to terms with each other and forgive each other." (Female, primary, religious Head respondent)

"The happiness and education of my students." (Female, primary, lay Head respondent)

"The good of the students." (Male, secondary, lay Head respondent)

The next group of motivators concern staff members directly. Some of the heads derive motivation in having a good rapport with their staff and in having good working relationships with the other stakeholders:

"I am motivated by the unity and happiness of my staff, together with the appreciation and support of parents." (Male, primary, lay Head respondent)

"The satisfaction of the teachers / staff is a motivating factor for me." (Male, secondary religious Head respondent)

"Sense of belonging on behalf of our staff; parents' participation in various school activities and friendly spirit of our students motivate me most." (Female, primary, religious Head respondent)

"My energetic staff made up of bright relatively young individuals, and the fact that most of my present students' mothers are ex-students of mine." (Female, secondary, religious Head respondent)

"The true family environment in the school and the trust and respect shown by all." (Female, primary, religious Head respondent)

"Co-operation among staff and consensus on common values and ideals." (Female, primary, religious Head respondent)

"Building up of relationships and personalities." (Male, primary and secondary, lay Head respondent)

Finally there were the more idealistic set of motivators:

> "*The ethos of our College that is so conducive to the holistic education of our youth.*" (Male, secondary, religious Head respondent)

> "*The progress and good name of the school and the satisfaction of directing an educational organisation.*" (Female, secondary, lay Head respondent)

> "*My strong belief of what is wrong and right; applying new ideas in practice and seeking out new experiences.*" (Female, primary, religious Head respondent)

FACTORS AFFECTING MOTIVATION

Riches (1997) explains that most factors affecting motivation fall under two categories: physiological (the need to eat, drink, protection and work) and psychological (the need to belong, to have self-esteem and be esteemed by others). This notion of motivation was first introduced in the 1940's by Abraham Maslow (1943) in his motivation theory known as the *Hierarchy of Needs*. Maslow divides persons' needs into five categories, starting from the very basic, the physiological, and progressing on to safety, love, esteem and finally self-actualisation.

In his Two-Factor motivation-hygiene or motivation-maintenance theory, Herzberg ((1959) says how lack of consideration for the wishes and needs of the individual can act as a dissatisfier as it can have a very negative effect on individuals. "Negative thoughts release chemicals that produce anxiety. Positive

thoughts release chemicals that relax and energise people" (Canter and Canter, 1999, p. 29). Very often attitudes and perspectives are contagious. Leaders, like all members of staff in any organisation, need to feel that their wishes and needs are being fulfilled. A motivated person, be it the leader or the follower, is far more productive and is always looking for better ways to do a job and produce results.

Skinner's theory of reinforcement states that positive reinforcement offers attractive consequences for desirable performance. Therefore praise and appreciation motivate the individual to do their best. "Positive experiences generate pleasurable, intrinsic motivation" (Chapman and King, 2005, p.23). Leaders need to feel appreciated by their subordinates. They need to feel that their efforts, which at times, are huge, are acknowledged.

Motivation is what drives individuals to work in the way they do to fulfil goals, needs or expectations. These are numerous, varied and changing. Motivation can become a driving force for all those who sincerely believe in education. It is a journey, not a destination. It is way of working with people and for people. Motivation empowers people and lets them share responsibility for improvement.

While clear, direct and driving organisational directions are salient motivating factors, they are not the only conditions that bring about motivation. All this has to be considered and is influenced by the direct experiences that members of the

organisation have with the leaders of the organisation and vice versa(Lord and Mayer, 1993), and by the organisational conditions within which people work (Rowan, 1996; Mortimore and Mortimore, 1995; Middlewood and Lumby, 1998a). "Motivation is using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations" (O'Brien, Weissberg, and Shriver, 2003, p.27). Work has to be challenging and meaningful. This is one of the few ways in which people feel motivated to work more and better. Providing challenge together with fulfilment at work is a powerful motivational tool because people need to see their jobs to be personally meaningful (Cauchi, 2001).

If school leaders perceive their work as a negative experience, they would not be able to give their best. Undeniably, educational leaders exert a great influence on their organisation and their negative or positive outlook certainly leaves an impact on the rest of the organisation (Riches and Morgan, 1989; Beare *et al*, 2000). Most writers, implicitly or explicitly, say that only leaders who are themselves motivated can possibly motivate others. McClelland (1987) notes that: "What motivates world-class leaders from mediocre ones are specific behaviours such as self-control, self-confidence, an ability to get a consensus from people, and strong motivation for achievement" (p. 27).

JOB SATISFACTION

Locke and Latham (1990) maintain that motivation to work (exert effort) and satisfaction are relatively independent yet related outcomes. Motivation is rather a process whose end-result can lead to job satisfaction. Job satisfaction is more an attitudinal status associated with a personal feeling of intrinsic or extrinsic achievement that can be either quantitative or qualitative in nature. Job satisfaction is "a pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfilment of one's important job values, providing these values are compatible with one's needs" (Locke, 1976, p. 298). In fact job satisfaction does not depend solely on the nature of the job, but also on the expectations that individuals have of their job. In a nutshell, "satisfaction reflects the individual's attitude or happiness with the situation" (Rue and Byars, 1989, p. 100).

The study of job satisfaction is perceived to be very important for the widely held assumption that satisfied people make better workers (Dimmock and Walker, 2002; Foskett and Lumby, 2003), and therefore satisfied leaders make better Heads of schools. Warr and Wall (1975) speak of steps to make work *likeable*:

- improving the material conditions of work
- improving human relations
- enhancing life motivations
- improving work organisations

Evidently all these four aspects affect all individuals in an organisation, at any level.

Canter and Canter (1999) say that high-performing people in education define their mission, set their priorities accordingly and align their performance with their mission. This applies both for people in the teaching profession and for educational leaders.

Bush and Middlewood (2005) say that there are basically four factors that influence job satisfaction. These are:

- *Individual factors*: these include a person's gender, abilities, age, experience, and personal circumstances.

- *Social factors*: these concern relationships at work.

- *Organisational factors*: these include conditions of work, workload, incentives, opportunities for advancement.

- *Cultural factors*: these are what bring about a sense of belonging and self-fulfilment. They also include the balance between work and personal life and the sense of self-worth.

These factors are experienced both by employees as well as by people in a management or leadership role. Therefore when studying job satisfaction, they have to be borne in mind.

My respondents were asked to state which are the job factors that give them the greatest satisfaction. A very striking factor emerges from the vast majority of responses that were given: the main feature that seems to give the greatest satisfaction is seeing students and staff happy:

> "*The smiling faces of the students; the positive feedback of the parents; the family spirit within the school premises.*" (Female, primary, religious Head respondent)

> "*Learners and staff that feel happy at school.*" (Male, primary and secondary, lay Head respondent)

> "*What gives me the greatest satisfaction is when I see that all my efforts concerning the staff and students have not been in vain.*" (Female, secondary, religious Head respondent)

> "*The community spirit that exists amongst all partners – staff, parents, and students.*" (Female, primary, religious Head respondent)

> '*Satisfied, learning students. Positive feedback from parents, staff and people in general.*" (Male, secondary, religious Head respondent)

> "*The job factor that gives me the greatest satisfaction is when I see everybody happy in school and doing their work with great responsibility.*" (Female, primary, religious Head respondent)

> "*The support of staff and healthy relationships among us.*" (Female, primary, religious Head respondent)

> "*When people (staff and students) are happy working in the college setting.*" (Male, primary and secondary, lay Head respondent)

> "*Teacher and pupil satisfaction and empowerment.*" (Female, secondary, lay Head respondent)

> "*When teachers, students and their parents show and air their appreciation for what they have at school, i.e. ethos, atmosphere, etc.*" (Male, secondary, religious Head respondent)

> "*Girls are happy at school and parents appreciate and support our work.*" (Female, secondary, religious Head respondent)

"*The contact with students, parents and staff.*" (Female, primary, religious Head respondent)

"*The Students' well-being (emotional and academic; also students' progress (over-all: educational and spiritual).*" (Female, primary, religious Head respondent)

"*The smile on the faces of people. Knowing that people feel safe and loved. Seeing the growth of members of the school community.*" (Female, primary and secondary, religious Head respondent)

"*When I speak to the parents and / or girls and I get positive feedback, be it on an apostolic, academic or social level.*" (Female, primary, lay Head respondent)

"*Not really academic achievements, but more students feeling at home and being thankful. Academics come second. Good rapport with students.*" (Female, primary, religious Head respondent)

These Heads seem to agree with what Mortimore and Mortimore (1995) say that every member of staff and students needs to "come to school in the morning with an understanding that each is valued first and foremost as a person" (p.7)

This comes in contrast to some other given responses where academic achievements seem to be the main job satisfiers. Bearing in mind that most church schools enjoy an excellent reputation when it comes to academic achievements, and Maltese church schools are no exception, this comes as no surprise. Attaining good academic results makes Heads feel that they are living up to what is expected of them and to the reputation of their school and church schools in general:

"Final results: the Junior Lyceum and Common Entrance exams[3] results."(Female, primary, religious Head respondent)

"Seeing tangible results – an opportunity for feeling useful." (Female, primary, religious Head respondent)

"Knowing my actions have had positive results." (Female, secondary, lay Head respondent)

"Being in a position to help young girls in acquiring academic results and skills to help them cope with everyday life in a quick-changing world." (Female, secondary, religious Head respondent)

"Getting things done and seeing people reaping results." (Male, secondary, religious Head respondent)

"Students progress. Seeing parents satisfied with their children's academic results." (Male, primary, lay Head respondent)

It is customary to make a distinction between overall *job satisfaction* defined as "a person's affective reaction to his (sic) total work role" and *facet satisfaction* which is defined as "people's affective reaction to particular aspects of the job" (Lawler, 1973, p. 21). Lawler considers that overall job satisfaction is determined by the difference between "all the things a person feels he should receive from his job and all those things he actually does receive (*ibid*)." It is also important to bear in mind that these values and rewards may differ at different stages of the career.

Further distinction has to be made between satisfaction with the job actually held and *occupational satisfaction* which is not tied to time and place and applies to

---

[3] These are the exams that male students have to sit for in order to start their secondary education. The Junior Lyceum exam provides access to State schools while the Common Entrance exam is a very competitive exam which gives the opportunity to some male students to quality for a church secondary school.

skilled and professional occupations. But entering a profession like educational headship involves more than the practice of skills. In includes also reference to a body of theoretical knowledge, acceptance of a code of ethics that govern behaviour and a degree of autonomy (Hoyle, 1980) which educational leaders certainly have. Therefore to speak of *professional satisfaction* is to include the ways in which professionals perceive their values inherent in their work as well as the meanings they attach to their jobs and work roles. Accepting a professional stance and its implications is a powerful influence over the sources of professional satisfaction.

Other Heads derive their job satisfaction from finding support from their staff, students and all stakeholders, including past students who still speak affirmatively and have positive regard for their ex-school:

> "*The friendly spirit between teachers and their readiness to help whenever is needed gives me the greatest satisfaction.*" (Female, primary and secondary, religious Head respondent)

> "*The support that I receive from my staff is probably what keeps me going. The positive feedback that the school obtains from past students, parents and results academic or otherwise are also a powerful satisfier.*" (Male, primary, lay Head respondent)

> "*Parents co-operation and support.*" (Female, primary, religious Head respondent)

> "*Being told by parents and past pupils that they miss our school.*" (Female, primary, religious Head respondent)

> "*The fact that I am not alone on this job; that I have others who share it with me and who support me.*" (Female, primary, religious Head respondent)

> *"The co-operation and good will of others gives me great satisfaction."* (Male, secondary, religious Head respondent)

> *"the cooperation and willing spirit of the staff and administration."*
> (Male, primary and secondary, lay Head respondent)

Being of service and helping others was perceived to be the main satisfying factor for a small number of respondents. Should this factor have come out more prominently, being a study on church schools? This feature is certainly very prominent in the section where Heads were asked to say what they think is expected from them as educational leaders. Can it be that they see it more as a duty rather than a satisfying factor?

> *"The fact that I can be of help to families gives me the greatest satisfaction."* (Male, primary, lay Head respondent)

> *"When I find that I am trusted, even with personal things. Even students really confide in me and trust me."* (Female, primary, religious Head respondent)

> *"Seeing children with special needs flower and happy."* (Female, primary, religious Head respondent)

Vision also seems to play a part in job satisfaction. Some elicit satisfaction from the fact that they have a vision, which they share and make happen with all those involved:

> *"I get great satisfaction when my staff share my educational vision."* (Female, secondary, lay Head respondent)

> *"Stakeholders sharing a common vision which we see and work for."* (Male, secondary, religious Head respondent)

One particular respondent came out with some unusual factors that seem to bring about job satisfaction:

> *"Having spontaneous ideas in discussion; being eager to try things out to see if they work in practice and adopting the right approaches to finish the particular thing at the desired time."* (Female, primary, religious Head respondent)

This respondent seems to have quite an adventurous spirit!

I left this final and particular response to the end. To me it is the best answer that any Head could have given:

> *"Having a part in fulfilling children's dreams....."* (Female, primary, lay Head respondent)

Herzberg (1968) says that for satisfaction to take place, there must be "activity on the part of the individual, some task, episode, adventure or activity in which the individual achieves a growth experience" (p.89). Satisfaction is brought about by factors related directly to the job and these include achievement, recognition, advancement, the work itself, and responsibility (*ibid*). Studies on job satisfaction are based on the proven hypothesis that high job satisfaction leads to high levels of job performance. Therefore leaders who wish to maximise their performance have to follow these guidelines. They need to allow their intrinsic work interests and aptitudes to flourish.
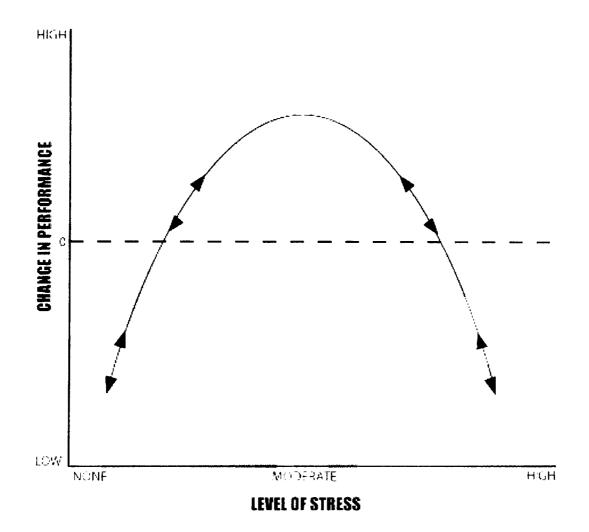
JOB STRESS

"Stress begins with a life situation that knocks you (gently or abruptly) out of balance." (Greenberg, 2002, p. 10)

> *"When I first embarked upon headship in my school, I was very motivated and enthusiastic. I felt that I had an opportunity to try out new ideas and methods for carrying out my duties. I felt that I was in a position to give advice and some semblance of authority. Initially I had a lot of energy. However, as the years went by, my energy levels started going down. Certain parts of the job were not as satisfying as they used to be and I started to feel miserable, even overwhelmed at times."* (Female, secondary, lay Head interviewee)

Research by psychologists and other stress analysts has shown that the most wearisome and demanding professions are those that involve high pressure and serious responsibilities, which are often perceived to be beyond the control of the individual concerned (Sorenson, 2007). Very interesting is the fact that the American Institute of Stress (2001) found out that two of the ten most stressful jobs in the modern workplace have to do with education. Jazzar and Algozzine (2006) say that this may be due to the fact that twenty-first-century educators are involved in what are referred to as *active jobs* (Karasek and Theorell, 1992) where there is heavy pressure to perform together with long hours of work, coupled with high problem-solving responsibilities. In the educational field this is mostly due to high-stakes testing, student accountability, high demanded standards and ongoing change. In such an ambience, the need to manage stress is counter balanced by the need for greater student achievement and overall organisational improvement.

At this point it has to be said that stress can never be eliminated and some element of stress can produce results as it can be used as an incentive for better job performance, and act as a motivator for the individual to strive on and try to ameliorate one's position (Dunham 1984; Somaz and Tulgan, 2003).

In fact Maslow (1960) depicts the stress-performance relationship as an inverted bell-shaped curve.

HIGH

CHANGE IN PERFORMANCE

c

LOW

NONE   MODERATE   HIGH

LEVEL OF STRESS

At low stress levels, individuals maintain their current level of performance: they probably see no reason to change their performance level and might even become bored, lazy and perform poorly. Stress in moderate amounts acts as a stimulus for the individual. Mild stress can be responsible for creative activities in the individual as one tries to solve challenging / stressful problems. On the

contrary, under conditions of excessive stress, a person's performance drops markedly. The severity of the stress consumes attention and energy and the individual focuses considerable effort on attempting to reduce the stress. Little effort would be left to devote to job performance.

The study of stress has to be tackled from three different angles: causes, symptoms and remedies or coping strategies (Everard and Morris, 1996). For this reason Heads were asked to identify what causes their stress, how they experience it and what coping mechanisms they use. Since stress can be a very subjective matter, Heads were also asked to define what they understand by the word stress.

CAUSES OF STRESS

Late twentieth and early twenty-first century organisations put great emphasis on high productivity and accountability, and tend to be very competitive (Peterson, 1999). Then there seem to be other factors like organisational boredom, anxiety, tension, troublesome thoughts, job dissatisfaction and burn-out and even, at times nervous breakdowns, all of which seem to be resulting from a change in attitude and disposition towards work (Ross and Altmaier, 2000).

Sorenson (2006) says that there is no shortage of factors within schools that can cause stress. These would include pressures to complete tasks, trying to avoid unwanted mistakes, work-overload, high-stakes testing, demanding administrators, discontented colleagues and irritated parents. The author goes on to classify these features around stress indicators such as problem-solving, time management, goal setting, conflict management, decisions, ethics, instructional leadership, organisational politics and pressure tolerance.

In the educational sphere, when educators find themselves too burdened with heavy responsibilities, with assignments that are conflicting, too demanding or unclear, both stress and dissatisfaction are bound to increase (Ross and Altmaier, 2000).

In fact it is evident that one of the biggest stressors for these educational leaders seems to be the time factor coupled with administrative issues. They feel that there is too much to do and their life seems to be a struggle against time:

> "Not enough time (and I am at school from 7am to 6pm) to carry out all that needs to be done." (Female, primary, religious Head respondent)

> "Too many things to be done in so short a time!" (Male, primary, religious Head respondent)

> "Meeting deadlines!" (Male, primary and secondary, lay Head respondent)

> "The fact that I don't have enough time to be with the students and teachers." (Female, primary, religious Head respondent)

"Coping with many things at the same time. Unexpected things that crop up." (Male, primary, lay Head respondent)

"The ever increasing activities for students that have to be done in a very short period of time stresses me in my job." (Female, primary, religious Head respondent)

"Time factor! Too much paper-work." (Female, primary, religious Head respondent)

"Deadlines! Administrative paper work." (Male, primary and secondary, lay Head respondent)

"Too many things to see to – and you finish by doing nothing as well as you would desire." (Female, primary, religious Head respondent)

"The constant demands made by parents / staff and pupils. There is somehow never enough time to respond to all the needs." (Male, secondary, religious Head respondent)

Lack of co-operation from stakeholders is also a major factor that seems to be causing stress to the respondents.

"The lack of cooperation that I get from a small number of parents and on some occasions from the powers that be." (Male, primary, lay Head respondent)

"Lack of co-operation from staff and children." (Female, primary, religious Head respondent)

"The so-called professionals that do not do their job well." (Female, primary, religious Head respondent)

"Members of staff not pulling on the same ropes. Not managing to get through to a student despite all the efforts." (Female, secondary, religious Head respondent)

"Conflict, lack of discipline and confrontation." (Male, secondary, religious Head respondent)

"Unmotivated or unprofessional teachers." (Female, primary, religious Head respondent)

"Absent teachers during the same period. When a member of staff members are not sincere." (Female, primary, religious Head respondent)

"Conflict, petty murmuring and grumbling for more trivialities…not appreciating what one has till it is gone – then it's too late!!" (Male, secondary, religious Head respondent)

"Unhappy relationships with people. Not accepting others as they are." (Female, secondary, lay Head respondent)

"Pressure from parents." (Female, primary, religious Head respondent)

"Complacency and lack of interest and professionality." (Female, secondary, lay Head respondent)

"Persistent misbehaviour by some. Unnecessary conflicts." (Female, secondary, religious Head respondent)

"Teachers who come late to school. Students who come too early to school!" (Female, primary, religious Head respondent)

"I have to adapt to staff. They are the product of today's society. Then there are those others who have been teaching for very long and they seem to have fallen in a rut. Nothing moves them to do any changes. They are too comfortable in their niche. I also dislike cliques among staff. I do my best to keep neutral especially in issues that arise out of the school premises. There are those individuals who say what they have to say and it is over. Then there are those others who work underground. And these are the most dangerous." (Female, primary, religious Head interviewee)

Then there are administrative matters that have to be taken care of and which seem to cause undue stress. These are diverse and their degree varies according to the size of the school and the personality of the individual:

"There are too many important decisions to be taken instantly! And being accountable for anything and everything." (Male, secondary, religious Head respondent)

229

"Paperwork, lack of finances, and lack of sincerity." (Female, secondary, lay Head respondent)

"When I don't succeed in doing the right things especially to those in my care." (Male, secondary, religious Head respondent)

'When I have to do something for which I do not feel adequately trained. I am a perfectionist and I do not do things by half. Also when my relationship with someone is somehow tarnished. This, for me, is the worst thing." (Female, primary, religious Head respondent)

"Students to whom I would want to give hundred per cent (especially formation) but to no avail." (Female, primary, religious Head respondent)

"Working to overcome obstacles and depending on others who sometimes let me down." (Female, secondary, lay Head respondent)

"The responsibility that I feel. Although many tasks are delegated and responsibilities are shared, just the same I feel stressed at the end." (Female, secondary, lay Head respondent)

This last quotation tallies with the huge sense of responsibility that Heads wrote about when at the very start of the questionnaire I had asked them what it feels like to be the Head of a church school. Ironically enough, only one respondent directly quoted responsibility as one of the major, if not the main stressor.

On the other hand, when discussing stressful factors with my interviewees, the notion of responsibility came out very clearly. It was even evident by the non-verbals of some of the interviewees who put on a worried look or a slumped posture when they spoke about the responsibility that they feel they are shouldering:

"*This is a huge responsibility that I am carrying. I feel accountable to God and to all the people who are somewhat affected by my leadership. At times I sleep with the thought and wake up with it. No matter how much time will pass, the three hundred students who attend this school, will always remember the time that they spent here, with its ups and downs and I am sure that I will not be forgotten by them in any way. I just hope and pray that the memory of me will be positive and pleasant.*" (Female, primary, religious Head interviewee)

"*We heads are carrying a lot on our shoulders. We have to abide by rules; we are answerable for all that we do. Sometimes I feel like I am under a microscope, with every one of my words and actions scrutinised in detail. We have to play multi-roles. We cannot be just educators; at times we have to be counsellors, friends, confessors, and even parents. In fact very often I get the feeling that parents are shedding their responsibilities onto us.*" (Male, secondary, religious Head interviewee)

"*We are responsible for the character formation of our students. Our students are very young and we certainly affect their outlook towards life, their personal attitudes, their approach towards others, their stance towards life in general. I believe that to a certain extent we can mould our students as they spend their early and very crucial years in our school. We are not the only factors that influence them as there are then their parents and peers. But we certainly should act as role models.*" (Female, primary, religious Head interviewee).

Social factors are also causing stress to some of these educational leaders. Here it is important to emphasise again that church schools in Malta are free, and entry at primary level is done by ballot as I explained in my introduction. For this reason, every primary school is bound to have students coming from all strata of society. I am not alleging, in any way, that social problems exist only in the lower social strata. They crop up everywhere. The only difference is that people in the lower social stratum my not have the adequate skills to cope with the situation whereas people in higher social strata may have the financial

means and adequate contacts to cope better with the situation. At secondary level, male students have to sit for a competitive exam. So basically boys would be mostly chosen according to their academic abilities. Still this would not, in any way, mean that social problems would be lacking. In fact, it is a bitter reality that social and personal problems are on the increase (I face this everyday in my job) and they are posing a considerable problem on any school, be it a state or a church organisation.

> *"Broken families, indifference to religion, poverty, whether material or otherwise, are causing me great stress."* (Female, primary, religious Head respondent)

> *"Knowing that I am not always in a position to help improve a child's home situation that is harmful and causing hurt."* (Female, secondary, lay Head respondent)

> *"When what we teach at school is not reinforced at home."* (Female, primary, religious Head respondent)

> *"The increasing number of separated parents. The aggressive style of a hedonistic life style and the exploitation of the young by people behind the Mass Media world of advertisements."* (Female, secondary, religious Head respondent)

WHAT IS STRESS

Stress may be defined as the experience "of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness" (Kyriacou, 2000, p. 3) resulting from the work that a person does. Stress can be also be depicted as a dynamic condition in which a person feels challenged by an opportunity or limitation, urgency, pressure, physical or mental anxiety or strain, or demands

related to perceived outcomes (Schuler, 1980; Merriam-Webster, 2000; Hughes, Ginnett and Curphy, 2002). Furthermore stress can be simply described as an unavoidable consequence of life (Elkin, 1999a).

At this stage, participants were asked to define stress. From the variety of responses, one can realise how subjective such a theme can be; how the same concept can have diverse definitions for different people. In fact I decided to give a wide selection of quotes in order to give an overview of the range of thoughts that the participants expressed.

The first notion that can be noticed among the respondents is this feeling of being overwhelmed, of feeling incapable of coping with circumstances, and of possibly losing control over a situation or situations:

> "Stress is the inability to cope, for some reason or other, with a particular situation. To be overwhelmed." (Male, primary, lay Head respondent)

> "Finding it hard to cope with the demands." (Female, primary, religious Head respondent)

> "My reaction to things I have no control on (but would like to control), when my resources are not enough to cope with the situation." (Female, primary, religious Head respondent)

> "When you feel things are beyond you, you cannot cope; your strengths are diminishing." (Female, primary, religious Head respondent)

> "Worry; preoccupation; overriding concern that cannot be left in the office when I walk home!" (Female, secondary, lay Head respondent)

"*When too much work is being asked from you to be done within a short period of time.*" (Female, primary, religious Head respondent)

"*Having more work than I can cope with.*" (Male, secondary, religious Head respondent)

"*The result of situations when the person does not feel in control over him/herself or his / her surroundings.*" (Female, primary, religious Head respondent)

"*Circumstances which present themselves as formidable difficulties to which I do not see a plausible solution.*" (Female, secondary, religious Head respondent)

"*Worry, having to continue to work although a break is needed.*" (Male, secondary, religious Head respondent)

"*Stress means having to do several things at the same time without enough time for preparation.*" (Male, primary and secondary, lay Head respondent)

"*Tension from inability to cope with situations although my faith in God helps me a great deal.*" (Female, primary, religious Head respondent)

"*A sense of tension and pressure caused by overwork, worries connected with job.*" (Male, primary, religious Head respondent)

"*Problems and difficulties which are impossible to solve.*" (Female, primary, religious Head respondent)

"*For me stress is when I feel burnt out.*" (Male, secondary, religious Head respondent)

"*Pressure to rise to people's expectations.*" (Female, primary, religious Head respondent)

"*Having to cope with problems, i.e. misunderstandings, difficult characters, indifference, parents who do not accept their children's limitations or problems.*" (Male, secondary, religious Head respondent)

The notion of stress seems to go further than this and is perceived to delve into the personal for some respondents:

> "*Stress is losing inner peace; it is feeling tired and not being able to cope.*" (Male, primary, lay Head respondent)

> "*Stress is pressure that saps your energy and is not constructive.*" (Female, primary, religious Head respondent)

> "*According to my point of view, stress means something that lets you down.*" (Male, secondary, religious Head respondent)

> "*By stress I understand that I am being constrained to take decisions and do things without allowing them to take their normal course due to pressure of time, people and circumstances.*" (Female, primary, religious Head respondent)

> "*I feel more tired than I should.*" (Female, primary, religious Head respondent)

> "*Energy that could be utilised for a better cause.*" (Male, secondary, religious Head respondent)

> "*Psychological pain that impinges on one's emotions and daily living. Pain induced by exterior or interior situations.*" (Female, secondary, religious Head respondent)

SYMPTOMS OF STRESS

Stress, with its constraints, demands, pressures and anxieties, can bring about symptoms that can vary from low productivity, to an increase in absenteeism and turnover, and even to serious health concerns. Elkin (1999b) states that it is believed that seventy-five to ninety per cent of all visits to general practitioners concern stress-related medical problems. The symptoms of stress can range from a feeling of constant malaise or recurrent ill health to nervous conditions.

In fact Everard and Morris, (1996) divide symptoms into four categories: Behavioural, Emotional, Physical and Mental (shown below). Stress is displayed in various ways. When a person is under excessive stress, behavioural, physical, emotional or mental signals would start to indicate that the individual is reacting to abnormal circumstances, striving to cope with the unwarranted situation (Kirsta, 1987; Nathan, Staats and Rosch, 1989; White, 1997; Bottery, 2005). As authors (Somaz and Tulgan, 2003; Stranks, 2005; Sorenson, 2006; Sorenson, 2007) suggest, consequences can go beyond what the individual can ever expect, and can even extend to lack of focus, failure to do or complete work-related tasks and loss of motivation. In other words, "the resulting consequences remain at the very least disturbing, if not debilitating" (Sorenson, 2007, p. 12).

Behavioural	Physical
Overeating	Headaches
Drinking too much alcohol	Upset stomach
Compulsive smoking	Dizziness
Neglect of personal appearance	Sweaty and / or trembling hands
Insomnia	Skin rashes
Restlessness – fidgeting	Palpitations
Lethargy	Dry mouth
Change in sex drive	High blood pressure
Unusual clumsiness	Backache
Accident proneness	Neck pains
Lettings things slide	Nausea
Less communicative	
Emotional	Mental
Depression	Loss of concentration
Tenseness	Increased forgetfulness
Irritability	Increased mistakes
Remorse	Increased day-dreaming
Thoughts of suicide	Poor judgement
Defensiveness	Less rational thinking
Crying	Indecisiveness
Aggressive behaviour	
Anxiety	

(Some Symptoms of Stress (Everard and Morris, 1996, p. 116)

Respondents were asked to describe how they experience stress. Different factors could be elicited. One of the most common features was a predominating feeling of fatigue, frustration and being overwhelmed:

> "*If it is related to work load, I go home very tired sometimes unable to eat when I get home. If it is related to lack of cooperation, I usually become very angry.*" (Male, primary, lay Head respondent)

> "*Tiredness and worry.*" (Female, primary, religious Head respondent)

> "*A sense of overwhelming frustration.*" (Female, primary, religious Head respondent)

> "*Frustration (especially when people do not take their responsibilities seriously).*" (Female, secondary, lay Head respondent)

The next set of factors are mostly behavioural and relate to loss of temper:

> "*I flare up, yell my head off, but then it will soon be over.*" (Female, primary, religious Head respondent)

> "*Feeling tense and edgy and on the brink of losing composure and control. Anger swelling up.*" (Male, primary and secondary, lay Head respondent)

> "*I do my best to solve problems but in the meantime I feel very irritated.*" (Female, primary, religious Head respondent)

> "*I get tense and irritable.*" (Male, secondary, religious Head respondent)

> "*Tension, sadness, thinking all the time about the same thing.*" (Female, primary, religious Head respondent)

The next group of factors relate to the physical:

> "*Some physical symptoms (at times unpleasant). A terrible tendency to over-eat!!!*" (Female, secondary, lay Head respondent)

"Muscle pain, loss of appetite and increased irritability." (Male, secondary, religious Head respondent)

"Headaches, lack of focus (if not checked) troubled sleep and edginess." (Female, primary, religious Head respondent)

"Pain, around my whole body." (Male, secondary, religious Head respondent)

"Migraine (severe at times)." (Female, primary, religious Head respondent)

The last group of responses have a more psychological aspect:

"I become less communicative, fidgety and restless." (Female, primary, religious Head respondent)

"Not working at an optimum." (Male, secondary, religious Head respondent)

"A very negative and killing force that can paralyse me." (Female, religious Head respondent)

"Stress hinders me from focusing on the most urgent issues that may vary from school to school." (Male, primary and secondary, lay Head respondent)

"Sleepless nights! Mulling over situations, choices and decisions." (Female, secondary, lay Head respondent)

Greenberg (1984) and Dunham (1992) suggest that stress symptoms should be taken as warning signs of a problem as would be the case in any other illness. Both authors suggest that an individual can reduce the pressure by developing personal coping strategies.

COPING WITH STRESS

Watts and Cooper (1992) suggest that we need to look at the overall balance between our stress levels and individual vulnerability, using a stress equation:

Life stress + work stress + individual vulnerability = stress symptoms outcome

The nature of one's personality will also determine how threats are assessed by the individual and what strategies the latter chooses to moderate the perceived stress.

Friedman and Rosenman (1974) identified two types of personalities:

■Type A: ambitious, competitive, hypercritical, perfectionist, workaholics who are often anxious and insecure underneath

■Type B: who give themselves time to reflect, are generally more laidback, yet still able to respond to situations effectively.

Kelly (1998) found that most Heads of schools tend to verge more on the type A personality. Therefore extra attention has to be given, because such individuals are more prone to suffer from stress. Another factor that has to be taken into account when discussing whether people can be more prone to stress is the concept of hardiness. People with a hardy personality have several important attributes which Watts and Cooper (1992) identify as:

■Commitment (belief in self)

■Control (belief that one can influence events)

■Challenge (a positive attitude to change).

At this stage, the most natural thing to ask respondents was if they use any stress coping strategies, and if in the affirmative, which are they. Twenty-six respondents replied in the positive, i.e. that they do adopt stress coping strategies to manage while four respondents said that they do not use any stress coping methods at all:

> *"I feel I can still do it. I fight it out."* (Female, primary, religious Head respondent)

Some people can tolerate stressful situations more than others, even though the most hardy may succumb eventually. This also depends on the context, length of time the stress has been present, the way the person views its worth and the present circumstances.

Stress management strategies must not only be employed but should be given great prominence and it should be made sure that they are truly effective (Steinmetz, Blakenship, Brown, Hall and Miller, 1980; Cummings, 1990; Elkin, 1999a; Sorenson and Goldsmith, 2008). The awareness of potential stressors has to be continuous and coping mechanisms need to be flexible enough to change and modify in the light of the different stressors of different individuals (Crawford, 2000). Up to some years ago people in education were reluctant to admit that they were undergoing stress for fear that this might indicate that they were failing to cope sufficiently with their work. Any attempt to reduce the experience of stress was seen as the individual's own responsibility (Kyriacou, 2001).

In a study among Heads of schools, Dunham and Collins (1992) identified several sorts of individual *coping patterns* or *coping mechanisms*. These can be divided into four categories:

Palliative measures: short-term tactics that give an immediate relief, like smoking, drinking and overeating

Direct measures: political action of some kind like trying to modify job demands by changing the system or possibly changing the culture of the organisation

Indirect measures: when an individual changes responses to demands by using peer support groups, counselling and other similar strategies

Compensatory measures: patterns such as developing outside interests like sports activities, leading to a more balanced overall lifestyle.

Respondents were asked to share their stress coping strategies. A good number resort to compensatory measures like leisure activities and taking time off to unwind, coupled at times with palliative measures:

> *"Reading a book, going for a short walk, watching television or having recreation with the other nuns."* (Female, primary, religious Head respondent)

> *"Going for quiet walks in the countryside, relishing the peace of the surroundings and listening to reflective music."* (Female, secondary, religious Head respondent)

> *"Taking some time off to relax. I find writing out what is bothering me very helpful and if I can get an early night and some extra sleep, I find I can begin again for fresh the next day."* (Male, primary and secondary, lay Head respondent)

"*I go out for a walk. I take a day off. I try to have a good sleep.*" (Female, primary, religious Head respondent)

"*Time-out! I try to give time to myself to stop, think and reflect. I never act on impulse.*" (Male, secondary, religious Head respondent)

"*By closing the office door and take off for a while.*" (Female, secondary, lay Head respondent)

"*Taking short time-outs (10 – 15 minutes).*" (Male, secondary, religious Head respondent)

"*Complete change from daily routine: gardening, tapestry, reading.*" (Female, secondary, lay Head respondent)

"*Nothing professional: simple practical common sense things, e.g. walking, reading, watching television.*" (Female, primary, religious Head respondent)

'*Listening to classical music and operas. Walking. Being alone.*" (Female, secondary, religious Head respondent)

"*Physical activity. Breathing exercises.*" (Male, secondary, religious Head respondent)

"*Do different jobs like cooking.*" (Female, primary, religious Head respondent)

"*Eating chocolates and sweets (unfortunately). Sudokus (very relaxing!). I have a wonderful love for reading (fantastic stress-buster). Weekends in our summer residence. Walking when I have time.*" (Male, primary and secondary, lay Head respondent)
"*Eating!*" (Male, secondary, religious Head respondent)

""*Smoking a good cigar is sometimes helpful.*" (Male, primary, lay Head respondent)

Other respondents said that they adopt more strategic and direct methods:

"*This usually entails treating the cause of the problem that is causing me to be stressful.*" (Male, primary, lay Head respondent)

"Put in an effort to remain focused on the here and now, sharing the experience with someone you trust." (Female, secondary, religious Head respondent)

"Distribution of various activities among different teachers. Our Pastoral team is doing a great job too." (Female, primary, religious Head respondent)

"Training myself to compartmentalise my life: personal / professional." (Female, secondary, religious Head respondent)

"If it concerns my work, I try my best to do first what is most important and then leave out what does not appeal to my work." (Male, primary, religious Head respondent)

"Long term planning and delegating though it is not always possible to delegate equally to all members of staff for various and valid reasons." (Female, primary, religious Head respondent)

"I share my stress with a professional advisor." (Female, primary, religious Head respondent)

Others opt to use indirect measures:

"Obviously, if the problem that is bothering me is one I can share with others, I will do so. I do not find it difficult to ask for advice." (Female, primary, religious Head respondent)

"Prioritising work. Postponing corrective action for a while. Rationalising." (Female, secondary, lay Head respondent)
"Sharing thoughts with a 'critical friend' in the same profession who can be trusted." (Female, secondary, lay Head respondent)

"I talk about problems with my assistant heads. I try not to take schoolwork at home. If I am still stressed I go for a long walk alone." (Male, primary and secondary, lay Head respondent)

"I manage to laugh at my own stress!" (Female, primary, religious Head respondent)

Understandably enough, some respondents pointed out that they adopt a spiritual method to cope with their stress by resorting to prayer:

"*Above all prayer.*" (Female, primary, religious Head respondent)

"*Most of all prayer.*" (Female, secondary, religious Head respondent)

"*Go to the chapel and pray.*" (Female, primary, religious Head respondent)

"*Prayer!*"(Male, secondary, religious Head respondent)

In his study, Williams (2001) says that 70% of incumbent school leaders and vice leaders are finding a considerable amount of job dissatisfaction and stress in their jobs. Work intensification with all its different aspects, increased workloads, lack of time to deal with them, and the resulting stress are a phenomenon that cannot be overlooked. For school leaders, the result can be a demand for the impossible, as Evans (1995) says:

> Wanted: A miracle worker who can do more with less, pacify rival groups, endure chronic second-guessing, tolerate low levels of support, process large volumes of paper, and work double shifts ....He or she will have carte blanche to innovate, but cannot spend much money, replace any personnel, or upset any constituency. (p.50)

Yet albeit such demands, and increased constraint for such demands to be perceived as legitimate, people continue to go the extra mile, to work the extra hours, to forego the family or community (in this case). What is even more worrying is the fact, as Gronn (2003) points out, that people are becoming addicted to this pattern, and in reality are living to work, rather than working to

live: "work becomes the measure of what one is and not just what one does" (p. 153). Blackmore (1995) makes the same point, saying that due to the emotional demands of the job and the invasion of personal time and space, "for many teachers and headteachers, the line between the professional and personal is increasingly blurred" (p. 51). Fielding (2003) takes this further by putting forward the perturbing fact that the personal is not just increasingly utilised for the functional, but rather that "the functional and the personal collapse soundlessly into each other" (p.12).

PREDOMINANT SCHOOL CULTURE

Most contemporary theories of educational leadership say that leadership cannot be separated from the context in which it happens. Leadership is contingent on the setting, the nature and goals of the organisation. This would also include the people involved, resources and timeframes, together with many factors, even including the characteristics and qualities of the leaders themselves (Hallinger and Heck, 1996a; Leithwood and Duke, 1999). Research is giving greater prominence to the context in which leaders work and how, to be successful, leaders need to respond flexibly to the context they work in (Hallinger, Bickman and Davis, 1996; Vecchio, 2002).

It is important that educators get to know about and understand the role of school culture and how it impinges on the individual (Hargreaves, 1994). This is because:

- knowledge of educational culture leads to an insight into and develops an understanding of the context of practice

- it facilitates integration within the school ethos

- it enhances the educator's identity and thus be a means of gaining more professional confidence and competency

- the process of educational change at the institutional level will be more understood as it will be set against an established culture and context (Hargreaves, 1994).

Argyle (1994) says that the culture of a group of people is their whole way of life –"their language, ways of perceiving, categorising and thinking about the world, forms of non-verbal communication and social interaction, rules and conventions about behaviour, moral values and ideals" (p.184). According to Argyle, all these aspects of culture are bound to affect social behaviour, directly or indirectly.

Respondents were asked to describe the predominant culture of their schools. They were then asked to give examples to illustrate the culture that prevails in their educational organisations. I feel that this was one of the instances where I could obtain a reflection of how Heads felt that the culture of their school was. Again it could have been a matter of sheer words, or a matter of what Heads really would like their school culture to be.

> *"The predominant culture in my school is one of collaboration between staff and between staff and students. I think there is also a culture of work and a sense of satisfaction in the results obtained. There is also a sense of family and a sense of achievement and pride in the school."* (Male, primary, lay Head respondent)

> *"Very friendly. Children walk in happily. Parents say how happy their children are. It upsets me to see a girl leaving school sad or upset."* (Female, primary, religious Head respondent)

> *"Collegial and person oriented. We try to work as a team though with different degree and commitment."* (Male, primary and secondary, lay Head respondent)

> *"Caring, catholic culture. The family aspect."* (Male, secondary, religious Head respondent)

"Inclusive, caring and able to bring out the best (academic etc.) in each student." (Female, primary, religious Head respondent)

"Holistic including intellectual development and growth and a deepening of Faith and Christian living." (Female, secondary, religious Head respondent)

"Cosy atmosphere. Family ambience. Pleasant. People feel welcome." (Female, primary religious Head respondent)

"Family and friendly although differences do exist." (Male, secondary, religious Head respondent)

"Very high on relationships. The spiritual dimension is very much felt. People feel welcome, accepted, loved and cared for." (Female, secondary, religious Head respondent)

Relevant aspects of culture include not only the set of beliefs, values and norms of behaviour developed within a particular group, but also the habitual patterns of relationship and forms of association within that group – the 'content' and 'form' of culture (Hargreaves, 1992). Through immersion in a particular culture, its members might be prone to both create and accept a distinctive social identity and would be thereby disciplined into accepted ways of thinking, speaking and behaving within a given context (Acker, 1997) although this cannot be taken as a rule for everyone.

> Organisation culture refers to all the specific meanings and values held by the members of a particular organisation. It includes their language, their special vocabulary, their story, the way they view things, their rites and ceremonies, their physical appearance, dress and ornaments, their way of recruiting, educating, rewarding and punishing.
>
> (Lombaerts, 1998 p. 205)

Meanings and values operate in a number of ways:

- they provide the basis for the organisation's specific identity

- they confer the status of membership and give members the sense of belonging

- they ensure the maintenance of boundaries and protect the organisation against the outside world

- they ensure stability for the organisation

- they motivate the members to undertake a certain work, to take risks with and for the organisation

- they ensure a common goal and a common dedication to the interests of the organisation

- they make it possible for the organisation to function, to make decisions, to take the right initiatives in line with the common goal.

(Douglas, 1986).

The big job of the Head then would be to get everyone to sign up to such a philosophy, to convince every member of staff to get on board.

The culture of an organisation represents its ideology. It pervades all aspects of the organisation and it is an influential means of control within the same organisation (Douglas, 1986).

> "*Our culture is to help mostly middle-class families*" (Female, primary religious Head respondent)

"A team-oriented culture focused on improving teaching and learning; providing a caring, supportive learning environment where everybody is happy and everybody is learning." (Female, primary, religious Head respondent)

"Academically oriented, now recognising the need to address change to reach an ever-changing student population / culture that is increasingly alienated from the church." (Female, secondary, religious Head respondent)

"A happy, caring culture, with a particular attention to disadvantaged girls." (Female, secondary, religious Head respondent)

"Simplicity, family spirit, caring, professional attitudes, availability, concern for each child. Our motto is 'Believe and Achieve.'" (Female, primary, religious Head respondent)

"In our school we respect each and everyone the same. We are ready to accept in our school all children with different abilities and mixed gender and we want to make everybody happy." (Female, primary, religious Head respondent)

Everard and Morris (1996) define culture as the "character" (p.151) of the organisation and say that culture covers such intangibles as the tone, value system, the standards by which merit is judged, personal relationships, habits, unwritten rules of conduct and the practice of educational judgement.

"An almost palpable family spirit." (Male, secondary, religious Head respondent)

"We follow the preventive system of our patron saint – religion, reasoning and love. In our school one finds a family spirit." (Male, primary, religious Head respondent)

"The predominant culture of our school is a Catholic one, and a Mediterranean, thus a friendly culture." (Female, secondary, religious Head respondent)

"Friendly, just, fair, calm and peaceful environment." (Female, secondary, lay Head respondent)

"A friendly, happy and family environment. Our school is a welcoming school and accepts everyone as he / she is. We are an inclusive school and give importance to the individuality of each person." (Female, primary, religious Head respondent)

"It is still too early for me to answer this question. However the thing that has struck me most so far is the collegiality that exists among staff and the desire to give the school a good name." (Female, secondary, lay Head respondent)[4]

Deal and Kennedy (1983) suggest that organisational culture, rather than its structure and strategies, is the principal factor at work, as behaviour is affected by shared values, beliefs about the organisation, how it does, and should, operate, and how people behave in it. It would be interesting to see how staff, parents and students see things. This would be part of a study that I propose should be carried out in Maltese church schools. It is important to bear in mind all the time that this is what the Heads said was their ideal. I cannot know that it was actually like this for all the Heads involved.

"Every decision – even the most insignificant, is taken after everyone (and this often includes even the students) have had their say." (Female, primary, religious Head respondent)

"Important issues, decisions and school policies are results of discussions and debate with different school stakeholders, especially staff and students. Parents are also invited to participate in the discussions." (Male, primary and secondary, lay Head respondent)

The culture of an organisation comprises its values (Schein, 1985), operational norms, attitudes to and care for its employees, rites and ceremonies,

---

[4] This respondent was still in her first year of headship.

251

celebrations of achievements, formal and informal networks and systems of communication, the ideology that the organisation espouses (Mintzberg, 1973), perceptions, expressions of need and interest (Martin, 1985), patterns of expectation, and general orientations (Schwartz and Davis, 1981).

> "*A warm, open, friendly community keen to learn and explore new avenues creatively and where discipline plays an important part.*" (Female, primary, religious Head respondent)

> "*It is a caring school. It is also inclusive, trying to find ways and means to make this work with all the challenges and opportunities presented. It is therefore a changing school and therefore a Christian school.*" (Female, secondary, religious Head respondent)

Some organisations strive to have a homogeneous internal culture within their organisation, as this is considered to be one of the main pillars bound to lead to greater commitment to the organisation rather than to the particular occupation of employees (Morrison, 1998). According to Collins (1994) the greatest emphasis of an organisation ought to be put on its people, ethos and culture.

> "*Our mission statement is inspired by the Gospel values and the teachings of our patron saint. Our school aims at creating a team of dedicated professionals to give our girls a holistic education, developing their individual, intellectual, spiritual, emotional, creative and physical potential to the full in the knowledge that such gifts come from a loving God who asks us to use them for our good and for the good of others.*" (Female, primary, religious Head respondent)

In the creation of such a quality culture, the emphasis is on sharing values (Judd and Winder, 1995), the connectedness of all aspects of the organisation, importance of relationships and systems, and shared responsibility (Senge, 1990; Morrison, 1998). Against this background, Hill (1991) argues "the task of

management is to design a structure and establish a culture that will maximise the effective participation of all employees in the pursuit of quality" (p.400).

This brings about the role of cultural leadership that is a culture of excellence underpinned by the values of quality, effectiveness, equity, efficiency and empowerment. This would be bound to affect a shift from a culture of dependence in a centralised system, to a culture of self-management (Caldwell and Spinks, 1992; Caldwell, 2000) where every organisation would be able to enjoy a sense of autonomy and independence leading to better effectiveness.

Admittedly, cultural analysis raises complex issues. However, the task is worth pursuing, because it helps to make sense of what goes on inside the school. Consequently more insight into the cultural context of professional practice is gained (Campbell and Neill, 1994; Woods, Jeffrey, Troman, and Boyle, 1997).

Respondents were asked to give examples to illustrate the culture that prevails in their educational organisations.

> "I talk to all students on a friendly basis and they have little difficulty in contacting me, and other members of the staff." (Male, secondary, religious Head respondent)

> "The school has a very strongly developed Inclusion policy and Pastoral care team. I believe a great deal in talking to the parents of students who need individual help and call them to school when the need arises." (Female, primary, religious Head respondent)

> "We take action when we notice girls who come to school with a sad look. We give witness of love amongst ourselves and expose our students to loving experiences. We also provide all kinds of

possible help and support to disadvantaged girls." (Female, secondary, religious Head respondent)

There is always some kind of organisational culture that cements the members together, directing their collective behaviour, regardless of the kind of activity in which the organisation is engaged. This underlying culture brings about a shared outlook that motivates people to organise themselves for the sake of their common goals and interests (Lombaerts, 1998).

> *"We have a very developed pastoral care policy that works. We also choose not to select the students we educate. The school is therefore with very mixed abilities, cultures and even beliefs. This issue of diversity as a strength is articulated through a Christian ethos."* (Female, primary, religious Head respondent)

> *"In various meetings and seminars all partners, teachers, parents, and students comment that the environment in our school is healthy, friendly and welcoming."* (Female, secondary, religious Head respondent)

> *"The way the school is built and the activities we have throughout the scholastic year, enhance this family spirit."* (Female, primary, religious Head respondent)

> *"We strive to get to know the pupils individually and to offer as much support and care as possible. We also seek to give all members of the school community a lived experience of God."* (Female, secondary, religious Head respondent)

> *"Students and staff reach out to help each other by working in teams and doing group work."* (Female, primary, religious Head respondent)

These unifying elements play an important role in the social life of an organisation. Systematic thinking maintains that the atmosphere and life style, uncritically adopted and pursued, have a more profound and permanent

influence on the members of an organisation, than any conscious, systematic, reasoned instructions.

"Our students do come back very willingly after they leave the school." (Female, primary, religious Head respondent)

"A typical example is that when last year's 5th formers came to the end of they year, we had quite a few who actually cried and sobbed because it was their last day at school. Former students also come to visit us quite regularly too. Another example is that students will usually rally around the school if there is any criticism of the school. This does not mean that they do not criticise certain things that they may not agree with, but they are usually the first to defend the good name of the school. This is very much like a family in the sense that you can criticise members of the family but it hurts to have others criticise your own family." (Male, secondary, lay Head respondent)

"We do prepare students to pass on to secondary level but our main task is, and we do this throughout the primary level, to help each child grow in catholic faith and to give faith great importance." (Female, primary, religious Head respondent)

In spite of inevitable rules, all members in an educational organisation retain a degree of choice as to how they will behave within the set structures and how far they will accept or resist the proposed scenario. To some extent the choices that they make depend on personal qualities, beliefs and value systems However, cultural influences are also important in determining the extent of their resistance to or compliance with, imposed requirements (Talbert and McLaughlin, 1994; Helsby, 1999).

"Values and upbringing cannot be taken as given anymore; we cannot assume that parents share our values and catholic

teachings simply because they chose to enrol their girls in a church school." (Female, secondary, lay Head respondent)

Indeed, in few organisations is the influence of ethos or culture on the product greater than in a school, and subsequently its consequences for society more profound (Rutter, Maughan, Motimore and Ouston, 1980). Mant (1983) writes that the results of every school go to its very heart. The good school keeps asking this question. What is the school projecting to its students? Is it coercion or a sculpted respect for the intrinsic value of ideas and materials?

VISION

"Leadership means having a clear personal vision of what you want to achieve" (Day *et al*, 2000, p. 165). The leader must therefore make sure that his / her vision draws people to it and urges them to take action as well as inspiring them and empowering them. This vision has to be clear and it has to be communicated if it is to become the vision of every member of the organisation.

A vision gives direction but it also serves as a pointer to what should and needs to be done in the organisation. A vision is needed for the growth of every member in an educational organisation. Growth happens if the members of the school have something to look forward to, to strive for, and to be inspired by. An educational leader should provide a vision for the staff which is "some notion of how things could / should be" (Bush and Bell, 2006, p.87).

Respondents were asked to state what is their vision for the school that they lead. Most of the answers sounded very ideal and a sense of catholic outlook and spirit comes out very clearly in most of the answers:

> "*My vision is that pupils grow in a strong living faith; that they acquire deep respect for intellectual values; that they grow in every possible way as persons loved by God; that they grow in social responsibility and that a spirit of love and communion reigns in the school.*"(Female, secondary, religious Head respondent)

"To empower children with the skills necessary to form a strong Christian character based on love; to promote an integrated approach where learning is acquired through diverse teaching and learning methods; to work in collaboration with the family and the community in laying the groundwork for children's lifelong skills." (Female, primary, lay Head respondent)

"That our school continues to be of service to both church and state by offering a holistic education to all those families who opt to send their sons to our school." (Male, primary, lay Head respondent)

"To strive to maintain and strengthen a true community climate reproducing the warm and intimate atmosphere of family life rooted in the Gospel." (Male, secondary, religious Head respondent)

The vision must be shared amongst those working in the school. This is mostly achieved by having everyone own this vision. It must be communicated to all members in the school. It should not be dictated or imposed. Pulis (1997) writes that "the vision which the head has for his/her school should never be imposed on the staff but must be arrived at by means of discussion with all members of the staff. It must be a shared vision as people work best towards achieving those goals which they themselves have set" (pp. 67 – 68). This is very important if the vision is meant to permeate all school activities and be long-lasting. It must be communicated in a way that everyone understands it. Davies and Ellison (1997) suggest that to help all stakeholders to understand, one should aim at "generating a common language to help to create shared understanding about the vision and values of the school, especially in the key areas of learning and relationships" (p.142).

"To follow the school motto of continual improvement in every field of education, and to keep abreast of modern theories, etc, without losing the traditional qualities of the school especially those which give so much importance to the <u>holistic</u> development of each <u>individual</u> student. I am also very much into parental education." (Female, secondary, religious Head respondent)

"That the school continues to flourish as an inclusive school where everyone is appreciated, welcome and accepted and where each partner feels a sense of belonging. More than an organisation our school has to survive as a learning community." (Female, secondary, religious Head respondent)

Day *et al.*, (2000) insist that "effective leaders aim to build 'learning enriched' schools for staff as well as pupils through participative leadership" (p.22). Being a participative leader means involving stakeholders in building a vision together – a vision sprouting from the everyday life of the school. Starratt (1993) insists that participative leadership is "fuelled by a vision of possibilities..... vision leads to a sense of drama being played out everyday in the school. It is the drama of becoming a people, learning how to participate, how to negotiate, how to forgive, how to celebrate heroic ideals" (p.22).

"My vision is to form men and women." (Female, primary, religious Head respondent)

"That of giving the best holistic education to our school children." (Female, primary, religious Head respondent)

"Authentic formation and holistic education of the students within a Catholic environment." (Male, secondary, religious Head respondent)

"Our school aims at preparing the future leaders of both the local church and society." (Female, secondary, religious Head respondent)

Mission is "the purpose and values of the organisation" (Bush and Bell, 2006, p.88). Lussier (2003) defines mission as "its purpose or reason for being" (p.40). The mission translates the vision of the headteacher and puts it into perspective so that it can be implemented. The mission is expected to be memorable and thus serving as a guide to action, a specific expression of the values of the school community. "High-performing, optimistic teachers define their mission, set their priorities accordingly and align their teaching practice with the mission" (Canter and Canter, 1999, p. 29).

> "The school's mission statement is: The Benedictine[5] school will be an exemplary nationally-recognised school characterised by a highly professional school community empowered to create a vibrant learning environment which fosters spiritual, academic and interpersonal growth." (Male, primary, lay Head respondent)

> "To provide a safe environment where young women can achieve to the best of their abilities and be equipped with the skills to excel in a world of change; to help these young women nurture a spiritual inner self; for the school to be a 'significant other' in the teen years they spend with us." (Female, secondary, lay Head respondent)

Beare et al., (1997) state that "outstanding leaders have a vision for their schools – a mental picture of a preferred future – which is shared with all in the school community and which shapes the programmes for learning and teaching as well as policies, priorities, plans and procedures pervading in the day-to-day life of the school" (25).

> "To be the ideal school where I have a happy staff working together, happy students, satisfied parents. I believe in happiness." (Female, primary, religious Head respondent)

---

[5] Fictitious name.

"That our school continues to be of service to both church and state by offering a holistic education to all those families who opt to send their sons to our school." (Male, primary, lay Head respondent)

"That is offers a competitive curriculum oriented towards future needs of the economy. But that it also manages to forge integrated personalities in our children that value their spiritual life and be of service to their fellowmen and the church." (Female, primary, religious Head respondent)

"I want the school to be a very disciplined but relaxed place of learning, sharing with a true family spirit – without undue competition in the "let me learn' spirit." (Female, primary, religious Head respondent)

Leaders need to build their vision together with their staff. This is crucial because in this way the school community will feel the relevance of the vision and mission in the everyday life because "shared vision must pervade day-to-day activities and is constantly renegotiated through them" (Bush and Bell, 2006, p. 89).

"To create a caring environment with a strong team spirit and an excellent relationship of trust so that children will love learning, and where every person involved – teacher, parent, student, is imbued with Christian values." (Female, primary, religious Head respondent)

"The vision of a place where staff and students feel at home. A place where youngsters are supported and guided by their teachers on the road to adulthood in a serene non-threatening and supportive environment." (Female, secondary, religious Head respondent)

One of the salient aspects of leadership is to help the team in developing a shared understanding about the organisation, its activities and aims that bring about a sense of purpose, a vision (Hallinger and Heck, 2002). The most

261

axiomatic theoretical explanations for the prominence of direction-setting practices on the part of leaders are goal-based theories of human motivation (Bandura, 1986; Lock, Latham and Eraz, 1988; Ford, 1992).

According to this theory, people are motivated, even intrinsically, by goals that they consider as compelling and challenging, but attainable. This is because having such goals helps people make sense of their work (Thayer, 1988; Weick, 1995) and enables them to acquire a better sense of self-identity within their work context (Pittman, 1998).

> *"That our school would become a 'learning community' where we all learn from one another, where mutual respect predominates and where our students are acquiring skills they can use later on in any way they need."* (Female, secondary, religious Head respondent)

> *"Helping all the students to become critical and transformative individuals and citizens. To do so the school needs to continually re-invent itself and to provide varied learning opportunities for its students. This also involves the eventual relocation of the school to more adequate premises."* (Male, primary and secondary, lay Head respondent)

Educational leaders can set a direction to their organisation by identifying new opportunities, while cultivating a vision for the future that can stimulate others. Value-laden visions can lead to unconditional commitment on the part of the members of the organisation. Such visions are also a source of encouragement for continual professional growth (Nanus, 1992; Hallinger and Heck, 2002).

> *"A quality school providing a multi dimensional education for all, including staff."* (Male, secondary, religious Head respondent)

Leaders are expected to know the ends towards which they are striving. They should thus follow their goals with clarity and determination. Leaders are also responsible and accountable for their accomplishments. Essentially leadership concerns a strong sense of purpose and direction (Louis and Miles, 1990)

LEADING AND MANAGING

> There is no doubt that the challenges to management are daunting.
> There is a need for strong leadership of our educational institutions.
> (Calvert, 2000, p.6)

Another aspect that this research tries to explore is the importance and significance that educational leaders in the church schools under study, attribute to leadership and management. I tried to elicit the importance that Heads give to each of the two concepts, in which role they see themselves, and how this impinges on their performance.

There is no agreed or specific definition of the words *leader* and *manager* (Busher, 1998) as sometimes the two notions seem to overlap, especially in the educational field (Morrison, 1998). Sometimes the distinction is projected by describing leadership as visionary that is concerned with linking, networking and motivating, while management is concerned with the processes used to ensure implementation of the vision and strategic objectives (SOLR, 2003).

Respondents were asked to say if they see any difference between *managing* and *leading*. Three of the respondents answered in the negative:

> *"When you manage the best way you can, you are surely leading the students in the right path."* (Male, secondary, religious Head respondent)

> "While leading (i.e. influencing the educational community) I manage (ways and means) in view of our mission." (Female, primary, religious Head respondent)

The other twenty-seven respondents said that they do see a distinction between the two concepts. This last group of respondents were then asked to say why they think that managing is different from leading. Some of the notions that were presented are very close to what some of the literature on managing and leading presents:

> "Leading entails a certain amount of policy making and setting of vision, philosophy and ethos. Managing however, entails translating those policies into practice, making the ethos and philosophies come to life. In reality there has to be a lot of common ground between leading and managing. You can write a whole thesis on this, but a manager must also lead people to own the philosophies, ethos and policies set by the leader. On the other hand a good leader is also a good people-manager." (Male, primary, lay Head respondent)

> "Managing invokes a sense of the status quo: oiling the cog wheels to make the machine run smoothly. Leadership involves development. It is a dynamic concept (as opposed to static) that should lead to change." (Female, secondary, religious Head respondent)

> "A manager administers and a leader inspires and takes the organisation a level higher." (Male, primary and secondary, lay Head respondent)

Some writers view management and leadership as two entirely separate approaches that draw on two different worldviews, different skills and different priorities (Rogers and Reynolds, 2003). Zalzenik (1993) advises that managers and leaders are fundamentally different in personality. He sustains that leaders tolerate, undeniably create, chaos, foster disruption, can live with a lack of structure and closure, and are actually on the lookout for change. On the other

hand, managers, in Zalzenik's view, try to restore order and control, which means achieving closure on problems and inadequacies, as quickly as possible. Such a view portrays managing and leading to be rather in conflict with each other.

> *"Managing is getting things done and being efficient. Leading is helping people believe in the values and ideals of the school (Christian ideals) and take their decisions according to those values and ideals."*(Female, primary, religious Head respondent)

> *"Managing you sort of cope with life. Leading you have to find goals to insert into life and make it worthwhile."* (Female, primary, religious Head respondent)

Bennis and Nanus (1985) also elicit a contrast between managing and leading" "managers do things right" and "leaders do the right things" (p.21). Sometimes it can be perceived to be quite difficult to strike a balance between these two alternatives. Managers may also have different priorities than leaders ((Rogers and Reynolds, 2003).

The comparison between the two concepts of management and leadership can be presented in the following Table:

Management	Leadership
Produces order and consistency	Produces change and movement
- planning / budgeting	-vision building / strategising
-organising / staffing	- aligning people / communicating
-controlling / problem solving	-motivating / inspiring

(Source: adapted from Northouse, 1997, p. 9 and Kotter, 1990b, pp. 3 – 8)

Leadership and management can also be seen as distinct functions, or different roles rather than as requiring different types of people. Mintzberg (1975) includes leadership skills as one of the ten requisites of being a manager. Yet while the functions and roles of leaders and managers draw on different strengths, training and outlooks, in the real world of education, individuals can and do embody the roles of both manager and leader (Bush and Middlewood, 2005).

> "Managing is more into the administrative aspect while leading is by having a vision, by example, by convincing the ones being led. Leading, I feel, is INSPIRING others." (Male, primary, religious Head respondent)

> "Leading is moving forward. People should follow me cause I am personifying Christ. Through good management, things are done the way they should so the school moves smoothly." (Female, primary, religious Head respondent)

> "Leading means that one has a clear objective where one would like the school to go. Managing means coping with the daily tasks." (Female, secondary, religious Head respondent)

> "I think I am being a manager and a leader at the same time. I seem to have no choice." (Female, primary, religious Head respondent)

Leaders adjust direction and support according to the needs of the workers. The leader thus gives direction and establishes desired outcomes, methods of evaluation, role definition and tasks. Leaders help people feel comfortable about themselves and the situation. Leadership should involve listening, giving praise, even asking for input and help with problem solving. Managers use a

more intuitive approach to meeting the needs of different staff (Mintzberg, 1998).

A number of respondents seem to share these views:

> "*Managing a school means making sure all is functioning well. Leading a school means taking care of the vision,*" (Male, secondary, religious Head respondent)

> "*Managing has to do with controlling while leading is a process which causes a situation or event to happen.*" (Female, primary, religious Head respondent)

> "*Managing you keep things going. Leading you introduce new values / practices.*" (Male, secondary, religious Head respondent)

On the other hand there were some respondents who shared quite a contrasting view on the roles of managing and leading:

> "*Managing means getting things done through people. Leading is more of a 'prima donna' style!*" (Female, primary, religious Head respondent)

> "*Managing has to be done with understanding and love. Leading needs these two adjectives as well but a leader can easily be dictatorial.*" (Female, primary, religious Head respondent)

A helpful and amusing metaphor of the difference between leadership and management is presented by Green (2006) and is based on the story of Noah's Ark. Leadership was the quality that Noah demonstrated by getting the animals and people on to the Ark in the first place. Management was his skill in building and organising the Ark so that the elephants did not find out what the rabbits were up to! Noah was able to share his vision with sufficient conviction to get the people and animals on board. As a result lives were saved and the people

268

moved on to a better future. But if Noah had not also been a good manager, the Ark may have sunk under the weight of the elephants.

As both leadership and management are necessary for organisations to function efficiently and effectively, the difference should be seen as interactive. Heads might be trained in management skills but not in leadership skills, and vice versa. So many responsibilities are being added on to the head of school's remit that the blurring of borders may have ensued. Some Heads may not even realise that there is actually a difference in the definitions and implications of each concept. Education is about leadership as well as about management (Cheng, 1994; Coleman, 2005). Clearly the way ahead for any school is reflected in the Head's management and leadership qualities (Marsh, 1997) because heads of schools require a vast repertoire of experiences and expertise in many different areas. The Head who excels both in management and leadership is prone and likely to keep abreast in innovative approaches to organisational effectiveness and efficiency, experiment with new methods and take measured risks that help the organisation to improve:

> To lead and manage people effectively requires more than just power and pressure. It requires a range of personal qualities and interpersonal skills. The effective deployment of these qualities and skills in a genuinely supportive and congruent way generates an ethos and culture that fosters learning. It can promote the intrinsic motivation in people at all levels in a school which is the only sure way of securing continuous improvement.
> (Johnston, 1999, p. 8)

Literature shows the subtleties that tie in with the concepts of leadership and management. It is very easy for a Head to get lost in managing a school and forget that one needs to lead by example; how easy it is to make a school efficient but not effective; how easy it is to lose oneself in bureaucracy and forget that schools deal with persons. These notions came out very clearly in some of the respondents' answers:

> "*Managing leaves little room for inspiration. An effective school requires an effective leader (managers manage ..... leaders empower.*) (Female, secondary, lay head respondent)

> "*Although you cannot just be a leader without being also a manager, however if you just manage a school you may end up in an office with little contact with the most important stakeholders – the students and the teachers.*" (Female, secondary, lay Head respondent)

> "*I always considered myself as a leader and not a manager. A good leader can manage the school well whereas a good manager does not necessarily imply a good leader.*" (Female, secondary, religious Head respondent)

> "*Leading happens with and concerns others. It is more democratic than managing, where it is like being a bank manager.*" (Female, primary, religious Head respondent)

> "*The head should be a good leader and not only a manager. A leader is more effective because the role of a Head is directed more towards the students and teachers than the school in itself.*" (Female, primary, religious Head respondent)

> "*To me leading denotes the manner I manage a school – empowering, sharing tasks, delegating while knowing what goes on in school, like the "Good Shepherd" I am 'behind' my flock rather that in front.*" (Female, primary, religious Head respondent)

> "*For me managing means that you are on top and the others are to conform while leading means that we work and make programmes and decisions together.*" (Female, primary, religious Head respondent)

"Managing – the Head is the boss; Leading – helping others by example to educate in the spirit and the charisma of the college." (Female, primary, religious Head respondent)

"Leading a school demands more dynamic participation in what is happening in the classroom, for the leader is a team player focusing on <u>what</u> needs to be done and gets involved in doing it." (Female, primary, religious Head respondent)

"One leads by example." (Male, secondary, religious Head respondent)

Yet both leadership and management are essential for a school to move forward, especially in a climate of change. The following table sums this up very well:

Leadership	Management
'Building and maintaining an organisational culture.' (Schein, 1985)	'Building and maintaining an organisational structure.' (Schein, 1985)
'Establishing a mission for the school, giving a sense of direction.' (Louis and Miles, 1992)	'Designing and carrying out plans, getting things done, working effectively with people.' (Louis and Miles, 1992)
'Doing the right thing.' (Bennis and Nanus, 1985)	'Doing things right.' (Bennis and Nanus, 1985

(Source: MacGilchrist, Myers and Reed, 2006, p. 42)

However Heads cannot go about their job consciously classifying it as a leadership task or a management task. The most important thing is that in executing the task one will be aware, from the reactions and actions, whether it has been done well or not. In my opinion a well-led task is usually one that has been well managed too. Heads must use multiple strategies. Staratt (1995a)

says that principals should wear two hats: leaders and managers. As leaders, principals nurture the vision that expresses the school's core values. As managers, they develop the structures and policies that institutionalise the vision.

Although a debate may be made over the differences between leadership and management, the terms tend to be used interchangeably. An agreement over the definition or even the nuances of distinction is not easily reached. Leadership might be viewed as an aspect of management, with 'real leaders' often characterised as charismatic individuals with visionary flair and the ability to motivate and enthuse others, even if they lack the managerial or administrative skills to plan, organise effectively or control resources. On this basis, it is often argued than managers need to be good at everything that leaders are not (Law and Glover, 2000).

Educational leaders are increasingly pressurised to use both human and material resources more creatively. It can be therefore surmised that leadership and management require different but at certain point overlapping skills. The head of school is recognised as an administrator who will be as successful a leader as his / her managerial prowess permits.

> "I cannot separate the two notions from each other. In my school I am both a manger and a leader. Or shall I say a leader and a manager? Albeit I have two assistant Heads to help me out in my duties, I feel that ultimately the final burden falls upon my shoulder. I am aware all the time that I have to set a good example through my style of leadership, through my methods of leading people,

both staff and students. Then I have to manage the school, finances, vacancies, day-to-day running. In other organisations, you might get different people doing different roles, but in my school, and I guess this happens in most schools, I am the leader and the manager. And I tell you, this is not an easy task. Nothing to be envied for." (Female, primary, religious Head interviewee)

Everard and Morris (1996) sustain that the organisation expects of its principals three things:

- that they integrate the organisation's resources in the effective pursuit of its goals

- that they be the agents of effective change

- that they maintain and develop its resources.

The leader's role is to be the 'glue' in the organisation in the sense of holding the organisation together. As a manager, success depends on using the ideas and talents of a team, on arriving at decisions and actions to which the team members feel committed and on ensuring that they are put into effect.

> Successful schools do not just happen. They are effective and popular because all those who work in them have a commitment to making them so. Leadership, teamwork and sound management structures all go together to promote an attitude where constant professional effort helps to move the school forward at a time of rapid, frequent and seemingly ever-ending change.
>
> (Smith, 1995, p.31)

273

WHAT IS EXPECTED FROM THE HEAD OF A CHURCH SCHOOL

Stakeholders hold different expectations from the head of school. Marsh (2004) mentions the following groups where each has its own expectation, which, at times, can be overwhelming and unrealistic:

- **Parents and community members:** who want a head of school who is *pubic-minded,* yet who has high principles, is open to initiatives and communicates with them regularly.

- **Teachers:** who want an *instructional leader* who supports curricular initiatives but who is also visible, accessible and active.

- **Students:** who want a *sympathetic counsellor* and an *arbiter* who believes in justice, discipline and who inspires them.

- **State department officials:** who want a *reliable* and *efficient* head of school who implements and monitors departmental policies.

In the case of Maltese church schools one would need to add the Secretariat for Catholic education and ultimately the church at large. The Secretariat monitors what goes on in church schools and from time to time issues instructions that have to be abided with.

Marsh (2004) states that leaders can be identified through their actions and qualities. "Leadership responsibilities can be analysed in terms of "functions" and standards or in terms of special "qualities" (Marsh, 2004, p. 93). There is a

wide spectrum of functions that Heads, as leaders, should be fulfilling and one of

my questions was aimed at eliciting this. Participants were asked to say what

they think is expected from them as Heads of a church school:

> "As a Head of a church school, I am expected to manage mainly
> the curriculum and all that is connected to it such as teachers,
> resources, timetable, etc. This however has to be counter-
> balanced by the fact that as a church school due importance is
> given to the Christian and character formation of our students."
> (Male, primary, lay Head respondent)

> "Helping children to become good citizens." (Female, primary,
> religious Head respondent)

> "I have to articulate the vision of the school and the order it
> belongs to in the everyday experience in the lives of all sectors
> within the school." (Female, primary, religious Head respondent)

> "I think I am expected to be a man of vision and mission. I should
> be the one who inspires my staff, parents and students to achieve
> the goals set in the School Mission Statement. (Male, secondary,
> religious Head respondent)

> "Besides what is expected from all Heads of schools, as Head of a
> church school I strive to maintain a community climate, a family
> spirit and promote Gospel values." (Female, primary, religious
> Head respondent)

Leadership responsibilities can also be distinguished by the qualities possessed

by the head of school. Traits and qualities have already been discussed earlier

on (in the literature review). Fullan (2001) specifically suggests that a head of

school should have the following salient characteristics:

- Moral purpose

- Understanding change

- Improving relationships

- Knowledge, creation and a sense of sharing

- Coherence making.

Leaders have to be aware all the time that although their position gives them authority, it is their behaviour that earns them the respect of others. They have to build and maintain their credibility.

> "*I want to promote the well-being of children and families in the light of the Gospel and the teachings of the church. Curriculum is important but mostly, I have to pass on the message of Christ to families through their children. I insist on teachers being Catholic believers. They have to pass on the charisma of our patron saint.*" (Female, primary, religious Head respondent)

> "*That I promote religious values in staff, students and their families.*" (Female, primary, religious Head respondent)

> "*I have to safeguard Christian values at all levels. Build a culture of love among all especially the less privileged.*" (Female, primary, religious Head respondent)

> "*To lead by example. To witness what I believe in not by mere words but by deeds.*" (Male, secondary, religious Head respondent)

> "*To be the chief role model for staff and students and a trusted leader to promote effective teaching practices (and naturally try to remedy ineffective ones) while making sure that the distinctive religious character of the school is reflected in the values that the school embraces.*" (Female, primary, religious Head respondent)

The Head of a school has a dual role: that of a leading professional and that of a chief executive. Bush (1995) writes that "as a chief executive, heads are accountable to external bodies for the successful management of the institution. As leading professionals, they are responsible for the leadership of a group of teachers" (p.11) and of the entire student cohort.

276

"I have to set the vision for the school; I have to run the school; I have to be attentive to students' and their families' needs." (Female, secondary, religious Head respondent)

As leading professionals, Heads can empower staff by including them in decision making and delegating responsibilities. This will allow Heads more time to focus on more important issues associated to their leading role while providing, at the same time, opportunities for the staff to feel more part and parcel of what is happening and being done at school. "It has been said that the lone warrior model of leadership is heroic suicide" (Green, 2001, p. 8). Albeit this, there are Heads who still think that they are carrying it all on their shoulders:

"Everything is expected of me. If things go right you get the credit, if not you shoulder the blame." (Female, primary, religious Head respondent)

"To run the school; to develop the school; to make miracles." (Male, secondary, religious Head respondent)

"To work hard not only as Head but to fill in all posts that have nothing to do with Headship. I am the factotum!" (Female, primary, lay Head respondent)

"Naturally I must obey the Church and do all that is expected from me towards our students." (Female, primary, religious Head respondent)

"The duality of leadership in terms of the concern for people and the concern for the task is often emphasised and applied in educational management" (Bush and Bell, 2002, p. 56). For some Heads these responsibilities seem to move hand in hand and share basically the same importance:

> *"To see that Catholic values are promoted; to ensure that students get a holistic education; to help promote collegiality based on Christian love among members of staff; to support parents in raising off springs."* (Female, primary, religious Head respondent)

> *"That the school will be well managed. I have to pass on values but at the same time I have to exert discipline but in a family atmosphere."* (Female, primary, religious Head respondent)

> *"To keep my school abreast of change in educational requirements without sacrificing the values and teaching of the Catholic Church which are my primary aims to pass on."* (Female, secondary, lay Head respondent)

A number of schools made explicit reference to the influence of the charisma of the founder of the order that runs the school, upon the present-day work of the school. Max Weber (1947) made a detailed study on the sociological meaning of charismatic leadership in which he defined charisma as "a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional qualities" (p. 329). He goes on to attribute 'extraordinary quality' to such leaders which gives them a unique power and influence over others. In Catholic culture this notion has been recontextualised in the concept in the context of charism whereby the extraordinary qualities and virtues of certain leaders are perceived to be a special inspiration of the Holy Spirit demonstrated, for example, by the founders of religious orders (Grace, 2002).

For this reason, the charism of the founder and the spirit of the order are intended to be of significant influence upon the culture and work of those

278

Catholic schools that are derived from these traditions and origins. Overt references to the order's charism, as guiding the educational mission of the particular school, mostly came from those Heads who are members of a religious order. Yet even lay Heads, who evidently were influenced strongly by the traditions of the order, made such references. In fact with the decline in religious vocations, much attention is being given in the Catholic educational field to find ways of handing on the charism (Flannery, 2000):

> "*Directing the school according to the Church's social teachings and the charisma of the foundress. This is the best pastoral care and religious formation that we can possibly give to our students.*" (Female, secondary, religious Head respondent)

> "*To continue the vision and educational philosophy of the foundress of the school, which obviously is based on a Catholic vision.*" (Female, primary, religious Head respondent)

> "*To uphold the teachings of the church and the charism of the congregation thus the children would be given the best education possible.*" (Female, primary, religious Head respondent)

The classic and traditional position that academic achievement in Catholic schools is still very important and still striven for by the administration and staff of the school, was still a strong feature of the articulated mission of a number of Heads of schools in this research:

> "*People expect excellence from church schools. They emphasise orderly surroundings, good results and character formation. I also value a lot spiritual experience. But I cannot exclude the academic side.*" (Male, primary and secondary, lay Head respondent)

"I do my best to help my students to reach their maximum potential in all areas of the curriculum and social skills. Thus they would be using their talents and capabilities to the glory of God."(Female, secondary, religious Head respondent)

"To help the students acquire very good academic results, and grow up as good citizens and Christians." (Male, secondary religious Head respondent)

So how do Heads exactly see their role?

Catholic culture and institutional life have had a strong influence by historical forms of hierarchy, authority and authoritarianism (Groome, 1998) that were embedded in the development of the Church. In the light of this cultural and historical context, it is not surprising that leadership in many Catholic schools, in the past, adopted a sense of hierarchy and authority, in the same manner that religious communities were administered. Therefore it is very interesting to study how contemporary Catholic Heads are either reproducing or moving away from this traditional model, especially when Heads are members of religious communities.

Bearing in mind the dual emphasis on collegiality in Vatican II culture and in modern leadership and management literature, none of the Heads involved in the study supported the traditional strong leadership models of Catholic education in the past. Nonetheless some Heads shared the view that there may be particular or specific situations that may need strong and decisive leadership, what Grace (2002) describes as *context-specific strong leadership* (p.145).

280

"I am the key person. My behaviour is going to affect the entire organisation. So I have to be perceived as strong, assertive and harsh at times." (Female, primary, religious Head respondent)

"I have to encourage, listen, challenge, and point in the right direction." (Male, secondary, religious Head respondent)

"To lead, to accompany, to supervise and see that everyone is doing what is expected and what is his / her duty to do." (Female, primary, religious Head respondent)

"My role is to see that discipline is maintained throughout. I try to be as reasonable as possible, but ultimately, discipline is what makes students good citizens." (Male, primary, religious Head respondent)

Other Heads opted for *mission-focused leadership* (Grace, 2002) where the responsibility of the Head should be strong and specific about mission priorities amid the various and numerous pressures of day-to-day school life. This shows significant evidence that a new form of a more liberal and collegial style of leadership is emerging:

"It is more based on programming; financial aspects and to maintain discipline at school." (Female, primary, religious Head respondent)

"Professional leader and facilitator for all stakeholders, empowerment of teachers and pupils." (Female, secondary, lay Head respondent)

"My role is to facilitate the process and create opportunities to manage the curriculum and all that is connected to it. At the same time I have to give due importance to the Christian character of the school." (Male, primary, lay Head respondent)

"My role is to lead by example." (Female, primary, religious Head respondent)

"A visionary with leadership qualities, with the management and administrative toolbox that can make it work." (Female, secondary, religious Head respondent)

"Rector of the College and delegate for education for the Maltese J. Province" (Male, secondary, religious Head respondent)

"Giving direction together with the whole team and helping people to work as a team." (Male, primary and secondary, lay Head respondent)

"To give direction to the entire school community." (Female, secondary, religious Head respondent)

"To animate, to encourage my fellow teachers." (Female, primary, religious Head respondent)

Virtually all of the Heads, both interviewees and respondents, put great emphasis on their responsibilities for the renewal and development of the Catholic faith among their students. Reference to God, our Lady and to the charisms of saints and founders of religious and teaching orders was constantly made. These references were incorporated into explanations of the work of the school and to the challenges being faced in the organisation:

"My role is to do my work in line with the Catholic church." (Female, primary, religious Head respondent)

"My role is that of the Good Shepherd, to lead, to be attentive to those entrusted to my care be it staff, children, parents, ensuring Christian formation." (Female, primary, religious Head respondent)

"Christian and moral values come before academics. I have to work hand in hand with staff and parents to disseminate these values. I even try to do this by the way I greet people. Our patron saint was the poorest among the poor yet his love for God was his main aim in life. I strongly believe that I have to project this to all those with whom I come across in my work. The ...... charism has to ooze out of me. Another way how I put this into practice is by helping children with special needs and humanitarian cases." (Female, primary, religious Head interviewee)

In fact literature (Starratt, 1995a; Hay and Nye, 1998; West-Burnham 2002; Woods, 2007) on educational leadership shows that spiritual experiences have a positive influence on headship and how this reflects in people's behaviour, their rapport with and concern for others, jointly with their ethical behaviour (Hay and Nye, 1998).

Yet it could well be noticed that this religious aspect was being given a nominal or ritual acknowledgement, rather than a dedicated endorsement, by a number of Heads. In fact while some Heads described their role as primarily promoting Catholic values to the students under their care, it was evident that other Heads were adopting a more utilitarian discourse, with stronger emphasis on academic achievements and standards per se, not explicitly related to the religious aspect associated with Catholic schools. This could mostly be noted by Heads whose schools enjoy a good reputation of high academic achievements:

> "Our school enjoys an excellent reputation as regards academic achievements by students. If our students do not obtain grades one or two in their ordinary level exams, then our performance is regarded as a failure. The parents of the students who attend this school expect too much from us. Sometimes it is overwhelming."
> (Male, secondary, religious Head respondent)

> "To ensure that every single child is a successful learner."
> (Female, primary, religious Head respondent)

It is an undeniable fact that Catholic schools, like other educational organisations, are being affected by the growing academic demands that seem to be taking over every other aspect of schooling (Grace, 2002). At the end of

the day, the majority of students and their parents mostly gauge the success of their school through academic certificates and qualifications. Yet whether academics take over the real mission of Catholic schools, is to a great degree, dependant on the school leader's philosophy and way of going about things. To explain this in Berstein's (1997) concept of visible and invisible pedagogy, the present danger is that the visible pedagogy and visible academic outcomes may begin to overshadow the invisible pedagogy and relatively invisible outcomes related to the spiritual, moral and social formation that Catholic schools are bound to give. In this sense it is the specific responsibility of Heads to do their best to see that this does not happen.

Reference was made and importance was given to personal and social qualities like love and compassion, charity, forgiveness, good citizenship, sexual conduct and the environment. A number of Heads expressed that they were like agencies of hope for students and parents overwhelmed by despair. They tried to find ways and means of helping out physically, emotionally and at times even financially. They declare that this is the true vocation of church schools:

> *"For some children, we are the only ray of light in life. Recently we had a case of two siblings, a five and a seven year old. We got to know that when they went back home after school, they were never given anything to eat. So I made arrangements with the community cook, who is also a chef, to prepare some food for these two kids so that they would eat before leaving school. This went on for quite some time. Then there are other social cases of poverty, of neglect, of abuse. You would start saying to yourself: is it possible that such things still happen in the 21st century? This is truly the role of church schools, above any other role."* (Female, primary, religious Head interviewee)

"I am the Head of school, the teacher, doctor, nurse, and when necessary 'toilet attendant', child carer and receptionist. But I do it out of love for these young ones. They are so susceptible. They need to be loved and cared for. They need care. At times we are also replacing the role of parents. This is very unfortunate, but with the ever-increasing amount of family separations, a lot of young children are falling prey to very difficult situations; they end up like pawns in a chess game. That is why we have to shower them with love and care." (Female, primary, religious Head, interviewee)

Unquestionably then there were issues relating to school effectiveness and

efficiency, leadership and management, ethos and vision:

"Good organiser and motivator for students, teaching staff, non-teaching staff and parents." (Female, secondary, lay Head respondent)

"My role is that of a Head of school: multifaceted, multi-tasking, all rounder." (Female, primary, religious Head respondent)

"I have multiple roles. Administration, curriculum management, pastoral, educational leadership, conflict management, school development planning, vision." (Female, secondary, religious Head respondent)

" I am mainly a leader. To be a good one I need to know all stakeholders well. I also need to be aware of everyone's role and of everyone's assets and limitations. I need to know how to delegate, support and motivate all and lead them towards our vision. I also need to manage the school well so that everyday work runs smoothly for all. I need to be a good planner in order to be mostly pro-active and less re-active.' (Female, primary, religious Head respondent)

"To make sure that every student / class has a teacher, that there are the necessary support materials, that all is working as it should and to be able to improve the working / learning conditions." (Male, secondary, religious Head respondent)

"All that is expected of a Head of school – mainly problem-solving and decision-making." (Female, primary, religious Head respondent)

DO CHURCH SCHOOLS HAVE A DIFFERENT MISSION FROM STATE SCHOOLS?

Catholic schools in many societies have long established a growing repute for achieving high academic standards for their students (Rutter, Maughan, Mortimore and Ouston , 1979; Coleman and Hoffer 1987; Mortimore, Sammons, Stoll, Lewis and Econ, 1988; Bryk, Lee and Holland, 1993; Flynn, 1993; Goldstein, 1993; Morris, 1998a, 1998b; Paterson, 2000a, 2000b). Such a success has created a strong debate about why this is so: is there some distinctive factor that accounts for this success, or is it due to the faith-based context for learning? Another question that comes to mind is why Catholic schools, as the research by Greeley (1982) demonstrates, are predominantly effectual with students who come from disadvantaged backgrounds.

At this stage, Heads were asked if they think that a Church school has a different mission from a state school. Unexpectedly six respondents answered in the negative:

> *"All Maltese schools are supposed to be catholic schools and love is a universal value and need."* (Female, primary, religious Head respondent)

> *"Because I feel that being in a Catholic country all Maltese schools are supposed to have the same mission."* (Female, primary, religious Head respondent)

"At the moment not much. The National Minimum Curriculum includes religious values and is holistic. But if it were different than there would be a difference." (Male, secondary, religious Head respondent)

"I do not think so because once we are in authority, we should do all our best to lead those in our charge in the right path." (Female, secondary, religious Head respondent)

In my opinion such answers come quite as a surprise. Bearing in mind the reputation and the autonomy that all church schools in Malta enjoy, such statements might sound a bit startling. In Malta church schools boast of excellent academic results (and this is the truth for most of the church schools as I explained in the Introduction), of giving individualised attention to their students, of being self-sufficient, of promoting a religious and organised ambience, of having the best physical ambiences possible (at least the majority), and of being organised in extra-curricular activities. In other words, Maltese church schools boast of belonging to a class of their own, (or at least that is the status that they enjoy by the general public). Then it might feel quite odd to have such responses from Heads, who happened to be all belonging to a religious order. One also has to bear in mind how back between 1970 and 1986 there was a huge struggle between the government of that time and the church regarding church schools (Scerri, 2000). It was a very dark time for church schools because it was going to mean the end of their autonomy and character as the government of that time wanted to take them over.

The other twenty-four respondents answered in the positive. To them church schools are certainly different for a number of reasons:

> "By its very name "church School". Anybody coming into the premises should feel that the school is also a place of God. In the recommendations of our foundress: 'My chief concern will be the glory of God and the establishment of a work to spread it'".
> (Female, primary, religious Head respondent)

Greeley's (1982) research suggests that the disciplined environments in Catholic schools is more defined and structured than in other schools. According to Greeley, these disciplined environments are a mirror of the disciplined cultures of the religious orders that are responsible for the schools. Such structured cultures provide the rightly effective setting for academic learning especially for those students who might lack structured environments in their homes.

> "The moment you enter our school, you can realise that it is different. A sense of loving discipline can be felt and you can inhale a sense of structure, of order, or peace, surrounded by the happy voices of our students." (Female, primary, religious Head respondent)

> "Our order's schools go back 550 years. Our community has certain trademarks: one of them is discipline. Some people say this is outdated. But discipline is a way of behaviour. We give great importance to behaviour even at sixth form level. Like students have to stand up when a teacher enters the classroom. These may be perceived as small things, but they give formation. Behaviour includes how to study, how to behave with people. We have a system of prefects for each form to take care of comportment. More than discipline this is promoting values through structured day-to-day living." (Male, secondary, religious Head interviewee)

288

Convey, (1992) supports this notion saying that "quality of instruction remained a significant factor even when all background variables were taken into account" (p. 19).

> "*It has to be admitted that church schools, amongst other things, attain some of the best academic results. That is why church schools in Malta are so much in demand. That is why so many parents are ready to do anything to have their children attend a church school.*" (Female, primary, religious Head respondent)

> "*Parents send their children here to get good results in the first place. We have a very good reputation and in fact we manage to get the best students who sit for the Common Entrance Exam at the end of year six, which as you know, is very competitive. We then try to use academics to reach other aspects that we deem are important for the holistic development of the individual. I must admit, it exerts great pressure on me knowing that ours is considered to be one of the best church schools in Malta. In fact academic achievements are one of my main preoccupations. They may seem a luxury but for the parents of our students, they are not* (Female, primary, religious Head interviewee)

Greeley's (1989) further research goes on to support the theory that Catholic visible pedagogy mediated by a strong sense of vocation about the mission of education, as held by Catholic schools, can have considerable effects upon academic achievements of socially, emotionally, academically weak students.

> "*A church school has to put Christian values and character formation of its students as an essential part of its mission statement. A state school does not have such an obligation.*" (Male, primary, lay Head respondent)

> "*A church school has a particular evangelising mission particular to its vision.*" (Male, secondary, religious Head respondent)

> "*Apart from academic proficiency, values especially Catholic and Christian have to pervade the school life.*" (Female, primary, religious Head respondent)

"First and foremost, the proclamation of Gospel values should be the main objective. Then comes the development of all the children entrusted to our care." (Female, secondary, religious Head respondent)

"A church school, more than a state school, is called to educate in evangelical values besides the academic subjects and preparation for a career." (Female, secondary, religious Head respondent)

The element of human relations within the classrooms, that has to do with a sense of shared purpose, values and community spirit, appears to be another crucial factor that contributes to this sense of success (Bryk *et al.*, 1993).

"I put great weight on interpersonal relations in my school. I think it is one of the main positive features. I guess this can really work out because our schools are small in number so it is feasible to have that sense of community spirit, which after all reflects what Jesus tells us in the Gospel." (Female, secondary, religious Head respondent)

"If you take care of the human needs of the individual, then the academic will follow. Students need to feel that they are loved, that we care about them. In my school, we give first priority to the human side of students and then comes the academic side. We have a lot of social cases in my school and we give first priority to them. This does not mean that we neglect the educational side, after all this is a school. But if students are happy, if they have peace of mind and heart, then their performance undoubtedly will ameliorate." (Female, primary, religious Head interviewee)

A further element that seems to supplement this achievement is a relatively high level of school autonomy for Church schools as opposed to the more bureaucratic ambience of state schools. This is very true for the Maltese context where, as I explained earlier on, Maltese church schools enjoy a tremendous amount of autonomy.

290

"In a sense, a state school is more secular. A church school is making evident its beliefs and values based on a Christian ethos that should give itself up to all. In the Maltese context the situation of relative autonomy also means that church schools have the possibility of being beacons of change in our educational system." (Female, secondary, lay Head respondent)

"State schools have to report to the Department of Education for all that they do. We are accountable to our community and we take great care that the name of the community is not tarnished because of the school. I feel that I can implement policies and measures without being stifled. I understand we have to abide by the Education Act but for certain we enjoy a good amount of leeway, a good amount of autonomy." (Female, primary, religious Head interviewee)

Morris (1997) adds on by saying that Catholic schools that have a strong internal ethos are more likely to be effective than others where this sense of identity is lacking.

"By its very name "church School". Anybody coming into the premises should feel that the school is also a place of God. In the recommendations of our foundress: 'My chief concern will be the glory of God and the establishment of a work to spread it'". (Female, primary, religious Head respondent)

"It has the same mission as a state school, (curricular, academic, etc.) Yet it goes beyond in the sense that there must be a "vibrant' spiritual element." (Female, primary, religious Head respondent)

"Academically there is no difference. But re formation church schools have a greater duty – to pass on charisma of founder." (Female, primary, religious Head respondent)

"A church school has to live up to the Gospel message. Our ethos goes beyond what is simply ethical or academic but it is also spiritual." (Female, primary, religious Head respondent)

"The raison d'etre of a church school should reflect in its being different. The religious dimension should imbue the ethos of the school." (Male, secondary, religious Head respondent)

"I feel that I am not an outsider. I am part of the school. I belong to the school and the school belongs to my community. This gives me a great sense of belonging. I feel prouder of my own school. That is why I take more care in my work. This removes any signs of apathy.... You cannot possible be disinterested in something that pertains to you.(Female, primary, religious Head interviewee)

While some Heads made implicit reference to Gospel and Christian values, others were more explicit about the nature of these values and about the implications of taking them seriously and putting them into practice.

"Being a church school and having Christ as model, then our schools must follow His teachings." (Female, primary, religious Head respondent)

"In church schools the values and teaching of the Catholic church cannot be compromised." (Female, secondary, lay Head respondent)

"It is important, or rather indispensable, for a church school to witness to its distinctive Christian character in all that we do." (Female, primary, religious Head respondent)

"As a church school, we should give priority to the Christian, moral formation of our students." (Female, primary, religious Head respondent)

"A church school has one essential difference: 'it draws its inspiration and its strength from the gospel in which it is rooted' (Catholic schools)." (Female, primary, religious Head respondent)

"We have only one product for sale and that is Jesus and His values of living!" (Female, primary, religious Head respondent)

Bourdieu (1986) says that when analysing any educational system, three forms of capital need to be borne into mind: economic capital whose effects are noticed in the social class inequalities of some students; social capital found in different ways and methods in social networks; and cultural capital expressed in

language, knowledge and style available to students in their homes. When analysing faith-based educational organisations, the concept of spiritual capital can also be added. This can be defined as a resource of faith and values derived from commitment to a religious tradition, and it can be a font of empowerment because it can be an inspiring source in a dull world. "Those within education whose own formation has involved the acquisition of spiritual capital do not act simply as professionals but as professionals and witnesses" (Grace, 2002, p. 236).

School leaders put great emphasis on their resources of spiritual capital in moving forward and in their leadership methods and styles. In fact a study by Grace (2002) concludes that spiritual capital of the Catholic schooling system in the Uk and possibly elsewhere, is what provided the dynamic drive in the past and help it to maintain its integrity in the present.

> "We are all Christians, but being a church school, teaching of Christ is inevitable and we have to be witnesses of Christ. Being a church school we have to be followers of Christ and we should not focus only on the curriculum. We have to adopt a holistic approach." (Female, primary, religious Head respondent)

> "Being a church school, we are duty bound to spread our catholic values, in various means, to our students, to teachers and the parents of the students." (Male, secondary, religious Head respondent)

> "The mission of a church school is to focus on God's Kingdom. Though as in other schools we have to give our students a holistic education, a church school has to give greater emphasis to the spiritual dimension of the individual and to Gospel values." (Male, secondary, religious Head respondent)

Bush and Middlewood (2005) say that aspects of religious beliefs have an influence on a school's performance. In fact in some Church schools in Western countries, leaders are clear that the values expressed through the faith must be fully integrated and indeed dominate the process of performance management. In fact Sikes (2001), narrates how for the Diocese of Sheffield (2000) "challenge, evaluation, consolidation, celebration and *prayerful* reflection will be important characteristics to our approach in this school and will be an accepted part of the process" (p.185). These particular aspects reflect closely what a church school exists for in its mission with students and staff (Robertson, 2001).

What Heads had to say on one hand can be taken to be sincere professional and religious statements of intent. In this sense this constituted an important part of what Bryk *et al.* (1993) refer to as the 'inspirational ideology' of Catholic education. On the other hand other people may interpret this in a cynical way and infer it as "part of a contemporary public relations emphasis .... designed to attract greater student numbers in a competitive situation." (Grace, 2002, p.129). On the other hand, as I said in the introduction, church schools abroad and in Malta are still very much in demand, and so Heads do not need to adopt any gimmicks to attract more students to their schools.

HANDLING STAFF CONFLICT

> Conflict in the sense of an honest difference of opinion resulting
> from the availability of two or more alternative courses of action,
> is not only unavoidable, but also a valuable part of life.
>   Everard and Morris, 1996, p. 34

Conflict management and team building are important factors for enhancing

performance (Walton, 2000) and to have a healthy organisation (Adair, 2000).

Tremendous energies are needed to develop the human side of leadership and

many tend to downplay the human element in leading an institution (Teal, 1996).

Managing an organisation is not merely a series of mechanical tasks but also a

set of human interactions (Bell and Harrison, 1998; DuFour, 2004).

As people learn to work individually, in pairs, in groups, they learn to infuse

practice, as Duignan (1998) puts it, with a higher purpose and meaning because

at the basis of their discourse and actions are the values and attitudes they have

helped develop.

Good teamwork is a characteristic of healthy, effectively functioning educational

organisations (Adair, 2000). Bell (2000) suggests that in educational

organisations there needs to be greater emphasis on sustaining good,

professional working relationships. Adair (2000) says that leaders need to be

committed to both the school and the team in order for people to work to their

maximum potential.

Few heads of school have the luxury of building their own teams. Usually they inherit a team from someone else, and this would include individuals who would not be there if the leader could have it his / her way. Some members of staff may not be motivated, may not want to achieve, may not strive to be in the team, and will not work hard in harness or as individuals. Such persons are bound to have a negative influence on the rest of the group. However it is always important to find out if the potential is there before discarding such individuals (Morrison, 1998).

Respondents were asked to say how they handle staff conflict. It was interesting to notice the diverse reactions and attitude that these educational leaders have towards this topic. There were those Heads who try to negotiate, those who try to find win-win situations, others who resort to assertiveness to help find a solution, there were others who said that they resort to prayer, and some others who seem to take the bull by the horns and go straight to finding a solution.

Interpersonal conflict is defined both as:

- substantive disagreements over issues like objectives, structures, policies and practices
- more personal and emotional differences that arise between human beings (Walton, 2000).

While conflict between organisational members is natural, indeed inevitable, direct approaches to dealing with this facet of organisational life are not. The appropriateness of different methods to conflict management depends importantly on the nature of the conflict, but also, very importantly, on the attitude adopted by the leader.

> "*I usually hear both teachers individually and try during our discussion to blur the differences as much as possible. Then I usually arrange for both parties to meet and encourage them to come to an agreement, which is usually the case. I will resolve when no agreement can be reached because either both or one of the parties are showing lack of good will the issue. However every conflict has to be dealt with on its own merits.* (Male, primary, lay Head respondent)

> "*I must admit that I have hardly ever experienced staff conflict in my years as Head, nor in my previous post as assistant head. Probably because we share and discuss before taking decisions.*" (Female, primary, religious Head respondent)

> "*Through discussion. And I believe a lot in compromise. I do not however allow myself to get in a weak position. At one point of the discussion I put my foot down. However, this point is not frequently reached, because usually the win-win situation I aim for manages to resolve the conflict.*" (Female, secondary, lay Head respondent)

Invariably, people management issues occupy the time and concern of leaders. Some of these issues are potentially very serious. These issues are illustrative of the array and difficulty of dealing with tension situations involving people in a school. Some Heads prefer to try to avoid confronting problems because they know that solutions are hard to find at times. So why put oneself in an unwinnable position that may undermine the future effectiveness of them as leaders?

"I found immediate, direct friendly approach the best medicine for staff conflict. Spiritual activities for teachers help as prevention of such conflicts." (Female, secondary, religious Head respondent)

"Sometimes I try to find a solution, win / win or compromise; sometimes avoid; sometimes lay down the rules." (Male, secondary, religious Head respondent)

Sometimes partial solutions are available, revolving around a negotiated settlement.

"By prayer and by trying to soothe out matters through dialogue and diplomacy." (Female, primary, religious Head respondent)

Beneath help, support, trust and openness that are at the heart of collaborative culture, "there is a commitment to valuing people as individuals " (Fullan and Hargreaves, 1992, p. 66).

"I try to avoid arguing. Having an attitude of listening to them and adopting an attitude of gratitude for presenting their ideas." (Female, primary, religious Head respondent)

When conflict occurs between people (individually or in groups), they often become angry, hurt, bitter, or defensive. Sometimes the conflict ends the relationship or seriously damages it. Yet while conflict is inevitable in relationships, it can have either constructive or destructive results.

According to D'Souza (1999) conflict is more likely to have constructive effects when leaders:

- recognise or anticipate it

- understand its potential

- give adequate attention to ways of dealing with it.

"Usually I speak to them individually. I do my best in a nice diplomatic way." (Female, primary, religious Head respondent)

"I try to question all those concerned and then try to settle everything in the best way I can. I must do my utmost to keep myself as calm as possible." (Female, primary, religious Head respondent)

D'Souza (1999) goes on to contend that conflict can be healthy when used:

- to understand

- to clarify expectations and roles

- to strengthen relationships.

"By giving everybody the opportunity to air their views and to encourage them to listen and to be tolerant with each other." (Female, primary, religious Head respondent)

"I listen, trace the source of conflict and try to convince individuals involved that certain conflicts can better be solved if one recognises one's weakness as human beings and thus recourse to prayer." (Female, primary, religious Head respondent)

Conflict has value in organisations because it:

- spotlights problems that require attention

- forces clarification

- can invigorate leaders to strive for permanent solutions

- directs the efforts of the organisation towards finding solutions

- counteracts lethargy that can overtake organisations

- challenges old habits and restores dynamic creativity

- stimulates interest.

(D'Souza, 1999).

"I try to understand and help them. I show them that no matter what, they are still doing their best and encourage them." (Female, primary, religious Head respondent)

"In practical ways, leading to win-win solutions if possible." (Female, primary, lay Head respondent)

Conflict has its negative aspects:

- Conflict can slow down the decision-making process

- Conflict often makes achieving organisational goals difficult while trying to satisfy individual needs

- People in conflict can divert a lot to time, energy, and resources from reaching important goals. They direct too much attention towards problems and too little towards their resolution (D'Souza, 1999).

"I must admit that staff conflict really gets to me. It takes up a lot of wasted energy, wasted time, helps people to form cliques, and brings about a lot of bad blood. At times the other members of staff are compromised to take sides and this makes the situation even worse. And the worst conflict is with a staff member who works in a subtle way like through under currents. This can be so dangerous, as you can never know what is happening behind your back. I have had situations like this and believe me they are a nightmare." (Female, primary, religious Head interviewee)

Positive effects of conflict include:

- Long-standing problems surface and they are dealt with.

- It clarifies people's viewpoints.

- The tension heightens interest and stimulates creative thinking.

- It produces better ideas and forces people to search for new approaches.

300

- People feel challenged and they receive the opportunity to test their abilities (D'Souza, 1999).

"Ascertain what the real issues are by hearing people out and helping the involved members of staff arrive at an equitable solution. Conflict, if handled properly, can have a transformational effect." (Male, secondary, religious Head respondent)

"By listening and trying to understand while making the person feels positive as a result of the process." (Female, primary, religious Head respondent)

Negative effects of conflict can include:

- A climate of suspicion and distrust develops

- It reduces contact between people and some stop communicating with each other.

- Parties that need to cooperate and work together pursue their own self-interests that may result in resistance (active or passive), instead of teamwork.

- Some may feel defeated, embarrassed, and demoralised.

- Some people may even opt to leave the organisation (D'Souza).

"Some staff members seem to carry the argument on and on. Some seem to like to take up an argument and litigate over anything that comes in their way. The only problem is that, as you know, teaching staff cannot just move from one church school to another.[6] So such individuals remain in the organisation because they have no other choice to their own detriment and that of the school. The usually results in demotivated individuals who can have quite a negative impact on their peers." (Male, secondary, religious Head interviewee)

---

[6] In Maltese church schools there is an agreement that teaching staff cannot move from one church school to another. When this happens, the individual concerned would have to start seniority from scratch. Lately there have been a couple of exceptions to this rule. But this was due to strong cases of harassment.

Negotiation is an important aspect of leading within an organisation to enhance performance (Crawford, 2000). Walton (2000) proposes a framework for diagnosing, controlling and even resolving a conflict. Better management of conflict involves making sure that all parties involved are engaged in a well-managed dialogue, which may at times, involve a third party.

> *"Negotiating around a table; not letting bad vibes simmer."*
> (Female, secondary, lay Head respondent)

> *"I try to listen to both sides and be a mediator."* (Female, secondary, religious Head respondent)

Dialogue is also another effective tool in conflict. The basic objective of dialogue is to manage the conflict by resolution or better control, certainly to reduce its costs and, it is hoped, to improve the quality of the working relationship.

> *"Dialogue is the best way though I am quite direct when it comes to compromising with regards responsibilities and values."* (Female, primary, religious Head respondent)

> *"I pray a lot to the Lord about it at first. Then when it is opportune we face the problem hoping to get to a solution where possible."* (Female, primary, religious Head respondent)

> *"Wait for a calm atmosphere, listen and dialogue with those involved."* (Female, primary, religious Head respondent)

A good working relationship has the following attributes:

- identification of and commitment to the largest set of common goals appropriate to the co-workers' respective roles

- mutually agreed roles

- mutual trust and respect

- shared norms and expectations

- respect for individual differences and tolerance for diversity of views.

(Walton, 2000)

The appropriateness of different approaches to conflict management depends importantly on the nature of the conflict. Three basically different processes are involved in the interaction between conflicting parties (Walton, 2000):

- The first process is *bargaining* over fixed-sum issues, in which what one party gains another must lose.

- The second process is *problem solving* to resolve variable-sum issues, in which, because the principals' underlying interests are not mutually exclusive, it is possible for them to identity these underlying interests and invent win/win solutions.

- The third process is *relationship structuring*, a process by which parties redefine or reinforce their mutual perceptions and attitudes, the meaning of their roles and relationships, and the norms that govern their interaction in the other processes.

Another strategy that some of the participants use, is the tool of assertiveness. This tactic can be summarised as 'openness, honesty and conciseness' and involves:

- letting people know how you feel;

- stating your viewpoint and, if necessary, restating it until you are sure that it has been listened to;

- not hesitating to tell people what you can and cannot achieve and what will be the consequence of their pushing a demand;

- clearly stating your requirement of others;

- avoiding unnecessary padding which may soften or mask the impact of the message that you wish to convey (Hargie *et al.*, 2000):

> "*I am sure that I am not triangled in it. Then I approach each staff member concerned calmly and unthreateningly to clarify and understand the issues at stake. I make my point clear but in a gentle manner. So far, this has worked.*" (Male, secondary, religious Head respondent)

> "*I prefer to call the members in question to my office and discuss the issue. I prefer to look at the root causes rather than the particular incident or conflict.*" (Male, primary and secondary, lay Head respondent)

Being *assertive* must be distinguished from being *aggressive*. Aggressiveness usually involves some degree of emotion and to a certain extent, a desire to impose one's will on the other party or to dominate.

> "*I am very direct. I challenge issues and delve directly into the matter. I would not let things pass. What others won't do, I will do!*" (Female, primary, religious Head respondent)

The assertive person, on the other hand, should:

- keep calm and keep emotions under control

- make factual, objective statements

- respect the interests and feelings of the other party and seek fair solutions in which neither party uses undue pressure to subjugate or dominate the other (D'Souza).

The simple techniques of being assertive are surprisingly powerful. The only danger is that those who practise them may overcompensate for their previous submissiveness and that the dominated may become dominators or even 'aggressors' (Everard and Morris, 1996).

According to Day, Hall, Gammage, Coles (1993) assertiveness is

> ....not merely a communication style but a way of life. Assertiveness is the lifelong dedication to pursuing the goal of open, truthful, clear communication in interpersonal relationships. The ability to be in touch with and express feelings and thoughts as they are experienced and the courage to acknowledge that other people in our relationships have the right to be themselves with all the human frailty that it implies. These qualities depend upon a high level of skilled behaviours, which need to be continually re-examined in the light of experience for their effectiveness and authenticity. This requires awareness, a degree of risk-taking, discipline and positive self-esteem – in short, emotional and intellectual maturity." (p. 135).

Skills such as persuading, negotiating and assertiveness are perceived as being very important. They are the kind of skills that would be most useful, in dealing with issues relating to issues like awkward staff, staff frustrated with change and staff determined not to be overburdened or cooperative (Hargie *et al.*, 2000).

SECTION TEN

ADEQUATE SUPPORT

In an investigation into a group of Heads' perspectives of their work, Southworth (1995a) found that their jobs have become more complex and stressful than ever, involving longer hours of work that are often more concerned with administrative and organisational tasks and less with involvement with colleagues. Heads are getting increasingly more prone than ever to find that their emotional resources are exhausted, they feel undervalued and even worthless. This, at times, can be the start of the road downwards. It is perceived that headship is becoming increasingly more about continuing reconciliation of dualities and dilemmas (Dunham, 1992; Cooper and Kelly, 1993; Ostell and Oakland, 1995): between the tension of being head and leader and remaining human; between the need to manage the organisation and to provide professional leadership; between the exercise of one's own power and authority alongside the need to empower others thus maintaining the school and also developing it. A number of studies (Greenberg, 2002; Jazzar and Algozzine ,2006; Sorenson, 2007) have served to highlight the acute burdens and stress that can be generated in trying to deal with demands coming from those above, when the individual feels that very limited power and resources are available to influence those people below in agreeing to and being able to deliver these demands.

For this reason leaders may feel unsafe, they may feel alone in trying to pursue their mission. And it is in such moments that Heads would need support:

> The risks and costs of interdependence are nothing next to the risks and costs of sustaining a climate of emotional toxicity, of working in isolation, in opposite corners of the sandbox.
>
> (Barth, 1990, p. 32)

Yet it is to be borne in mind that although making use of empathy and social skills is one aspect of leadership, there is a growing body of research into the emotional aspect of being a head of an educational organisation. This is because leaders may experience a range of negative emotions associated with their role:

- Anger caused by carrying the weight of other people's emotions, behaviour, demands and expectations.

- Distress created by personal expectations and other people's demands added to an overdeveloped sense of personal responsibility.

- Anxiety associated with enacting one's role, and the ensuing tendency to avoid anxiety by accentuating the positive.

- Anger about the isolation that leaders experience, and the pressure they feel (created by themselves as well as others) to be perfect managers.

(James and Vince, 2001, p. 310)

For this reason, there is increasing interest in the concept of emotional intelligence (Goleman, 1998) and how this impinges on leadership. The five domains of emotional intelligence are:

- Self-awareness: the ability to recognise one's own emotions, and strengths and weaknesses; this is related to the sense of self-worth and confidence.

- Self-regulation: the ability to control one's own emotions rather than allowing them to control oneself.

- Motivation: the strength of will needed to meet goals, the drive to improve.

- Empathy

- Social skills (Goleman, 2002b, p. 171)

All of these domains are perceived by Goleman (1998; 2002b) to be very important in leadership and management with the last two particularly relating to the management and leadership of others. It is important to note that the new interest in the emotions of leaders and managers and the emotional relationship between leaders and followers is a real contrast to the traditional view of a formal leader where rationality rather than emotion was expected to prevail (Goleman, 1998).

Participants were asked if they feel that they have adequate support when they come across difficulties. The vast majority (n = 26) answered in the positive, albeit one of the respondents said that "more is needed!" while a female, lay, secondary Head said that support is occasional.

The other four respondents answered in the negative:

> "*I don't think we as Heads get much help and support from anyone really. Very often we find ourselves in the position where we are guilty and we have to prove our innocence. Very often we find ourselves having to justify our actions for any action we might have to take. Being a Head of a Church School I sometimes do get help from my mentor.*" (Male, primary, lay Head respondent)

Participants who answered in the positive were then asked from whom they receive support and in what manner. The list was long and very different and for the sake of clarity, I have decided to present this in a table format starting with the most common support givers going down to the least quoted by the respondents. As can be noted from the list below a number of participants mentioned more than one source from where they obtain support.

Senior Management Team	N = 11
Religious Community	N = 10
Members of staff	N = 9
Other Heads of schools	N = 5
Secretariat for Catholic Education	N = 3
Guidance Teacher	N = 2
Superiors	N = 2
School Board of Directors	N = 2
Family members	N = 2
Critical friend who works in another school	N = 1
Contacts	N = 1
Bishop of the place	N = 1
Education Division	N = 1
Area college co-ordinator[7]	N = 1
One of the school secretaries	N = 1
School social worker	N = 1
School counsellor	N = 1
Outsiders	N = 1
Friends	N = 1
Malta Union of Teachers	N = 1

---

[7] It is important to note that Colleges form part of the state school sector. This participant has just moved from the state to the church school sector.

Looking at this table, it is evident that the senior management team of the school can provide a lot of support to the Head. Therefore apart from the fact that a well-chosen, efficient SMT team is very important for the smooth and efficient running of the school (Beare *et* al., 1997; Bush and Coleman, 2000; Marsh, 2004), the team can provide excellent support to the Head if a good and sound rapport is built and maintained in the entire team.

> "*I always discuss my difficulties with my assistant heads. I also find full co-operation from the school counsellor, the curia secretariat, non-state schools section[8], and others.*" (Female, primary, religious Head respondent)

> "*Through their advice. Availability, listening attitudes, encouragement.*" (Female, secondary, lay Head respondent)

> "*We talk at length and come to conclusions together.*" (Male, primary and secondary, lay Head respondent)

> "*By hearing me out, offering encouragement, understanding, support and advice.*" (Male, secondary, religious Head respondent)

> "*Together we try to find the best solution.*" (Female, primary, religious Head respondent)

Bearing in mind that most of the participants come from religious orders, it comes as no surprise that about one third of the respondents said that they acquire their support from the community in which they live. After all Heads are appointed by the General of the community that 'owns' the school. I feel that here it is important to note that when a particular member of the community is chosen to become a Head of school, this is usually based on some criteria: the

---

[8] Within the Education Department, there is a section that takes care of all issues related to non-state sector, comprising church and independent schools. There is even an executive officer who sees to the needs and queries of these two educational sectors.

person is qualified in leadership / management (although as can be seen in Chapter Three, circa half of the Heads in Maltese church schools do not have any qualification in educational management or leadership); the person in question has already been leader of another school either in Malta or abroad, as practically all communities have schools in other countries; the person shows charisma or outstanding qualities that seemingly make her / him an adequate Head of school; or the person is perceived to be the best option to fill in a vacant post of headship. It is also significant to say that some people accept Headship very willingly, while others just do out of the vow of obedience.

> *"Expert advice (precise information) and through listening."* (Male, secondary, religious Head respondent)

> *"They try to help me by showing what is the best thing to be done. Naturally prayer is on top."* (Female, primary, religious Head respondent)

> *"First and foremost support and prayer, listening. Then they do all they can to co-operate and help."* (Female, primary, religious Head respondent)

> *"I get support from the Community.... but not always; rarely from the assistant Head; often from the guidance teacher. This is done mostly through open discussion about the problem, sharing (at times) by the teachers concerned except in confidential cases."* (Female, primary, religious Head respondent)

> *"When it is possible, they come and help me during the matter; they listen to me (even if it is something funny)".* (Female, primary, religious Head respondent)

Members of staff are the next support providers for Heads. This is quite a positive factor and also proves the point that where is a good relationship

between the Head of school and members of staff, this is bound to have a constructive result for all parties involved (Vroom, 1960; Carnegie *et al.*, 1995).

> *"They give me tangible support, help me to focus and back me in all my decisions."* (Female, secondary, religious Head respondent)

> *"By being open about difficulties I come across and ask them to help me to solve them."* (Female, primary, religious Head respondent)

> *"I always felt supported in my actions and plans of activities."* (Female, primary, lay Head respondent)

> *"I can talk. They empathise."* (Female, primary, religious Head respondent)

> *"By discussing certain problems and trying to solve them in a collegial way."* (Male, secondary, religious Head respondent)

Good communication, care, and participation are clearly a great moment to those who are subject to them no matter what the person's role is. These factors are also prone to improve morale and motivation (Bhindi and Duignan, 1997; Sergiovanni, 2001; Duignan, and Collins, 2002) at all levels. Riches (1997) states that morale "relates to the way people think about their work" (p.91). Although morale can be applied to the individual, it often refers to a group of people. Riches mentions three ways how low morale can be identified: through the psychological and physiological state of people, the existence of injustice, and the undermining of status or the use of threats. So if people perceive their work as satisfying, and feel that their efforts are recognised, then they are more likely to give that extra endeavour to do their best. Similarly, if people feel

unsupported, not appreciated, lonely and somehow impotent, then they are prone to start slacking in their initiatives and in their work.

Other Heads of schools seem to be next on the list and it comes quite as a surprise to me that only a small number of Heads use this strategy to obtain support.

> "*Talking through situations; possible alternatives; plans of action; knowing that my source of support is totally trustworthy and shares the same values.*" (Female, secondary, lay Head respondent)

> "*Advice, ideas and helpful suggestions.*" (Female, primary, religious Head respondent)

> "*Mainly discussing delicate issues with people who shoulder the same burdens and responsibilities.*" (Female, primary, religious Heads respondent)

Goleman (2002a) suggests that being in a resonant group, one with other leaders who are venturing together to cultivate new leadership styles and who are living the daily experience of leading a school, offers one of the best arenas for effective stress management. This is because cultivating special relationships is crucial as people can help the individual to understand one's dreams, strengths and gaps and become aware of the impact on others. In my opinion this is being brought about by the autonomy that Maltese church schools enjoy and actually want to retain. Everyone seems to be enclosed in his / her niche and there is no real collaboration among schools at large. At times even collaboration among Heads of the same community, who run different schools, seems to be lacking. Recently I was doing some research for someone in the educational field and I

found out that while Heads in Maltese state schools hold regular monthly meetings, Heads in Maltese church schools do not have anything of the like. I strongly believe that the Secretariat should start working on something similar. Regular meetings among Heads can be a means of sustaining support and collaboration, and while autonomy is maintained there will be uniformity in some prominent aspects. After all these schools all have one important aim: a sound Catholic education to their students.

Another striking feature is the fact that Heads do not seem to obtain much support from the Secretariat for Catholic Education. This is the section that is specifically in charge of all church schools in Malta. And yet Heads do not seem to resort to it for support. It would be quite interesting to study this matter. The section in itself is very efficient. Albeit made up of a small number of employees, the latter are very well informed and up-to-date in laws and legislations and procedures. Yet for some reason it deters Heads from resorting to the section when the need arises. It could be that leaders have the mentality of contacting this section only when administrative matters arise. But then again, why is this happening? What is causing it?

The rest of the list shows other sources how respondents obtain support. At face value support from the family seems to be pretty low. But evidently it has to be borne in mind that in this study there are only eight lay heads and consequently this explains why family ranks so low in the list.

"Family: my husband discusses administrative decisions with me. Congregation gives me constant support." (Female, primary, lay Head respondent)

At no point can the fact that Heads are human be overlooked. Leaders in contemporary human service organisations are being constantly confronted by external and internal challenges and expectations that make great demands on their time, expertise energies and emotional well being. At no point can the fact that Heads are human be overlooked. For that reason having the right degree of respect and having the right support can make leading a far less demanding job and a far more effective one.

CONCLUSION

It is in "making hope practical, rather than despair convincing" (Williams, 1983, p. 240) that the way to more effective, rewarding and fulfilling ways can be achieved.

> It is only in a shared belief and insistence that there are practical alternatives that the balance of forces and chances begins to alter. Once the inevitabilities are challenged, we begin gathering our resources for a journey of hope. If there are no easy answers there are still available and discoverable hard answers, and it is these that we can now learn to make and share. (Williams, 1983, pp. 268-9).

In the ten sections of this Chapter, I have tried to bring out and discuss, as comprehensively as possible, some of the major aspects of leadership and organisational life being faced by this group of educational leaders in charge of Maltese Catholic schools. The main themes of this Chapter were those issues that run through the hearts and minds of the participants as they struggle with the complex amalgam of challenges, satisfactions, chagrins and tensions that leadership entails.

It is crucial that leaders are given the adequate means to be able to examine problems from a wide range of perspectives. There are several good examples to draw on here. They include Bolman and Deal's (1997) 'four frames' model of organisations, Morgan's (1997) eight 'images of organisation' and Bush's (2003) six models of educational leadership and management. In its own capacity, each of these methods provides a rich resource that can enable educational leaders to clarify their own perceptions about their organisation and their leadership, to gain

deeper understanding into those of others and to enhance their repertoire of possible solutions to the challenges that they face.

Making sense of things requires theorising. Much of the applied literature on leadership is, almost by definition, largely atheoretical. To an extent, the metaphors and frames developed by Bolman and Deal, Morgan, Bush and others, represent a number of different theories with the aim of providing more explicit grounds for analysing leaders' 'theories-in-use' (Atkinson, 2000). Yet one cannot afford to overlook the social-science aspect in the study of leadership (Baron and Taylor, 1969). Concepts and theories of sociology, psychology, political science, economics, and, of course, philosophy should "provide the basic tools of literacy on which the understandings and practices of educational leaders are built (Simkins, 2005, p. 22).

"Those in leadership roles have a tremendous responsibility to get it right. Fortunately we know a great deal about what getting it right means." (Leithwood, Day, Sammons, Harris, and Hopkins, 2006, p.3). Consequently these authors come out with seven claims about what really makes a successful school leader

1. School leadership is second only to classroom teaching as an influence on student learning

2. Almost all successful leaders draw on the same repertoire of basic leadership practices.

3. The ways in which leaders apply these basic leadership practices – not the practices themselves –demonstrate responsiveness to, rather than dictation by, the contexts in which they work

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

5. School leadership has a greater influence on schools and students when it is widely distributed

6. Some patterns of distribution are more effective than others

7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.

There is increased awareness that the complexities and ambiguities of leading an organisation make it very problematic, if not dangerous, to come up with some simple prescriptions about leadership (Glatter and Kydd, 2003). Coping effectively and efficiently with these complexities and ambiguities and helping others in the organisation to do so, is the focal task of leadership. Heifetz's (1994) quotation brings this out very clearly:

> Leadership is both active and reflective. One has to alternate between participating and observing. Walt Whitman described it as being 'both in and out of the game' ....Although the principle is easy to grasp the practice is not. Rather than maintain perspective on the events that surround and involve us we often get swept up by them...To discern the larger patterns on the dance floor, to see who is dancing with whom, in what groups, in what location, and who is sitting out what kind of dance – we have to stop moving and get to the balcony. (p. 252-3)

But then, what should the leader be observing from the balcony?

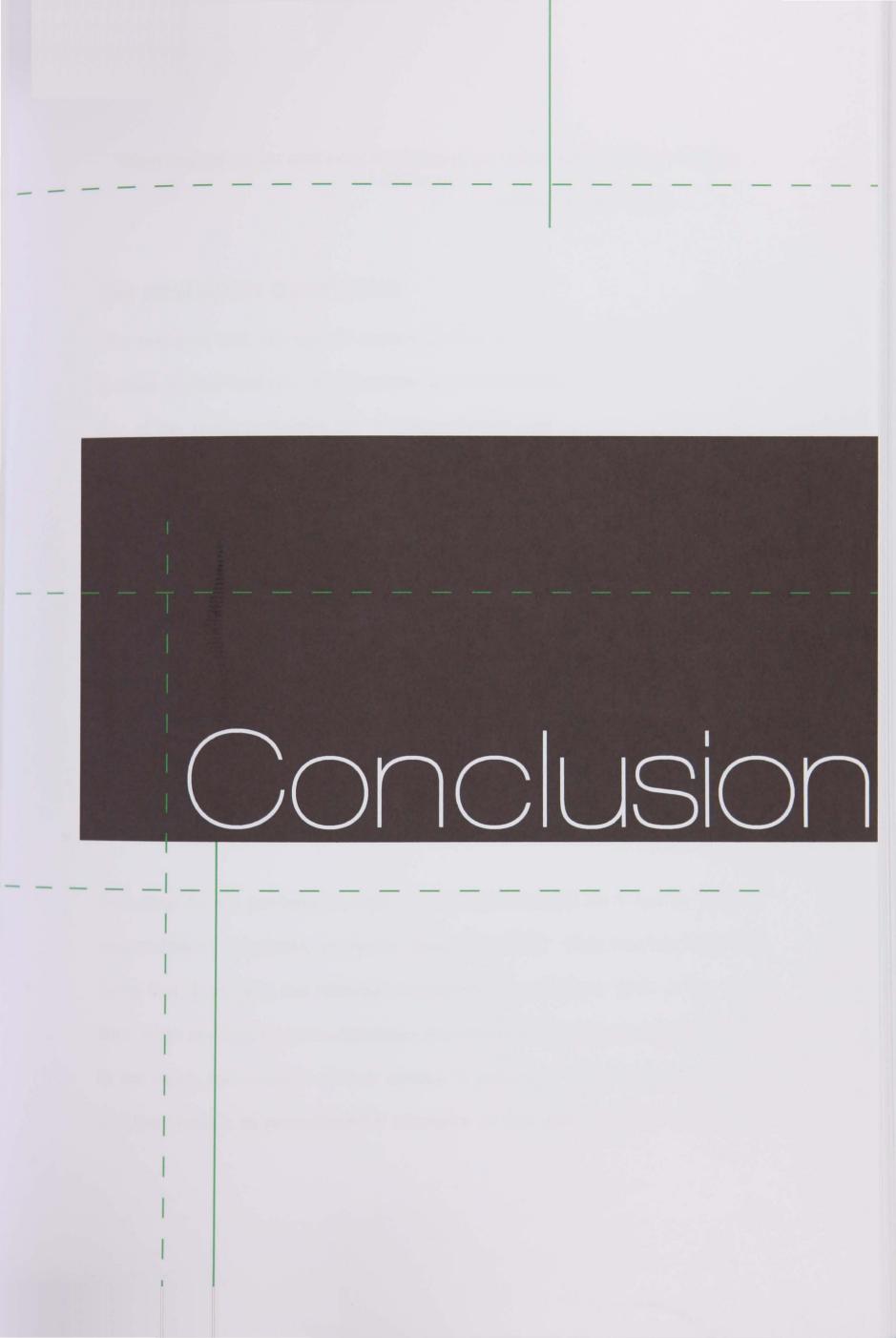Simkins (2005) suggests six areas in this regard:

- making sense of the ways in which leadership itself is perceived

- examining the organisation's role and purposes within a dynamic and conflictual policy environment

- perceiving the ways in which leadership roles are shifting

- studying the ways in which power and authority are being manifested and how they should be constituted and distributed in educational organizations

- scrutinising 'other worlds' across inter-professional and organizational parameters

- using leadership development to comprehend sense-making itself.

None of these leadership challenges can be resolved simply by recourse to concepts about what works. Each of these challenges needs to be tackled by means of a complex process that draws on both the ethical and the practical aspects, on personal values and the collegial discernment of the group. Leading an educational organisation is not easy task, albeit the satisfying factors that it carries with it.

The more you don't like what's going on around you, or the way decisions affecting your life are being made, the more you owe it to yourself to very seriously, 'get involved'. ....“To know and not to do, is not to know.

(Puttnam, 2007)

In the last and final chapter I shall be presenting some recommendations, which, in my opinion, will be beneficial, both to the organisations in general and to the leaders themselves. After all "people who feel good, do well and people who do well, feel good!" (Carnegie, 1995, p.41).

Conclusion

"What lies <u>before</u> us, and what lies <u>beyond</u> us, is tiny compared to what lies within us."

(William David Thoreau, 1976)

THE RESEARCH QUESTIONS

This research had the aim of exploring what it means to be the Head of a Maltese Roman Catholic church school and this included issues like: what is the role of the Head and what are the expectations tied to such a post; what a leader would do differently if it were a state school; and which are the motivating, satisfying and stressful aspects of this job.

EXPECTATIONS TIED TO THIS POST

One of the principal issues that was delved into in this research concerned the function and purpose of being a leader in an educational organisation. Participants were asked what, in their opinion, is their role as Heads of school and what are the expectations associated with this post.

According to the participants their role is multi-faceted as it carries different responsibilities: academic, curricular, social, personal. They see themselves as being tied down with the National Curriculum but having to give, at the same time, huge importance to the Christian and character formation of their students; to the vision and mission of their school; to passing on the message of Christ and the Gospel; to promoting the charisma of their patron saint. The holistic

education of students is another important issue together with collegiality among staff, academic results and educational change.

Evidently the vast majority feel that a lot is expected of them. So far most Maltese church schools have had a good record of successful academic results and this seems to exert some pressure, especially on those Heads whose school holds such a reputation. It is clear that some Heads are context-specific leaders, feeling that their behaviour will ripple over the entire organisation while others are more mission-focused leaders, suggesting that a new form of a more liberal and collegial style of leadership is emerging.

DIFFERENCE BETWEEN STATE AND CHURCH SCHOOLS

Participants were also asked if they think that a Church school has a different mission from a state school. Whilst a small number answered in the negative, the majority believe that there is certainly diversity between the two sectors. The main divergences include culture, academic results, discipline and the entire outlook towards education and the student per se. Some perceive that state schools do not have the same obligations as church schools as they are not bound to put Christian values and character formation of students as an integral part of their mission statement. A further difference that the participants mentioned is the comparatively high level of autonomy experienced by the Heads of Church schools in comparison with the more bureaucratic demands of

the state experienced by Heads of state schools. Another mentioned factor was the strong internal ethos, mostly created by the charisma of the founder and of the religious congregation that runs the school, which is perceived by Heads to be an effective tool as compared to other educational organisations where this sense of identity might be lacking. Most of these Heads perceive their schools as having their particular character, made up of those traits and characteristics that distinguish one church school from another. When analysing these institutions, the concept of spiritual capital was also evident. Heads put great emphasis on their resources of spiritual capital in moving forward their organisation and in their leadership methods and styles.

MOTIVATING, SATISFYING AND STRESSFUL ASPECTS OF THE JOB

The research sought to investigate these three job aspects. It transpired that the work factors that motivate participants most are planning, discussing and shared decision-making, offering support, motivating staff and students' leading others, delegating, solving problems, facing challenges, working in a team, the pastoral aspect, working towards a vision. Other participants referred to a religious dimension to motivation: doing God's will; having the opportunity to proclaim the Gospel or to evangelise. The social aspect was another facet of motivation: that of making a limited but valuable contribution to society; the possibility of making a difference to others; the well-being and development of students; the holistic development of all stakeholders.

The research also explored what these Heads find to be satisfying in their role as leaders of church schools. The strongest feature was seeing staff and students happy, their well-being, their personal, social and academic progress; good rapport with all stakeholders. Satisfaction elements also featured good academic results, providing thus an opportunity for feeling useful. A friendly, supportive and co-operative team coupled with a sense of collegiality also give satisfaction to these Heads. The social aspect is another satisfying factor: being of help to families; being trusted with personal matters; seeing to needs of children with disabilities.

Another aspect that the study tried to investigate was job stress. It was evident that one of the biggest stressors for these educational leaders is the time factor (the feeling that there is little time to do so many things) together with administrative issues. Lack of co-operation from staff, students and parents seems to be another predominant factor causing stress to these Heads, together with lack of motivation and professionalism. Conflict among staff members, pressure from parents, complacency, too much paperwork and administrative matters to be taken care of, money and lack of it are other factors. Social factors are also leaving their imprint on some of the Heads: students coming from broken families, social and material poverty among some of the students, cases of child abuse, and exploitation of young people by adults, media, and society at large. Finally there is that huge sense of responsibility that seems to lurk on and impinge itself on every aspect of leadership.

My study also attempted to comprehend the challenges that contemporary Catholic Heads of schools face in their mission. A range of significant research questions were delved into, particularly what effects Maltese Catholic schools are believed, by their leaders, to be having upon the spiritual, moral and social development of their students; whether the Catholic conception of indirect pedagogy is being usurped by the ever-increasing importance being bestowed upon direct pedagogy, that is if the academic aspect is taking over the holistic development of students; if Catholic culture is still dominant in these schools; how Heads are responding to mission challenges, market challenges, moral challenges and social challenges in their organisations; and finally what kind of support these Heads are obtaining in trying to meet these challenges.

THE SPIRITUAL, MORAL AND SOCIAL DEVELOPMENT OF STUDENTS

It came out very clearly that all Heads, to some degree, are aware of and have the spiritual, moral and social development of their students at heart, and hold it as one of their main objectives. In fact this was one of the main features that emerged at the very beginning when Heads were asked to say what if feels like to be the Head of a church school: and their replies were basically along the lines of providing the best holistic education to all their students. The perceived spiritual, moral and / or social aspects of their mission are among the motivating factors of most of the participants. The latter see this as their main mission and inevitably they are putting this into practice in the best way that they deem

possible.   The data also shows that female religious members give more importance to the spiritual aspect of education.   Incidentally social factors and the general well-being of students are also among the most stressful factors that most respondents admitted to.   Inevitably these church schools include in them a mixture of students coming from all strata of society, with different social, moral and academic backgrounds and participants seemed to be very much aware of these factors.   Some Heads admitted to being fonts of hope and optimism for students and even parents who may be overwhelmed by trouble or despair.   All respondents take the issue of equal rights and inclusion very seriously and put it, in very clear and transparent ways, into practice.   Again the majority of Heads give a lot of prominence to the notion of human relations, to a sense of shared purpose, to values and to community spirit.

INDIRECT PEDAGOGY VERSUS DIRECT PEDAGOGY

Albeit academic achievements play a very important role, especially in some particular schools which enjoy such a reputation, Heads still give a lot of weight to the indirect pedagogical aspect of their organisation: preparing students for life and to be good Catholic citizens.   Being of service and helping others were perceived to be some of the main satisfying and, even more, striven for factors for a number of respondents.   It is an indisputable fact that Catholic schools, like other educational organisations, are being influenced by the ever-increasing academic demands that seem to be high jacking every other aspect of

schooling. Yet it is an undeniable fact that whether academic study and achievement take over the real mission of each particular school, depends to a great extent, on the school leader's philosophy. And this fact came out very clearly from the participants' point of views. On the whole the vast majority of Heads in this study still give a lot of weight to the invisible pedagogy and somewhat invisible outcomes related to the spiritual, moral and social formation of students. In fact clear reference was made to the importance that some Heads are giving to education aimed at encouraging and inculcating the personal and social merits like love and compassion, charity, forgiveness, good citizenship, responsible sexual conduct and care of the environment.

IMPORTANCE OF CATHOLIC CULTURE

Leadership cannot be detached from the context in which it takes place because the culture of an organisation represents its ideology. For this reason the role of school culture and how this influences all those who form part of the organisation cannot be overlooked or discarded. As the data from the interviews and the questionnaires showed, all Heads are doing their utmost so that the Catholic Culture of their religious order still prevails in their school. It is also evident that when lay Heads are involved it is still made clear that they have to follow suit. Some Heads feel that the charisma of their patron saint has to be felt strongly by all those who enter their school, and even more by those who study or work there. Most participants were aware that they have a strong

influence upon their organisation's culture by means of practices that are aimed at developing shared norms, values, beliefs and attitudes among staff and students. For this reason they dedicate most of their time and energy to promote and sustain the Catholic culture that prevails in their schools. Culture gives character to the organisation and the factors that it covers like tone, value system, standards, relationships, habits, rules of conduct are clearly being given their due importance by this group of Heads. Organisational culture seems to be one of the main principal factors at work as it affects shared values, beliefs, operation and over-all behaviour of all involved in these organisations under study. This is also very evident in the attitudes towards staff and students that many participants explained; in the rites and ceremonies that take place within these organisations; in the celebrations of achievements; in the formal and informal networks that make up the different schools together with the ideology that these organisations advocate and promote; and in the expressions of need and interest and general orientations adopted.

MISSION, MARKET, MORAL AND SOCIAL CHALLENGES

The data reveals that two sets of conditions are contributing to these professional learning communities, namely structural conditions and human and social resources. Participants say that they are developing a sense of professional community by giving attention to teacher development and by generating and supporting the structural conditions, human and social

interaction models that sustain a sense of community. This is one of the strategies that some Heads are adopting to respond to market and social challenges that their organisations, like all educational organisations are facing. Participants who lead small schools are evidently using this to their advantage by providing a more focused academic programme in a more personalised ambience. Larger schools connect the different aspects of the organisation, giving greater importance to relationships shared responsibilities and empowerment to face such challenges.

SUPPORT FOR HEADS

The majority of participants admitted from the very beginning that their jobs are complex, stressful, laden with responsibility, and involve long hours of work. A good number of participants also admitted to being emotionally exhausted, and also to having feelings of loneliness, undervalue and worthlessness. Although the vast majority of participants admitted that they feel they have adequate support (mostly from their SMT and their respective religious communities in the case of religious Heads), the over all feeling that I could elicit was that much more support can be given by different potential sources. This is why, as I write in my ensuing recommendations, I believe that building a stronger rapport among church schools would be beneficial in so many ways. Promoting special and resonant relationships can be a crucial tool that most Heads can find to be very beneficial in their work.

Naturally, much more can be explored in all of these areas and evidently it was practically impossible in my research project to explore and find all the definitive answers to these questions. But I believe that this research can shed some enlightenment and clarifications that are valuable both to the field of Maltese Catholic Education and to other researchers who might wish to delve further into the area of educational leadership and management.

GROUNDED APPROACH

Since in my study I wanted to develop, instead of test a hypothesis, adopting a grounded approach was an appropriate way to obtain the qualitative and subjective data that I needed. This is because grounded theory is a methodology in which theory is derived from data that is systematically gathered and analysed. In fact this is what I had in mind from the very beginning: to obtain methodical and reliable data and as a result develop a theory.

Grounded theory was originally developed by Glaser & Strauss (1967) with the aim of building theories faithful to the area under study illuminating a particular phenomenon. The hypothesis is grounded in the specific data that the researcher collects, and the usefulness of the constructs can be tested in subsequent research. This was the route that this research followed: data was collected by interviews and questionnaires, then analysed, and this led to the

331

grounding of the hypothesis. The grounded approach that was adopted in this research made the two methods, namely interviews and questionnaires, even more reliable where theory emerged from and was grounded in data.

Because theory is grounded in the data that is actually gathered, grounded theory resounds with both the people who experience the phenomenon and the researcher who has a professional interest in it. And this was another reason why I chose to adopt a Grounded approach. Participants were an integral part of the entire process as was my professional and personal inquisitiveness in the field. Grounded theory endeavours for a diagnostic and critical interpretation of research participants' worlds and of the practices that represent how these worlds are built.

Another factor that spurred me on to use a Grounded approach was the fact that recently the application of grounded theory has gained more popularity among organisational researchers. And as I explained in Chapter Two, it has been employed in studies on organisational culture, growth, change and innovation, work teams, company survival and organisational leadership. This is because Grounded theory is perceived to produce descriptions of organisational reality that are likely to bring forth positive discussions around such important themes.

Grounded theory methods entail simultaneous data collection and analysis, with each factor informing and focusing the other throughout the entire process. In

fact, I started my analyses early while I was still in the process of collecting the data so that I would be able to focus further data collection. In turn these focused data were used to refine emerging analyses.

The contemporary tendency is to adopt a reflexive, constructivist approach to grounded theory that emphasises the studied phenomenon, rather than the methods of studying it ((Charmaz, 1990, 2000, 2003; Charmaz and Mitchell, 2001). This would mean that while adopting a systematic approach to research, the researcher takes a critical stance that cultivates a sense technique of integrating subjective experience with social conditions in the research. The whole research route is an interactive procedure: past experiences and current interests of the researcher infuse and integrate in the processing of all the data. And this was what happened in my case. I have always worked within the church schools sector and the themes of organisational and educational leadership and management are two of the areas that I find intriguing and absorbing.

Grounded theory is said to shed light on complex phenomenon, with special prominence to how they occur. And in my opinion, leading a school is no simple matter. This theory answers process-oriented questions, connecting the factors that give rise to complex, dynamic phenomena: it is like capturing a moving picture instead of a snapshot. And this is what I tried to do in my research: discover as much as possible, delve into the truth, and not just superficially.

While analysing the interviews and questionnaires, thus organising and explaining the data, I could elicit the participants' views and definitions of the situation. I could see a bird's eye view while at the same time focus on particular themes, like being able to use a wide lens to get an over-all picture and then zoom closely to focus on and scrutinise details. In this way I could go deeper into meaning and action and try to depict a picture of the whole scenario.

RECOMMENDATIONS

In this research study, I have tried to investigate what it is like to be a headteacher in a Maltese Roman Catholic school, through an exploration of attitudes, behaviours, leadership styles and managerial skills and approaches that these educational leaders are adopting.

Based on these findings, in this final chapter, I shall be putting forward some reflections and recommendations that, I feel, frontline leaders in charge of Catholic Schools in Malta, can take into account and possibly adopt. Hopefully these will be creative, intuitive frameworks within which leaders may seek to operate, together with modes of professional development to better prepare and sustain leaders to cope with the complex and demanding roles that they have either inherited or been offered.

But before I start presenting my recommendations, I feel that it is very important to state that as regards academic results these Heads seem to be successful as most students in Maltese church schools appear to be attaining satisfactory to very good results. As I also explained earlier on (on page 12) this has been proven by studies conducted locally by independent organisations. Another undeniable fact is that Maltese church schools are in great demand among local parents and up to now the demand has always been far greater than the supply.

Nevertheless some changes can be carried out which, in my opinion, will render these organisations better managed, more collegial and more in keeping with the changes that are happening in the educational field.

ONGOING TRAINING

Ongoing training should be offered to all established Heads. At this day and age, when lifelong learning is being given such prominence, constant instruction is a necessity, especially in a field that is developing rapidly and continuously. Professional development of leaders should include regular, confidential opportunities for social interaction and learning, peer support, mentoring, and coaching. The professional development of leaders should help to edify and challenge them to develop more adequately theorised understandings of school leadership in Church schools. As the data in Chapter Three shows, only just over 50% of the respondents had some kind of training in Headship including five

participants who only had short ad hoc courses. To me this is quite worrying for, although experience is a huge asset, and while some of these Heads can boast of a good number of years in Headship, I believe that experience can profitably be backed by academic, and research based evidence and knowledge.   More perturbing is the fact that when respondents were asked whether they received any kind of training in educational management and / or leadership after their appointment as Heads of school, only 67% replied in the positive. And after scrutinising the type of training that these Heads underwent while in their leading posts, it can clearly be noticed that some courses enjoy a good degree of relevance and significance while others were simple one-off instances.   To further corroborate this, when respondents were asked if they feel that they are adequately trained in Headship, only just over two-thirds answered in the positive. I feel that this issue has to be taken seriously, either by the religious communities that run the schools or by the Secretariat for Catholic education. Alternatively arrangements can be made between the two entities to ensure that this matter is taken care of seriously.

MENTORING

Apart from the importance of self-development and self-reflective activities, mentoring or being mentored can have significant benefits and a positive impact for all involved, namely mentees, mentors, the educational organisation involved and the education system at large.   Mentoring programmes can contribute

substantially to the formation of authentic and effective leaders through the expertise, experiences and wisdom of experienced leaders. In this way mentoring programmes would be able to contribute to the professional development of people at entry points to new or promoted posts of Headship. This will happen through peer support, thus enabling new Heads to make sense of their role and acquire a clearer understanding of what it is like to be a headteacher. It will also help Heads to gain more confidence and self-assurance in their new role. This will take place through interaction with the mentor, plausibly leading to developing expertise in a series of areas, like staff management, staff motivation and conflict resolution. Mentoring can be a powerful leadership development strategy, as it tends to speed up the process of transition.

Mentoring can also be a source of support, as it can help in reducing isolation experienced by some of these Heads through the 'sounding board' provided by mentors. In fact mentoring is perceived as one element in a process of networking designed to reduce professional isolation. For this reason mentoring would be a useful asset to established Heads, not just to newly appointed ones. Many Heads would value the opportunity to reflect on their practice with a senior colleague.

Mentoring can also bring about mutuality in relationships accepted as a key to shared learning and experiences. As it is evident in Chapter Four, there is very

little contact, if any, among most of the Heads of Maltese Church schools. Consequently strategies that can help promote healthier interactions and a friendlier rapport among this group of people should be encouraged and mentoring is one similar tactic.

Since mentoring pays more attention to the social and psychological aspects of the beneficiary, it can also act as a mirror for self-reflection, providing a powerful and effective way of assisting this process. Thus Heads would be able to self-evaluate their performance and be able to maintain positive traits and adopt other needed tactics.

As I wrote in Chapter Three, a good number of Heads do not have any kind of qualification or training in leadership or / and management. Others found themselves occupying this post inadvertently. For this reason mentoring will have the potential to foster the development of such leaders while it will help to equip and maintain others in their role as educational leaders by providing them with constructive feedback and professional support.

Research suggests that on the job experiences are perceived as more significant than off the job experiences, although there is an evident need for both. School-based experiences are a huge asset for leadership development and therefore mentoring would prove to be an essential tool for this particular group of educational leaders.

While leaders need to be supported by means of professional development and mentoring, the need for these organisations to think differently about promoting the quality and depth of their leadership is perceived. Some of these leaders admitted that very often they find themselves alone and isolated, feeling that they are the only ones responsible for leading their organisation. In fact this was one of the very first features that was revealed by the participants both in the questionnaires and in the interviews. This represents a very constricted view of leadership and one that is loaded with danger. The 'lone-ranger' leader is very prone to suffer from stress and burnout, or sacrifice life for the sake of the job. In the discussion on Job Stress, it is evident that a good number of these Heads feel very stressed and some of them are adopting stress coping strategies that might not be so effective and efficient. Leaders need to be assertive enough in their own identity to freely share their leadership role and responsibilities, thus promoting a culture where others are very willing to participate. Introducing and encouraging the notion of shared and distributed leadership among staff is bound to lead to a greater sense of belonging at all levels. And as I discussed earlier on, this will act as an incentive to staff while lessening the load off the shoulders of the Heads concerned.

Frames of Reference

The task of formulating a vision by the leader in collaboration with all the stakeholders is not easy without its tensions. In fact Heads in this particular study said that to convince all members of staff and all other stakeholders to start pulling the same rope leading to one common vision is no straightforward and uncomplicated undertaking. Having to cope with the dual pressures for change and stability is also a difficult matter to strive for. For this reason, leaders in contemporary educational organisations require frames of reference that would be able to help them manage situations of uncertainty, ambiguity and paradox. This is another reason while I feel that there should be more liaisons between Heads themselves and also with some other entity that can act as a frame of reference. Leaders may also need frameworks for making choices that may be perceived to encompass difficult considerations, values and ethical issues. At times, choices are between *right-and-right* rather than *right-or-wrong* alternatives. Finding optimal solutions to such situations demands mindsets and approaches contending *either / or* solutions and adopting *both / and* methods. In this respect, the Secretariat can act as a very potential tool as I discuss in the following section.

Secretariat for Catholic Education

More tangible support can be given by the Secretariat. Although help and advice are readily available, for some reason or other, this is either not being felt by

most of the Heads, or else is not being sought by them. In fact when participants were asked from where they obtain their support the vast majority referred to the senior management team. Only a very small percentage mentioned the Secretariat as their source of support. Maybe the Secretariat can promote its services so that Heads would be encouraged more to resort to this section for help and consultation. Or maybe a specific section within the Secretariat can be set up to deal directly with the various needs of Heads, be they administrative, supportive and even personal to a certain extent. The Secretariat can also be the organising body of yearly conferences and monthly meetings (as I discuss in the following section). Inevitably there has to be an organising entity that takes care of the managerial and executive side of things.

Collegiality among Schools Versus Autonomy

Structures and resources for consultation, relationships, dialogue and partnership among schools should be encouraged. While Maltese church schools enjoy a high degree of autonomy, and this is one of the backbones of these schools, that make them quite unique in nature, too much autonomy may have the tendency to isolate schools from each other. It has to be asserted, at any point, that autonomy in terms of leading, managing, and running the school, is one of the main features of church schools worldwide. Apart from this, finding the right balance between legitimate mandates and school autonomy is an important condition for organisational character to flourish as Sergiovanni (2001) insists.

Autonomy provides the unique sense of commitment that a school stands for: its values, traditions, meanings and purposes. It also includes the traditions, rituals and norms that define the particular school. In fact this notion comes out very clearly from the data. Autonomy differs from one school to another and these differences lay the groundwork for developing the school's unique character.

I sincerely believe that this sense of autonomy should be maintained. However a balance should be struck between remaining autonomous and building good and strong rapports with other schools. Through this sense of collegiality, a lot of genuine and beneficial sharing can happen.

REGULAR MEETINGS AND NETWORKING

Regular meetings should also be held among Heads. The importance of such meetings cannot be emphasised enough. Bearing in mind the busy schedule of all Heads, meetings can be planned well in advance so that Heads would be able to include them in their calendar. In such meetings, Heads should be encouraged to include topics of concern in the agenda. Different speakers coming from relevant fields can also be invited to attend and give their contribution. I feel that I have to emphasize again that there seems to be no real network among this group of Heads. Autonomy is very important, but the need to meet, discuss, co-ordinate work and share good practices is tangible and real. In this day and age, no educational organisation can live and flourish on its own.

Different approaches can be adapted to organising the coordination of these institutions while at the same time preserving the autonomy of these schools. An atmosphere has to be created where Heads feel comfortable to share self-doubts without feeling like a failure, as well as celebrating successes without feeling arrogant. A sense of collegiality would thus be created where peers would be willing to give and receive both constructive feedback and reinforcement. It has to be constantly borne in mind that the development of such a rapport cannot be left to chance, but neither can it be forced or mandated. For this reason, it is of utmost importance that Heads really perceive and feel the necessity of meeting regularly and networking with their colleagues.

HUMAN ASPECT

There has been, and there might still be the tendency in some Maltese church schools to inject people into leadership roles without appropriate preparation. Other Heads, albeit properly qualified, might feel on their own, trying to carry a burden that at times, seems somewhat too heavy to bear. Apart from having adequate academic preparation and training, Heads need to focus also on their formation as human beings. Such formation would help them expand their horizons and help them to appreciate that leadership is a holistic process, that apart from being good leaders and managers, they also have to be good human beings. As Kelly (2000) eloquently says, "in this respect it is not merely a matter of knowing something, but becoming someone, not just a matter of knowing

relevant things, but of becoming a relevant person" (p.19). Self-actualisation should then be one of the main objectives of these Heads.

Perhaps one of the first steps of preparing and training educational leaders would be to focus on their formation as authentic, sensitive, dependable and genuine human beings. Such an approach would help to expand leaders' horizons and make them more aware that learning and self-development are holistic, and they should be tools that connect them to the world of knowledge and to their wholeness as human beings. It is not sufficient for contemporary leaders to be good managers and efficient and productive practitioners. They also need to be good human beings. Formation processes should help leaders to develop their personal ethical and moral frameworks to be able to study, analyse and cope with the complex task of leading their organisation.

In this respect, religious communities together with the Secretariat can work in a proactive manner by organising training courses for persons, religious or lay, who intend to take up a leading post in one of the schools. And it is imperative that apart from the academic, leading and managerial aspects of being an educational leader, one would also tackle the human aspect. After all as I wrote in my introduction, in the educational field, school leaders are central and their leadership is considered as fundamental to the success or otherwise of their organisation. It is to be borne in mind that success is measured not only through good and better examination results that students obtain, but also through the

personal and social skills that students acquire during their course of studies. Leaders thus need strong personality qualities to affirm influence and function. Leaders need to take decisions, and each decision has to be taken with skill, immediacy and a certain degree of stability. And this is why the human aspect of the Head has to be given its due importance.

STRIVING TOWARDS A MOTIVATED, SATISFIED, STRESS –CONTROLLED COHORT

Leaders need to be people with heart, who are adequately emotionally mature to be able to develop mutually inspiring, enriching, heartening and productive relationships with all the other stakeholders who make up the organisation. Leaders are bound to have to make choices in tension situations, which usually require more than mere management skills. Such situations would necessitate creative, intuitive frameworks based on the in-depth understanding of human nature on one hand, and the needs of the organisation on the other. Consequently this would call for a sound judgement, a wisdom derived from critical reflection on the meaning of life and work, and a background academic knowledge that would direct the leader in making informed decisions. For this reason it would be very beneficial if Heads were given training in stress management, taking a more direct stance towards coping and dealing with stress. It would also be helpful if Heads were trained in self, staff and student motivation. Energy and endeavour need to be invested in motivation, as it is that special impetus that directs people towards a desired target. Motivation is that

mental process that drives individuals towards particular goals, including decisions about what to aim for and how to go about it. Motivation is the driving force behind most of our actions, plans and strategies and without it, the school process becomes dull and stagnant. Motivating factors tend to change and vary according to the individual and to circumstances. Respondents gave a broad list of motivators ranging from the organisational and managerial, to the spiritual aspect, the personal, and even social facets of being a leader in a catholic school.

As the literature on job satisfaction says, being satisfied reflects the individual's attitude and happiness with the situation and satisfied people make better workers. This will help Heads to define their mission, set their priorities accordingly and align their performance with their mission. Albeit satisfying factors vary, as was evident from the data, the human element is always one of the predominant features together with the academic and leading aspects that being a Head of school entails.

Keeping these three job aspects into perspective may render a happier and more efficient cohort of Heads.

In the past, there was the tendency, in some Maltese church schools to inject people into leadership roles without adequate preparation. Unfortunately this trend still seems to lurk in some educational organisations. An evident problem associated with this approach is the fact that in some cases people would be reluctant to accept leadership posts either because they do not perceive any capacity to perform effectively in such a role or simply because they would not be willing to take up such a post. This fact came out very clearly by a number of interviewees and respondents who narrated or wrote how the role of Head was either imposed on them and they had to accept it due to their vow of obedience, or on how it came upon them as a strike of lightening.

In the Introduction, I explained the way Heads in Maltese church schools are chosen. I believe that it is now time when religious orders need to think more about proper academic training for prospective Heads of school. Applying theory to practice would be the best scenario. This would not exclude personal qualities that distinguish one good leader from another. I also feel that the idea of having lay people as Heads should not feel so threatening especially in the absence of qualified or adequate religious persons to take over. It is true that the number of lay Heads is on the increase, but this is still the minority (as the data in Chapter Three shows) and some communities seem to dread the idea of replacing a religious Head with a lay person as this may seem to be the initial step towards losing the particular charisma of the school.

LONG TERM HEADSHIP

Heads who have been in the post for a good number of years can be a font of invaluable experience and wisdom to others. On the other hand, there may be some resistance to change, albeit this is not necessarily confined only to older staff. While it would be essential for communities to support and encourage leaders who have occupied the post of Heads of school for long years, it would be beneficial to challenge people who may have stagnated in their roles. The Data in Chapter Three show that there are some Heads who have been in this post for a few months, others for some years, and yet some others who have occupied the role of Head of school for decades (even up to thirty-six years). I cannot pass a blanket statement and say that those who have occupied the post for a good number of years are not adequate anymore. However there may the tendency to fall into a rut of old practices, unless sufficient awareness for change is created and maintained. In such cases, a younger senior management team can also be an asset so that new ideas are inevitably introduced and shared by the school leading team.

SHARING LEADERSHIP

The majority of participants suggested that the identification, development and implementation of a vision for the organisation is best performed by means of a sharing process where the core values, capacities and natural alliances within the organisation are identified, utilised and maximised. The majority of Heads

suggested that the absence of a clear vision, or the inability or even unwillingness to pool together all parties concerned and work towards developing and implementing a decision is certainly a recipe for ennui and indifference, disinterested participation or maybe even resistance. It was a widely held notion that a good rapport should be created and maintained with all shareholders. However there were those participants who believe that they should have the last word; that they need to put their foot down when the need arises; that they are the factotums; that they perceive themselves as having to perform miracles.

Leaders who bring people together, who believe and strive in establishing strong professional and even, at times, personal relationships with colleagues, who are capable of empowering others (rather than exercise or impose power) are those who are most likely to be best equipped to handle staff relations and manage their own people. This particular group of Heads emphasised great sense of responsibility that they feel attached to their role. For this reason, developing team-oriented schools would certainly lead to building and maintaining a sense of collective responsibility. This would re-emphasise the importance of building stronger bonds among the different schools so that the notion of shared leadership would be more rooted.

One of the major aspects that distinguish church schools from other schools is the culture that prevails. The importance given to the charisma of the founder and the spirit of the religious order that runs the school, is intended to be a significant influence upon the culture and work of Catholic schools derived from their traditions and origins. Charisma is one of the active elements in these schools and when analysing data, the influence of charism had to be taken into account all the time and its weight could not be omitted. Charisma is one of the most predominant and important aspects of church schools all over the world. This charisma is what makes church schools unique. It provided the dynamic drive of the school's mission in the past and helped it to preserve, in the main, its mission integrity in the challenges of the present.

FINAL CONCLUSION

During the lengthy process of collecting and analysing the data that I collected, it was evidently clear that the majority of leaders in Maltese church schools, like other educational leaders face a number of strong challenges that defy easy solution. Contemporary educational leaders need unique attributes that combine the intellectual with the moral, the personal and the social, to be able to thrive in a world that tends to be frequently driven by economic and materialistic powers and relativistic values.

> The most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (eg in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic.
>
> (Leithwood *et al.,* 2006, p.14).

Duignan (2002) says that a distinguishing quality of authentic leaders is their capability to elevate the spirits and morale of those around them and improve the human condition through their presence and contributions. Such leaders make a difference to the lives of those people they 'touch', either directly or indirectly. Such leadership is the opposite of the dehumanising behaviours of leaders and managers who operate from an economic rationalist framework that can "debilitate, coerce and frustrate people inside and outside the organisation" (Starratt, 1993, p. 63). This is central to Burns' (1978) distinction between leadership that is transactional and leadership that is transformational. Burns (1978) states that transforming leadership "occurs when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). This does not mean that authentic leaders have to behave in a pious or out-of-this-world manner. Terry (1993) is realistic about this matter when he states that authentic leaders have to operate in a real world and they have to be

> ...both *true* and *real* in *ourselves* and in the *world.* We are authentic when we discern, seek and live into truth, as persons in diverse communities and in a real world....[authentic] leadership calls for authentic action in the commons.
>
> (Terry, 1993, pp. 111 – 112)

Leaders in an educational organisation are the catalysts of every progress and change that happen within the institution, by acting as a role model (Wain, 1995). They are the fulcrums of every educational organisation. And so it is mostly up to them to move the organisation in the right direction. McClelland (1965) says that "work must be more than congenial: it must be absorbing, fascinating and challenging" (p.98), and leaders have the capacity to make this happen to them and to their subordinates.

While a variety of leadership and management development programmes can be introduced, using the data, evidence and conclusions in Chapters Three and Four, I believe that a huge source of leadership development in any organisation is to rethink and reaffirm what organisational leadership is really all about: its meaning, purpose, processes and content.

MY FINAL PERSONAL THOUGHT

This has been a very arduous and tiring journey for me to get here. It has taken long and long hours of work, of frustration, of loneliness and even of despair. Yet it has been an experience that has taught me a lot and that has changed my entire outlook towards life. Today I am convinced that there is a leader hidden in every one of us, waiting to be given the opportunity to leave an imprint in the pathway of life, a mark on destiny: "In Ancient Greece, what we call 'character'

was referred to as 'destiny'. To a quite extraordinary degree it is the quality of your character that will determine your destiny" (Puttnam, 2007).

I conclude that Leaders act through and with people, in other words:

LEADERSHIP IS ALL ABOUT PEOPLE

BIBLIOGRAPHY

Abdilla, M.R. (1999) *The Attitudes and Perceptions of Maltese School Administrators on Autonomy*, Dissertation, Diploma in Educational Administration and Management, University of Malta.

Acker, S. (1997) "Primary school teachers' work: The response to educational reform" in G. Helsby and G. McCulloch (Eds.), *Teachers and the National Curriculum*. London: Cassell.

Adair, J. (2000) "Effective Teambuilding" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management*. Buckingham: Open University Press.

Aldrich, H.E. (1979) *Organizations and Environments*. Englewood Cliffs, NJ: Prentice-Hall.

Alexander, R. (1984) *Primary Teaching*. London: Holt, Rinehart and Winston.

Allix, N.M. (2000) "Transformational leadership: Democratic or despotic?" in *Educational Management and Administration*. Vol.28 (1), pp.7-20.

American Institute of Stress (1999) *Stress, Stress, Stress*. Retrieved 25th August 2006 from www.stress.org.

Antaki, C.R. (1994) *Explaining and Arguing*. London: Sage Publications.

Argyle, M. (1994) *The Psychology of Interpersonal Behaviour*, 5th Edition. London: Penguin Books.

Argyris, C. (1965) *Personality and Organisation: The Conflict between System and the Individual*. London: Harper & Row.

Atkinson, E. (2000) "In defence of ideas or why 'what works' is not enough" in *British Journal of Sociology of Education*. Vol.21 (3), pp.317-30.

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J., and Nolen-Hoeksema, S. (2000) *Hilgard's Introduction to Psychology*, 13th Edition. Orlando: Harcourt Brace College Publishers.

Attard, E. (2001) *Managing Schools for Rights, Values and Peace*, Dissertation, Diploma in Educational Administration and Management, University of Malta.

Attard, P. (1997) "The head of school as professional leader", in J. Muscat (Ed.), *The Changing Role of the Head.* Malta: MUT Publications Ltd.

Bajunid, I. (2000) "Rethinking the work of teachers and school leaders in an age of change" in C. Day, A. Fernandez, T.E. Hauge and J. Moller (Eds.), *The Life and Work of Teachers.* London: Falmer Press.

Bandura, A. (1986) *Social Foundations of Thought and Action.* Englewood Cliffs, NJ: Prentice-Hall.

Banner, D.K., and Gagne, T.E. (1995) *Designing Effective Organisations: Traditional and Transformational Views.* Thousands Oaks, CA: SAGE

Barker, C.D., and Johnson, G. (1998) "Interview talk as professional practice" in *Language and Education*, Vol.12 (4) pp.229-42.

Barth, R.S. (1990) *Improving Schools from Within.* San Francisco: Jossey-Bass.

Bass, B. (1997) "Does the transactional 'transformational leadership transcend organizational and national boundaries?" in *American Psychologist*, Vol. 52, pp. 130 – 139.

Bass, B.M. (1990) *Bass and Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications* (3rd edition). New York: The Free Press.

Bass, M.B. (1985) *Leadership and Performance beyond Expectations.* London: The Free Press.

Beare, H., Caldwell, B., and Millikan, R. (1997) "Dimensions of leadership" in C. Crawford, J. Kydd and C. Richies (Eds.), *Leadership and Teams in Educational Management.* London: Open University Press.

Beatty, B. (2005) "Emotional leadership", in B. Davies (Ed.), *The Essentials of School Leadership.* London: SAGE.

Beck, L.G. (1994) *Reclaiming Educational Administration as a Caring Profession.* New York: Teachers College Press.

Beck, L.G., and Foster, W. (1999) "Administration and community: Considering challenges, exploring possibilities" in J. Murphy and K.S. Louis (Eds.), *Handbook of Research on Educational Administration.* San Francisco: Jossey-Bass.

Begley, P.T. (1994) *School Leadership: A Profile Document.* London: SAGE.

Bell, D. (1976) *The Cultural Contradictions of Capitalism.* London: Penguin Books.

Bell, J., and Harrison, B.T. (1998) *Leading People: Learning from People.* Buckingham: Open University Press.

Bell, L. (1988) *Management Skills in Primary School.* London: Routledge.

Bell, L. (2000) "Staff teams and their management" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management.* Buckingham: Open University Press.

Bennett, N., Crawford, M., and Cartwright, M. (2003) *Effective Educational Leadership.* London: Paul Chapman Publishing.

Bennett, R. (1994) *Organisational Behaviour,* 2nd Edition. London: Longman.

Bennis, W. (1984) "Transformative power and leadership" in T.J. Sergiovanni and J. E. Corbally (Eds.), *Leadership and Organizational Culture: New Perspectives on Administrative Theory and Practice.* Urbana: University of Illinois Press.

Bennis, W. (1993) *Creative Leadership in Australian Institute of Management,* Vol.10, pp.10-14.

Bennis, W., and Nanus, B. (1985) *Leaders: The Strategies for Taking Charge.* New York: Harper and Row.

Bennis, W., Parikh, J., and Lessem, R. (1994) *Beyond Leadership: Balancing Economics, Ethics and Ecology.* Blackwill Publishers: Basil Blackwell Inc.

Bennis, W.G. (1989) *On Becoming a Leader.* Reading: Addison-Wesley Publishing Company Inc.

Bernstein, B. (1997) "Class and pedagogies: visible and invisible" in A. H. Halsey (Ed.), *Education: Culture, Economy and Society.* Oxford: Oxford University Press.

Betts, P.W. (1993) *Supervisory Management,* 6th Edition. London: Pitman.

Bezzina, C. (1995) *The Maltese Primary School Principalship: Perceptions, Roles and Responsibilities,* PhD thesis. Brunel University, UK.

Bhindi, N., and Duignan, P. (1997) "Leadership for a New Century: Authenticity, Intentionality, Spirituality and Sensibility" in *Educational Management and Administration,* Vol.25 (2), pp.117-132.

Biott, C., and Rauch, F. (2000) "Preparing for external inspection: School leadership as a continuing project in identity construction" in C. Day, A. Fernandez, T.E. Hauge and E. Moller (Eds.), *The Life and Work of Teachers*. London: Falmer Press.

Blackmore, J. (1995) 'Breaking out from a masculinist politics of education', in B. Limerick and B. Linguard (Eds.), *Gender and Changing Educational Management*. Hodder: Sydney.

Blackmore, J., Thomson, P., and Barty, K. (2006) "Principal selection" in *Educational Management Administration and Leadership*. Vol.34 (3), pp.297-317.

Blumer, H. (1969) *Symbolic Interactionism*. Englewood Cliffs, NJ: Prentice-Hall.

Blumer, H. (1979) "George Herbert Mead and the Chicago tradition of sociology. *Symbolic Interaction*. Vol.2 (2), pp.21-22.

Bogdan, R.G., and Biklen, S.K. (1992) *Qualitative Research for Education*, 2nd Edition. Boston: MA: Allyn and Bacon.

Bolam, R. (1988) "Principals in England and Wales" in W. Walker, R. Farquhar and M. Hughes (Eds.), *Advancing Education: School Leadership in Action*. London: Falmer Press.

Bolam, R. (1999) "Educational administration, leadership and management: Towards a research agenda" in T. Bush, L. Bell, R. Bolam, R. Glatter and P. Ribbins (Eds.), *Educational Management: Redefining Theory, Policy and Practice*. London: Paul Chapman Publishing.

Bolman, L.G., and Deal, T.E. (1997) *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass.

Bonnici, A. (1967) *History of the Church in Malta*, Volume 1.

Borg Cauchi, E. and Borg, L. (2003) "Managing a Selective Secondary School – A Case Study", Diploma Dissertation in Educational Administration and Management, University of Malta.

Borg, C. (2006) *A Leader's Perspective*. Valletta: MUT Press.

Borg, W.R. and Gall, M.D. (1979) *Educational Research*, 3rd Edition. London: Longman.

Bottery, M. (1992) *The Ethics of Education Management*. London: Cassell.

Bottery, M. (2005) *The Challenges of Educational Leadership*. London: SAGE.

Bourdieu, P. (1986) "The Forms of Capital" in J. McPherson (Ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.

Bower, J. (1991) *Principles of Leadership*. London: Sage.

Boyan, N.J. (Ed.) (1988) *Handbook of Research on Educational Administration*. New York: Longman.

Boyatzis, R. (1982) *The Competent Manager*. New York: John Wiley and Sons.

Brewer, J.D. (2004) "Ethnography" in *Essential Guide to Research* (L. Jones (ed.). London: Cassell.

Briffa, R. (2001) *Fe/Male Leadership Styles: Similarities and Differences*, Dissertation diploma in Educational Administration and Management, University of Malta.

Brown, J. S., and Duguid, P. (1991) "Organizational learning and communities of practice: Toward a unified view of working, learning and innovation" in *Organizational Science*, Vol.2, pp.40-57.

Brown, J., and Townsend, R. (1997) "Developing an Ethical framework", *Thrust for Educational Leadership*, Vol.27 (3), pp.12-14.

Brown, S.C. (1999) *Learning across the Campus: How College Facilitates the Development of Wisdom*. Unpublished doctoral dissertation, University of Maryland, College Park.

Brown, S.C., Stevens, R. A. Jr., Troiano, P. F. and Schneider, M.K. (2002) "Exploring complex phenomena: grounded theory in student affairs research" in *Journal of College Student Development*, Vol. 43 (2), pp. 1 – 11.

Bryk, A., Lee, V., and Holland, P. (1993) *Catholic Schools and the Common Good*. Cambridge, MA: Harvard University Press.

Brytting, T. (1995) "Organizing in the small growing firm: a grounded theory approach" in B. Glaser (Ed.), *Grounded Theory 1984-1994*. Mill Valley, CA: Sociology Press.

Buell, N. (1998) "Building a shared vision: the principal's leadership challenge" in *NASSP Bulletin*, Vol.76, pp.88-92.

Burns, J. M. (1978) *Leadership*. New York: Harper & Row.

Bush, T. (1995) *Theories of Educational Management*. London: Paul Chapman Publishing.

Bush, T. (1999) "Introduction: setting the scene" in T. Bush, L. Bell, R. Bolam, R., Glatter, and P. Ribbins (Eds.), *Educational Management: Refining Theory, Policy and Practice*. London: Paul Chapman Publishing.

Bush, T. (2003) *Theories of Educational Leadership and Management*, 3rd Edition. London: SAGE.

Bush, T. (2006) *Theories of Educational Leadership and Management*, Third Edition. London: Sage.

Bush, T. (2007) "Theory and research in educational leadership and management" in *Educational Management, Administration and Leadership*, Vol.35 (10) pp. 5-8.

Bush, T., and Bell, L. (2006) *The Principles and Practice of Educational Management*. London: SAGE.

Bush, T., and Coleman, M. (2000) *Leadership and Strategic Management in Education*. London: Paul Chapman Publishing.

Bush, T., and Jackson, D. (2002) "Preparation for school leadership: international perspectives: in *Educational Management and Administration*, Vol.30 (4), pp.417-29.

Bush, T., and Middlewood, D. (2005) *Leading and Managing People in Education*. London: SAGE.

Bush, T., Coleman, M., and Si, X. (1998) "Managing secondary schools in China" in *Compare*, Vol.33 (2), pp.127-138.

Busher, H. (1998) "Educational Leadership and Management: Contexts, theory and practice" in P. Clough (Ed.), *Managing Inclusive Education*. London: Paul Chapman Publishing.

Busuttil, C. (2004) *School Development Planning – Another New Initiative?* M.Ed Dissertation, University of Malta.

Caldwell, B.J. (1997) "Thinking in time: A gestalt for schools of the new millennium" in B. Davies and L. Ellison (Eds.), *School Leadership for the 21ˢᵗ Century a Competency and Knowledge Approach.* London: Routledge.

Caldwell, B.J. (2000) "Reinventing school leadership for lasting reform in the third millennium" in C.Day, A. Fernandezz, T.E. Hauge and J. Moller (Eds.), *The Life and Work of Teachers.* London: Falmer Press.

Caldwell, B.J. and Spinks, J.M. (1992) *The Self-Managing School.* London: Falmer Press.

Calvert, M. (2000) "Educational management in context" in *Managing Educational Institutions.* M. Calvert, J. A. Harvey, and M. Ramsdale (eds.). Sheffield: Philip Armstrong Publications.

Calvert, M., Harvey, J.A., and Ramsdale M. (2000) *Managing Educational Institutions.* Sheffield: Philip Armstrong Publications.

Campbell, A., McNamara, O., and Gilroy, P. (2004) *Practitioner Research and Professional Development in Education.* Cornwall: Paul Chapman Publishing.

Campbell, J. (1985) *Developing the Primary School Curriculum.* London: Holt, Rinehart and Winston.

Campbell, R.J. and Neill, S.R. St. J. (1994) *Primary Teachers at Work.* London: Routledge.

Cannell, C.F. and Kahn, R.L. (1968) "Interviewing" in G. Lindzey and A. Aronson (Eds.), *The Handbook of Social Psychology, Vol.2: Research Methods.* New York: Addison Wesley.

Canter, M., and Canter, L. (1999) "Lighting Up", in *Managing Schools Today.* Vol.8 (6), pp.28-30.

Capper, C.A., Hafner, M.H., and Keyes, M.W. (2002) "The role of community in spiritually centered leadership for justice", in G. Furman (Ed.), *School as Community.* Albany: SUNY.

Capra, F. (1997) *The Web of Life: A New Synthesis of Mind and Matter.* London: Falmingo/Harper Collins.

Carnall, C.A. (1995) *Managing Change in Organizations,* 2ⁿᵈ Edition. London: Prentice-Hall.

Carnegie, D., Levine, S.T., and Crom, M.A. (1995) *The Leader in You: How to Win Friends, Influence People and Succeed in a Changing World.* New York: Simon & Schuster.

Carrero, V., Peiro', J.M., and Salanova, M. (2000) "Studying radical organizational innovation through grounded theory" in *European Journal of Work and Organizational Psychology*, Vol.9, pp.489-514.

Carroll, L. (1998) *Alice in Wonderland*, 13th Edtion. Edinburgh: Saint Edmundsbury Press.

Cartwright, D. and Sander, J. (1960) "Influence, Leadership, Control" in J.G. March (ed.) *Handbook of Organizations.* Chicago: Rand McNally.

Cassar, A. (1999) *Running Primary Schools in Malta: Differences and Similarities*, Dissertation, diploma in Educational Administration and Management, University of Malta.

Cassar, P. (2001) *Managing Secondary Schools in Malta: Differences and Similarities*, Dissertation, Diploma in Educational Administration and Management, University of Malta.

Cassell, C. and Symon, G. (2004) *Essential Guide to Qualitative Methods in Organizational Research.* London: Sage Publications.

Cauchi, R. A. (1996) *Young People in the Police Force.* Diploma in Youth Studies dissertation, University of Malta.

Cauchi, R. A. (1999) *Perceived Stress, Work Demands, Needs and Fulfilment of Maltese Police Officers. B.A. Youth and Community Studies Dissertation, University of Malta.*

Cauchi, R.A. (2001) *Class Stand!* M.Ed Dissertation, University of Sheffield.

Cauchi Cuschieri, R. (2007a) *A Grounded Study on Leaders Perspectives,* Refereed Paper presented at the 4th International Conference on Educational Leadership, July 2007, Sydney, Australia.

Cauchi Cuschieri, R. A. (2007b) "Developing research culture in Malta" in *Research Intelligence*, Issue 99 p.25.

Champy, J. (1995) *Reengineering Management: The Mandate for New Leadership.* New York: Harper Collins.

Chapman, C., and King, R. (2005) *Different Assessment Strategies: One Tool Doesn't Fit All.* California: Corwin Press Inc.

Chapman, Y. (1997) "Whose vision is it anyway?" in *Managing Schools Today,* April 1997, pp.33-34.

Charmaz, K. (1990) "Discovering chronic illness: Using grounded theory" in *Social Science and Medicine,* Vol.30, pp.1161-1172.

Charmaz, K. (2000) "Constructivist and objectivist grounded theory" in N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research,* 2nd Edition. Thousand Oaks, CA: SAGE.

Charmaz, K. (2003) "Grounded theory" in M. Lewis-Beck, A.E. Bryamn, and T.F. Liao (Eds.), *The Sage Encyclopaedia of Social Science Research Methods.* Thousand Oaks, CA: SAGE.

Charmaz, K., and Mitchell, R.G. (1996) "The myth of silent authorship: Self, substance, and style in ethnographic writing in *Symbolic Interaction,* Vol.19 (4), pp.285-302.

Charmaz, K., and Mitchell, R.G. (2001). "Grounded theory in ethnography. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, and L.H. Lofland (Eds.), *Handbook of Ethnography.* London: SAGE.

Cheng, Y.C. (1994) *The Principle and Practice of Educational Management.* London: Paul Chapman.

Cheng, Y.C. (1996) *School Effectiveness and School-Based Management.* London: Falmer Press.

Chirichello, M. (1999) *Building Capacity for Change: Transformational Leadership for School Principals.* Paper presented at ICSEI Conference, 3-6 January, San Antonio, TX.

Chrispeels, J.A., Brown, J.H., and Castillo, S. (2000) "School leadership teams: Factors that influence their development and effectiveness" in K. Leithwood (Ed.), *Understanding Schools as Intelligent Systems.* Stamford, CT: Jai Press.

Cini, P.G., and Vella Cutajar, J. (1999) *The Role of the Primary Head,* Dissertation, Diploma in Educational Administration and Management, University of Malta.

Clark, K.E., and Clark, M.B. (Eds.) (1990) *Measures of Leadership,* London: Prentice Hall.

Cohen, D.K., and Hill, H.C. (2000) "Instructional policy and classroom performance: The mathematics reform in California" in *Teachers College Record*, Vol.102, pp.294-343.

Cohen, L., and Manion, L. (1994) *Research Methods in Education*, 4th Edition. London: Routledge.

Cohen, L., Manion, L., and Morrison, K. (2001) *Research Methods in Education*, 5th Edition. London: Routledge Falmer.

Coleman M. and Hoffer, P. (1987) "Managing induction and mentoring" in Bush, T. and Middlewood, D. (eds.) *Managing People in Education*. London: Paul Chapman Publishing.

Coleman, J., Hoffer, T., and Kilgore, S. (1982) *High School Achievement: Public, Catholic and Private Schools Compared*. New York: Basic Books.

Coleman, M. (2002) *Women as Headteachers: Striking the Balance*. Stoke on Trent: Trentham Books.

Coleman, M. (2005) "Theories and practice of leadership: an introduction" in M. Coleman and P. Earley (Eds.), *Leadership and Management in Education: Cultures, Change and Context*. Buckingham: Open University Press.

Coleman, M., and Earley, P. (2005) *Leadership and Management in Education, Cultures, Change and Context*. Oxford: Oxford University Press.

Collins, J.C. and Porras, J.I. (1996) "Building your company's vision". *Harvard Business Review*, September – October, pp. 65 –77.

Collins, P. (1994) "Approaches to quality" in *The TQM Magazine*, Vol.6 (3) pp.39-43.

Colman, J., and Hoffer, T. (1987) *Public and Private High Schools: The Impact of Communities*. New York: Basic Books.

Commonwealth Secretariat (1996) *Better Schools: Resource Materials for Heads: Introductory Module*. London: Commonwealth Secretariat.

Conger, J., and Kanungo, R. (1998) *Charismatic Leadership in Organizations*. Thousand Oaks, CA: SAGE.

Conger, J.A., and Associates (1994) *Spirit at Work: Discovering the Spirituality in Leadership*. San Francisco: Jossey-Bass.

Convey, J. (1992) *Catholic Schools Make a Difference: Twenty-five Years of Research.* Washington, DC: National Catholic Educational Association.

Cook, R. (1992) *The Prevention of Stress.* Harlow: Longman.

Cooper, C.L. and Kelly, M. (1993) "Occupational stress in headteachers: A national UK study" in *British Journal of Educational Psychology,* Vol.63, pp.130-143.

Cooper, G. (Ed.) (1998) *Theories of Organizational Stress.* Oxford: Oxford University Press.

Corson, D. (Ed.) (1995) *Discourse and Power in Educational Organizations.* Cresskill, NJ: Hampton Press, Inc.

Cotton, K. (1995) *Effective Schooling Practices: A Research Synthesis.* 1995 Update, School Improvement Research Series. Northwest Regional Educational Laboratory.

Cotton, K. and Blum, R.E. (2001) *Principals of High Achieving Schools: What the Research Says.* Portland, OR: Northwest Regional Educational Laboratory, unpublished manuscript.

Coulson, A.A. (1980) "The role of the primary head" in T. Bush (Ed.), *Approaches to School Management.* London: Harper and Row.

Covey, S. (1992) *Principle Centred Leadership.* New York: Simon and Schuster.

Crawford, M. (2000) *Leadership and Teams in Educational Management.* Buckingham: Open University Press.

Cuban, L. (1988) *The Managerial Imperative and the Practice of Leadership in Schools.* Albany, NY: State University of New York Press.

Cummings, R.C. (1990) "Job stress and the buffering effect of supervisory support" in *Group and Organisation Studies,* Vol15 (1), pp.92-104.

D'Amato, C. (1997) *Headteaching Schools A and B,* Dissertation, Diploma in Educational Administration and Management, University of Malta.

D'Souza, A. (1999) *Leadership.* Kenya: Kolbe Press.

Daft, R.L. (1992) *Organization Theory and Design,* 4th Edition. St. Paul, MN: West Publishing Company.

Daft, R.L. (2003) *Management,* 6th Edition. New York: R.R. Donnelly & Sons.

Darling-Hammond, L. (1997) *The Right to Learn: A Blueprint for Creating Schools That Work*. San Francisco: Jossey-Bass Publishers.

Darmanin, A. (1985) *The Skilled Leader*. Malta: Media Centre Publications.

Darmanin, A. (1998) "Competent Leadership for the New Millennium" in *The Sunday Times*, April, 5th, p. 44.

Davies, B., and Ellison, L. (1997) *School Leadership for The 21st Century*. London: Routledge.

Day, C. (2000) "Stories of change and professional development: The costs of commitment" in C. Day, A. Fernandez, T.E. Hauge and J. Moller (Eds.), *The Life and Work of Teachers*. London: Falmer Press.

Day, C., and Harris, A. (2002) "Leading schools in a data-rich world" in K. Leithwood and P. Hallinger (Eds.), *Second International Handbook of Educational Leadership and Administration: Part One*. Norwell, MA: Kluwer.

Day, C., Hall, C., Gammage, P., and Coles, M. (1993) *Leadership and Curriculum in the Primary School*. London: Chapman.

Day, C., Harris, A., Hadfield, M., Tolley, H., and Beresford, J. (2000) *Leading Schools in Times of Change*. Milton Keynes: Open University Press.

De Pree, M. (1987), *Leadership is an Art*. East Lansing, MI: Michigan State University Press.

De Vito, J.A. (2003) *Human Communciation*. Boston: Allyn & Bacon.

Deakin-Crick, R. (2002) *Transforming Vision: Managing Values in Schools – A Case Study*. London: Middlesex University Press.

Deal, T.E., and Kennedy, A.A. (1983) *Corporate Cultures: The Rites and Rituals of Corporate Life*. Reading, Mass.: Addison –Wesley.

Dean, J. (1993) *Managing the Secondary School*. London: Routledge.

Debono, E. (2001) *The Delegating Aspect of Management in the Role of the Primary Headteacher*, Dissertation, Diploma in Educational Administration and Management, University of Malta.

Denzin, N.K. (1978) *The Research Act: A Theoretical Introduction to Sociological Methods*, 2nd Edition. New York: McGraw-Hill.

Denzin, N.K. (1994) "The art and politics of interpretation". In N.K. Denzin and Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: SAGE.

Denzin, N.K. and Lincoln, Y.S. (Eds.) (1998) *Collecting and Interpreting Qualitative Materials*. London: SAGE.

Dillard, C.B. (1995) "Leading with her life: An African American feminist (re) interpretation of leadership from an urban high school principal" in *Educational Administration Quarterly*. Vol.31 (4), pp.539-563.

Dimmock, C., and Walker, A. (2002) "School leadership in context: Societal and organisational cultures", in T. Bush and L. Bell (Eds.), *The Principles and Practice of Educational Management*. London: Chapman Publishing.

Diocese of Sheffield (2000) *Model Policy for Performance Management for Roman Catholic Schools in Hallam and Church of England Schools in Diocese of Sheffield.* Sheffield Hallam Pastoral Centre.

Douglas, M. (1986) *How Institutions Think*. Syracuse: UP Publishers.

Dubin, R. (1968) *Human Relations in Administration,* 2nd Edition. Englewood Cliffs, NJ: Prentice-Hall.

DuBrin, (1981) *Human Relations: A Job-Oriented Approach.* London: SAGE.

DuFour, R. (2002) "The learning-centered principal" in *Educational Leadership,* Vol.59 (8), pp.12-15.

DuFour, R. (2004) "What is professional learning community?" in *Educational Leadership*, Vol.10 (3), pp.6-11.

DuFour, R., and Eaker, R. (1998) *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.* Bloomington, IN: National Educational Service and ASCD.

Duignan, P. (1998) *Authenticity in Leadership: The Rhetoric and the Reality*, Paper presented at the ATEE 23rd Annual Conference, Limerick, Ireland, 24th – 30th August.

Duignan, P. A. (1997) *The Dance of Leadership: At the Still Point of the Turning World.* Melbourne: ACEA Monograph Series 21.

Duignan, P. A. (2002) "Formation of authentic educational leaders for Catholic Schools" in d. Duncan and D. Riley (eds.). Melbourne: Harper Collins.

Duignan, P.A. and Collins, V. (2002) "Leadership challenges and tensions in service organisations" in M. C. Bennett and M. Cartwright (Eds.), *Leadership of Effective Education*. Milton Keynes: Open University Press.

Duignan, P.A., and Bhindi, N. (1997) "Authenticity in leadership: An emerging perspective" in *Journal of Educational Administration*, Vol.35 (3), pp.195-209.

Dunham, J. (1992) *Stress in Teaching*, 2nd Edition. London: Routledge.

Eisenhart, M.A., and Howe, K.R. (1992) "Validity in educational research" in M.D. Le Compte, W.L. Millroy and J. Preissle (Eds.),*The Handbook of Qualitative Studies in Education*. New York: Academic Press.

Elkin, A. (1999a) *Stress Management*. New York: Wiley.

Elkin, A. (1999b) *Urban Ease: Stress-Free Living in the Big City*. New York: Penguin Putnam (Plume).

Elliott, G. and Crossley, M. (1997) "Contested values in further education: findings from a case study of the management of change" in *Educational Management and Administration*, Vol.27 (3) pp.253-266.

Evans, R. (1995) "Getting real about leadership" in *Education Week*, 16 April.

Evenden, R. and Anderson, G. (1992) *Management Skills, Making the Most of People*. Wokingham: Addison – Wesley.

Everard, K.B., and Morris, G. (1996) *Effective School Management*, 3rd Edition. London: Paul Chapman.

Fairhurst, G.T., and Sarr, R.A. (1996) *The Art of Framing: Managing the Language of Leadership*. San Francisco: Jossey-Bass.

Farrugia, C.J. (1987) "Challenges" in *The Teacher*, December, 1987, pp.14-16.

Fernandez, A. (2000) "Leadership in an era of change: Breaking down the barriers of the culture of teaching" in D. Day, A. Fernandez, T.E. Hauge and E. Moller (Eds.),*The Life and Work of Teachers*. London: Falmer Press.

Fiedler, F.E. (1967) *A Theory of Leadership Effectiveness*. New York: McGraw-Hill.

Fielding, M. (2003) *Working the soul: The earnest betrayal of high performance schooling.* A paper given at the ESRC seminar series, University of Sussex, October, 2003.

Flannery, C. (2000) "Networking, Catholic education today" in *Journal of Catholic Education,* Vol.2 (1), September/October, pp.26-38.

Flintham, A. (2003) *Reservoirs of Hope: Spiritual and Moral Leadership in Headteachers.* Nottingham: National College for School Leadership.

Flynn, M. (1993) *The Culture of Catholic Schools.* Homebush, NSW: St. Paul Publications.

Ford, M. (1992) *Motivating Humans: Goals, Emotions, and Personal Agency Beliefs.* Newbury Park CA: Sage Publications.

Foskett, N., and Lumby, J. (2003) *Leading and Management Education: International Dimensions.* London: Paul Chapman Publishing.

Foster, W. (1989) "Toward a critical practice of leadership" in J. Smyth (Ed.), *Critical Perspectives on Educational Leadership.* London: Falmer Press.

Frankfort-Nachmias, C., and Nachmias, D. (1992) *Research Methods in the Social Sciences.* London: Edward Arnold.

Fuhrman, S. Clune, W., and Elmore, R. (1998) "Research on educational reform: Lessons on the implementation of policy" in *Teachers College Record,* Vol.90 (2), pp.237-257.

Fullan, M. (1991) *The New Meaning of Educational Change,* 2nd Edition. London: Cassell.

Fullan, M. (1995) *Change Forces: Probing the Depths of Educational Reform.* London: Falmer Press.

Fullan, M. (1998) "Breaking the bonds of dependency" in *Educational Leadership,* Vol.55, (7), pp.6-10.

Fullan, M. (2001) *Leading in a Culture of Change.* San Francisco: Jossey-Bass.

Fullan, M. (2003) *The Moral Imperative of School Leadership.* Thousands Oaks, CA: Corwin Press.

Fullan, M. (2005) *Leadership and Sustainability.* Thousand Oaks, CA: Corwin Press.

Fullan, M., and Hargreaves, A. (1992) *What's Worth Fighting For in Your School?* Buckingham: Open University Press.

Galea, A. (2004) "Motivating, supporting and monitoring teachers" in J. Muscat (Ed.), *Heads of School at Work.* Malta: MUT Publications Ltd.

Galea Scanura, G. (1999) *Women in Educational Management,* Dissertation, Diploma in Educational Administration and Management, University of Malta.

Galea Urpani, A. (1999) *Leadership styles and their effectiveness – A private Secondary School,* Dissertation, Diploma in Educational Administration and Management, University of Malta.

Gall, M.D., Borg, W.R., and Gall, J.P. (1996) *Educational Research,* 6th Edition. White Plains, NY: Logman.

Gallagher, J. (1997) *Teaching Religion in Catholic Schools in England and Wales: Key Developments, Issues and Challenges.* Wales: Open University Press.

Gamson, J. (2000) "Sexualities, queer theory and qualitative research" in N. Denzin and Y. Lincoln (Eds.), *The Handbook of Qualitative Research,* 2nd Edition. Thousand Oaks, C.A.: SAGE.

Gardner, J. W. (1990) *On Leadership.* New York: Free Press.

Gemmill, G., and Oakley, J. (1992) "Leadership: An alienating social myth" in *Human Relations.* Vol.43 (2), pp.113-29.

Gersick, C.J.G. (1988) "Time and transition in work teams: Toward a new model of group development" in *Academy of Management Journal,* Vol.31, pp.9-41.

Ginsberg, M.B., and Wlodkowski, R.J. (2000) *Creating High Motivating Classrooms: A Schoolwide Approach to Powerful Teaching with Diverse Learners.* San Francisco: Jossey-Bass.

Glaser, B.G. (1978) *Theoretical Sensitivity.* Mill Valley, CA: Sociology Press.

Glaser, B.G. (2001) *Conceptualisation Contrasted with Description.* Mill Valley, CA: Sociology Press.

Glaser, B.G. (2002) "Constructivist grounded theory?" in *Forum Qualitative Social Research,* Vol. 3 (3).

Glaser, B.G., and Strauss, A. (1967) *The Discovery of Grounded Theory: Strategies for Qualitative Research.* Chicago, IL: Aldine.

Glatter, R. (2003) "Governance, autonomy and accountability in education" in M. Preedy, R. Glatter and C. Wist (Eds.), *Strategic Leadership and Educational Improvement.* London: Paul Chapman.

Glatter, R., and Kydd, L. (2003) "Best practice in educational leadership and management: can we identify it and learn from it?" in *Educational Management and Administration.* Vol. 31 (3), pp. 231 – 44.

Goldstein, H. (1993) "A multilevel analysis of school examination results" in *Oxford Review of Education,* Vol. 19, pp. 425 – 33.

Goleman, D. (1998) *Emotional Intelligence: Why it Matters More Than IQ.* London: Bloomsbury Paperbacks.

Goleman, D., Boyatzis, R. and Mckee, A. (2002) *The New Leaders: Transforming the Art of Leadership into the Science of Results.* London: Little, Brown.

Goleman, D., Boyatzis, R., and Mckee, A. (2002) *Primal Leadership: Realizing the Power of Emotional Intelligence.* Boston: Harvard Business School Press.

Goodson, I. (2000) "Professional knowledge and the teacher's life and work" in C.Day, A. Fernandez, T.E. Hauge and J, Moller (Eds.), *The Life and Work of Teachers.* London: Falmer Press.

Grace, G. (1998) "Realising the mission: Catholic approaches to school effectiveness" in R. Slee, G. Weiner and S. Tomlinson (Eds.) *School Effectiveness for Whom?* London: Falmer Press.

Grace, G. (2000) "Critical leadership studies" in M. Crawford, L. Kydd, and C. Rishes (Eds.), *Leadership and Teams in Educational Management.* Buckingham, Open University Press.

Grace, G. (2005) *Catholic Schools: Mission, Markets and Morality.* London: Routledge Falmer.

Greeley, A. (1982) *Catholic High Schools and Minority Students.* New Brunswick, NJ: Transaction Books.

Greeley, A. (1989) "Catholic Schools: a golden twilight" in *Catholic School Studies,* Vol. 62 (2), pp. 8 - 12.

Green, F. (2001) *The Head Teacher in the 21st Century: Being a successful School Leader.* London: Pearson Education Press.

Green, H. (2006) *Ten Questions for School Leaders.* London: Routledge

Greenberg, S.F. (1994) *Stress and The Teaching Profession.* Baltimore, MD: Paul Brookes.

Griffiths, M. (1998) *Educational Research For Social Justice: Getting Off The Fence.* Buckingham: Open University.

Gronn, P. (1999) *The Making of Educational Leaders.* London: Cassell.

Gronn, P. (2002) "Distributed properties: a new architecture for leadership" in *Educational Management and Administration,* Vol.28 (3), pp.317-338.

Gronn, P. (2003) *The New Work of Educational Leaders.* London: Paul Chapman Publishing.

Gronn, P. (2006) "The significance of distributed leadership" in *BC Educational Leadership Research,* Vol.7 (October 30).

Groome, T. (1998) *Educating for Life: A Spiritual Vision for Every Teacher and Parent.* Allen, TX: Thomas More Press.

Grundy, T. (1994) *Strategic Learning in Action.* London: The Open University Press.

Gunter, H. (1997) *Rethinking Education: The Consequences of Jurassic Management.* London: Cassell.

Gunter, H. (2001) *Leaders and Leadership in Education.* London: Paul Chapman Publishing.

Gurr, D. (1996) "On conceptualising school leadership: Time to abandon transformational leadership?" in *Leading and Managing,* Vol.2 (3), pp.221-39.

Hall, R., and Rowland, C. (1999) "Teaching managers how to learn: The changing role of management educators" in paper presented at the 28th Annual SCUTREA Conference, University of Exeter, July.

Hall, V. (1994) "Making it happen: A study of women headteachers of primary and secondary schools in England and Wales" in paper presented at AERA conference, New Orleans.

Hall, V. (2002) "From team work to teamwork in education" in K. Leithwood and P. Hallenger (Eds.), *Second International Handbook of Educational Leadership and Administratio, Part Two*. Norwell, MA: Kluwer.

Hallinger, P., and Heck, R. (1996a) "The principal's role in school effectiveness: an assessment of methodological progress, 1980 – 1995" in K. Leithwood *et al* (Eds.) *International Handbook of Educational Leadership and Administration*. The Netherlands: Kluwer Academic Publishers.

Hallinger, P., and Heck, R. (1996b) "Reassessing the principal's role in school effectiveness: A review of empirical research, 1980 – 1995 in *Educational Administration Quarterly*, Vol. 32 (1), pp. 5 – 44.

Hallinger, P., and Heck, R. (1999) "Next generation methods for the study of leadership an school improvement" in J. Murphy and K. Louis (Eds.), *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Hallinger, P., and Heck, R. (2002) "What do you call people with visions? The role of vision, mission, and goals in school leadership and improvement" in K. Leithwood, and H. Hallinger (Eds.), *Second International Handbook of Educational Leadership and Administration*. London: Kluwer.

Hallinger, P., and Murphy, J. (1985) "Assessing the instructional management behaviour of principals" in *Elementary School Journal*. Vol.86 (2) pp.217-247.

Hallinger, P., Bickman, L., and Davis, K. (1996) "School context, principal leadership and student achievement" in *Elementary School Journal*, Vol.96 (4), pp.498-518.

Handy, C. (1993) *Understanding Organisations*. London: Penguin.

Handy, C. (1997) *The Hungry Spirit: Beyond Capitalism*. London: Hutchison.

Hardy, A. (1991) *The Spiritual Nature of Man*. Oxford: The Alister Hardy Research Centre.

Hardy, S. (1966) *The Divine Flame: Natural History and Religion*. London: Collins.

Hargie, C., Tourish, D., and Hargie, O. (1994) *Managers communicating: An investigation of Core situations and Difficulties within Educational Organisations in International Journal of Educational management*, Vol. 8 96), pp.23-28

Hargie, C., Tourish, D., and Hargie, O. (2000) "Managers communicating" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management*. Buckingham: Open University Press.

Hargreaves, A. (1992) "Cultures of teaching: A focus for change" in A. Hargreaves and M.G. Fullan (Eds.), *Understanding Teacher Development*. London: Cassell.

Hargreaves, A. (1994) *Changing Teachers, Changing Times: Teachers' Work and Culture in Postmodern Age*. London: Cassell.

Hargreaves, A. (1995) *Changing Teachers, Changing Times: Teachers Work and culture in the Postmodern Age*. London: Cassell.

Harris, A. (2002) "Effective leadership in schools facing challenging circumstances" in *School Leadership and Management*. Vol.22 (1), pp.15-26.

Harris, A. (2004) "Distributed leadership and school improvement" in *Educational Management Administartion and Leadership*, Vol.32 (1), pp.11-24.

Hart, A. W. (1995) "Reconceiving school leadership: Emergent views" in *Elementary School Journal*, Vol.96, pp.9-28.

Hartley, D. (2007) "The Emergence of distributed leadership in education: Why now?" in *British Journal of Educational Studies*, Vol.55 (2), pp.202-14.

Harvey, J. A. (2001) "Motivating staff" in *Managing People*, M. Calvert and J.A. Harvey (eds.). Sheffield: Philip Armstrong Publications.

Harvey, M., Clarke, R., Hill, S. and Harrison, B. (1999) "Preparing the Way for Partnership in Establishing a Centre for School Leadership" in *Educational Management and Administration*, Vol.27 (2), pp.155-166.

Hay, D., and Nye, R. (1998) *The Spirit of the Child*. London: Fount.

Heck, R.H., and Marcoulides, G.A. (1996) "School culture and performance: Testing the invariance of an organisational model" in *School Effectiveness and School Improvement*, Vol.7 (1), pp.76-95.

Heifetz, R.A. (1994) *Leadership without Easy Answers*. Cambridge, MA: Belknap Press.

373

Helm, C.M. (1989) *Cultural and Symbolic Leadership in Catholic Elementary Schools: An Ethnography Study.* Ann Arbor, MI: UMI Dissertation Services.

Helsby, G. (1999) *Changing Teachers' Work.* Buckingham: Open University Press.

Helsby, G. (2000) "Multiple truths and contested realities: The changing faces of teacher professionalism in England" in C. Day, A. Fernandez, T.E. Hauge and J. Moller (Eds.), *The Life and Work of Teachers.* London: Falmer Press.

Hersey, P., Blanchard, K.H., and Johnson, D.E. (1996) *Management of Organisational Behaviour,* 7th Edition. London: Prentice Hall.

Hertzberg, F. (1959) *Motivation to Work.* New York: John Wiley.

Herzberg, F. (1966) "The motivation-hygiene theory" in D. Pugh (Ed.), *Organisation Theory: Selected Readings.* Harmondsworth: Penguin.

Herzberg, F. (1968) *Work and Nature of Man.* London: Harper and Row.

Hill, S. (1991) "How do you manage a flexible firm? The total quality Mode" in *Work, Employment and Society,* Vol.5 (3) pp.397-415.

Hitchcock, G. and Hughes, D. (1995) *Research and the Teacher,* 2nd Edition, London: Routledge.

Hodgkinson, C. (1991) *Educational Leadership: The Moral Art.* Albany: University of New York Press.

Hodgson, C. (1987) *The Philosophy of Leadership.* Oxford: Blackwell.

Holly, M.L. (1988) "Reflective writing and the spirit of enquiry" in *Cambridge Journal of Education,* Vol.19 (1), pp.71-80.

Holstein, J.A., and Gubrium, J.F. (1995) *The Active Interview.* Thousand Oaks, CA: SAGE.

Hopkins, D. (2000) "Leadership and learning: Is there a link?" in *Managing Schools Today.* September 2000, pp.39-41.

Horner, M. (2003) "Educational leadership", in N. Bennett, M. Crawford, and M. Cartwright (Eds.), *Effective Educational Leadership.* London: Paul Chapman Publishing.

Howell, J.M., and Frost, P.J. (1989) "A laboratory study of charismatic leadership" in *Organizational Behaviour and Human Decision Processes*, Vol.43, pp. 243-69.

Hoyle, E. (1980) "Professionalisation and Deprofessionalisation in Education" in E. Hoyle, and J. Megarry (Eds.), *World Yearbook of Education, 1980: Professional Development of Teachers*. London: Kogan Page.

Hoyle, E., and Wallace, M. (2005) *Educational Leadership: Ambiguity, Professional and Managerialism*. London: SAGE.

Huberman, M. (1988) "Teacher careers and school improvement" in *Journal of Curriculum Studies*, Vol.20 (2), pp.119-32.

Hughes, R.L., Ginnett, R.C., and Curphy G.J. (2002) *Leadership: Enhancing the Lessons of Experience*. Columbus, OH: McGraw-Hill Higher Education.

Hume, B. (1997) "The church's mission in education" in *Partners in Mission: A Collection of Talks by Bishops on Issues Affecting Catholic Education*. London: Catholic Education Service.

Hurty, K. S. (1995) "Women principals – leading with power" in D. M. Dunlap and P. A. Schmuch (Eds.) *Women Leading in Education*. Albany, NJ: State University of New York, Press.

Hurwitz, S. (2001) "The outsiders: Can a new breed of noneducator superintendents transform urban school systems?" in *American School Board Journal*, Vol.188 (6), pp.10-15.

Ingvarson, L., Anderson, M., Gronn, P., and Jackson, A. (2006) *Standards for School Leadership: A Critical Review of Literature*. Acton: Australian Institute for Teaching and School Leadership.

James, C., and Vince, R. (2001) "Developing the leadership capability of Headteachers" in *Educational Management and Administration*, Vol.29 (3) pp.307-317.

Jazzar, M., and Algozzine, B. (2006) *Critical Issues in Educational Leadership*. Boston: Pearson Education.

Jefferson, A. and Edwards, S. (1998) "Communication: An essential dimension in the training of educational administrators" in *International Studies in Educational Administration*, Vol.26 (1), pp.39-44.

Johnson, H., and Castelli, M. (2000) "Catholic Headteachers: The importance of culture building approaches to spiritual and moral development and the

transmission of faith tradition" in *International Journal of Children's spirituality* Vol.5 (1), pp.75-90.

Johnson, H., and McCreery, E. (1999) "The Church of England head: The Responsibility for spiritual development and transmission of traidiotn in a multi-cultural setting" in *International Journal of Children's Spirituality*, Vol.4 (2), pp.165-177.

Johnston, J. (1999) *Improving Personal Effectiveness for Managers in Schools.* London: Network Educational Press Ltd.

Johnston, J., and Pickersgill, S. (2000) "Headship and effective teams in the primary schools" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management.* Buckingham: Open University Press.

Judd, D.K., and Winder, R.E. (1995) "The psychology of quality" in *Total Quality Management*, Vol.6 (3) pp.287-91.

Karasek, R.A., and Theorell, T. (1992) *Healthy Work: Stress Productivity, and the Reconstruction of Working Life.* New York: Basic Books.

Karpin, D. (1995) *Enterprising nation: renewing Australia's managers to meet the challenges of the ASIA Pacific Century, Report of the Industry Task Force on Leadership and Management Skills.* April, Canberra: Australian Government Publishing Service.

Katz, D., and Kahn, R. (1978) *The Social Psychology of Organizations.* New York: John Wiley.

Katzenmeyer, M. and Moller, G. (2001) *Awakening the Sleeping Giant. Helping Teachers Develop as Leaders.* 2nd Edition. Thousand Oaks, CA: Corwin.

Kelly, M.J. (1998) *The Manchester survey of Occupational Stress in Headteachers and Principals in the UK.* Manchester Polythecnic.

Kelly, T. (2000) *Researching Catholicity at Australian Catholic University*, Draft paper, ACU Sub Faculty of Theology.

Kerlinger, F.N. (1970) *Foundations of Behavioural Research*, New York: Holt, Rinehart and Winston.

Kerr, S., and Jermier, J. (1978) "Substitutes for leadership: Their meaning and measurement" in *Organizational Behaviour and Human Performance*, Vol.22 (3), pp.375-403.

Keyes, M. W., Hanley-Msxwell, C., and Capper, C.A. (1999) "Spirituality? It's the core of my leadership: Empowering leadership in an inclusive elementary school" in *Educational Administration Quarterly*, Vol.35 (2), pp.203-237.

King, U. (1993) *Women and Spirituality: Voices of Protest and Promise*, 2nd Edition. Basingstoke: Macmillan.

Kirsta, A. (1987) *The Book of Stress Survival: Identifying and Reducing Stress in Your Life.* New York: Simon & Schuster.

Klemp, G.O. Jr. (Ed.) (1980) "The assessment of occupational competence" in *Report to the National Institute of Education.* Washington, DC: American Educational Research Association.

Knapp, M.S., Copland, M., Darling-Hammond, I., McLaughlin, M.W., and Talbert, J.E. (2002) *Leadership for Teaching and Learning: A Framework for Research and Action,* Paper presented at the annual meeting of the American educational research association. New Orleans, LA, April.

Kotter, J.P. (1990a) *A Force for Change: How Leadership Differs from Management.* New York: Free Press.

Kotter, J.P. (1990b) "What leaders really do" in *Harvard Business Review,* May/June pp.103-11.

Kouzes, J. M. and Posner, B.Z. (1994) *The Leadership Challenge: How to keep getting extraordinary things done in Organizations.* San Francisco: Jossey-Bass Publishers.

Kouzes, J.M., and Posner, B.Z. (1995) *Credibility: How Leaders Gain and Lose It, Why People Demand It.* San Francisco: Jossey-Bass.

Kvale, S. (1996) *Interviews.* London: SAGE.

Kyriacou, C. (2001) "Managing Teacher Stress" in *Managing People*, M. Calvert and J. A. Harvey (eds.). Sheffield: Philip Armstrong Publications.

Kyriacou, C. and Sutcliffe, J. (1978) "Teachers stress: prevalence, sources and symptoms" in *Educational Psychology*, Vol.48, pp.159-167.

Kyriakou, C. (2000) *Stress-busting for Teachers.* London: Cassell.

Laing, R.D. (1967) *The Politics of Experience and the Bird of Paradise.* Harmondsworth, Penguin.

Lambert, L. (1998) *Building Leadership Capacity in Schools.* Alexandria, VA: ASCD.

Lang, D. (1999) "A new theory of leadership: Realwert versus apparent good" in *Educational Management and Administration*, Vol.27 (2), pp.167-181.

Lansisalmi, H., Peiro, J.M., and Kivimaki, M. (2000) "Collective Stress and coping in the context of organisational culture" in *European Journal of Work and Organisational Psychology*, Vol.9, pp.527-559.

Lansisalmi, H., Peiro, J.M., and Kivimaki, M. (2004) "Grounded theory in C. Cassell and G. Symon (Eds.), *Organisational Research*. London: SAGE.

Lauglo, J. (1997) "Assessing the present importance of different forms of decentralisation in education" in K. Watson, G. Modgil and S. Modgil (Eds.), *Power and Responsibility in Education*. London: Cassell.

Lave, J., and Wenger, E. (1991) *Situational Learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Law, S., and Glover, D. (2000) *Educational Leadership and Learning: Practice, Policy and Research*. Buckingham: Open University Press.

Lawler, E.E. (1973) *Motivation in Work Organizations*. Monterey, California: Brooks / Cole

Le Compte, M., and Preissle, J. (1993) *Ethnography and Qualitative Design in Educational Research*, 2nd Edition. London: Academic Press Ltd.

Lee, V., Byrk, A., and Smith, J.B. (1993) "The organisation of effective high schools" in L. Darling-Hammond (Ed.), *Review of Research in Education*, Vol.19, pp.171-267.

Lee, V.E. (2000) "School size and the organisation of secondary schools" in M.T. Hallinan (Ed.), *Handbook of the Sociology of Education*. New York: Klewer/Plenum.

Lee, V.E., and Smith, J.B. (1997) "High school size: Which works best and for whom?" in *Educational Evaluation and Policy Analysis*, Vol.19 (3), pp.205-227.

Leithwood, K. (1994) "Leadership for school restructuring" in *Educational Administration Quarterly*. Vol.30 (4), pp.498-518.

Leithwood, K. (2001) "School leadership in a context of accountability policies" in *International Journal of Leadership in Education*. Vol.4 (3), pp.217-235.

Leithwood, K., and Duke, D.L. (1999) "A century's quest to understand school leadership" in K. S. Louis and J. Murphy (Eds.), *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Leithwood, K., and Jantzi, D. (1990) "Transformational leadership: How principals can help reform school cultures" in *School Effectiveness and School Improvement*, Vol.1 (4) pp.249-280.

Leithwood, K., and Riehl, C. (2003) "What do we already know about successful school leadership" in paper prepared for the AERA Division A Task Force on Developing Research in Educational Leadership.

Leithwood, K., Begley, P., and Cousins, B. (1992) *Developing Expert Leadership for Future Schools.* London: Falmer.

Leithwood, K., Day, C., Sammons, P., Harris, A., and Hopkins D. (2006) *Seven Strong Claims about Successful School Leadership.* National College For School Leadership, UK.

Leithwood, K., Day, C., Sammons, P., Harris, A., and Hopkins, D. (2006) *Seven Strong Claims about Successful School Leadership.* Nottingham: NCSL.

Leithwood, K., Jantzi, D., and Steinbach, R. (2002) *Changing Leadership for Changing Times.* Buckingham: Open University Press.

Leithwood, K., Leonard, L., and Sharratt, L. (1998) "Conditions fostering organisational learning in schools" in *Educational Administration Quarterly,* Vol.34 (2), pp.243-276.

Levacic, R., and Glatter, R. (2001) "Really good ideas? Developing Evidence-Informed Policy and Practice in Educational leadership and Management" in *Educational Management and Administration.* Vol.29 (1), pp.5-26.

Levine, D.U., and Lezotte, L.W. (1990) *Unusually Effective Schools: A Review and Analysis of Research and Practise.* Madison, WI: National Centre for Effective Schools Research and Development.

Likert, R. (1961) *New Patters of Management.* McGraw-Hill Inc.

Lincoln, Y., and Guba, E. (1985) *Naturalistic Inquiry.* Beverly Hills, CA: SAGE.

Lingard, B., Hayes, D., Mills, M., and Christie P. (2003) *Leading Learning.* Berkshire: Open University Press.

Linton, R. (Ed.) (1940) *Acculturation.* New York: Appleton-Century-Crofts.

Little, A. D. (1997) *Managing Change – The Australian Experience: survey results.* Sydney: Arthur D. Little International.

Locke, E. A., Latham, G.P., and Eraz, M. (1988) "The determinants of goal commitment" in *Academy of Management Review*, Vol.13, pp.23-39.

Locke, E.A. (1965) "The relationship of task success to task liking and satisfaction" in *Journal of Applied Psychology*, Vol.49, pp.379-85.

Locke, E.A. (1976) "The ambiguity of the technique of goal setting in theories and approaches to employee motivation" in *Academy of Management Review*, Vol. 3 (4), pp. 594 – 601.

Locke, E.A. and Latham, G.P. (1990) "Work motivation: The high performance cycle" in U. Kleinbeck, H-H Quast, H. Hacker (Eds.), *Work Motivation.* Brighton: Lawrence Erlbaum Associates.

Lombaerts, H. (1998) "Organisation culture in Christian Schools" in H. Lombaerts (Ed.), *The Management and Leadership of Christian Schools.* Belgium: H. Placestraat.

Long, R. (1991) *Walking in Circles.* London: Oxford University Press.

Lord, R. G., and Maher, K. J. (1993) *Leadership and Information Processing.* London: Routledge.

Louis, K.S., and Miles, M.B. (1990) *Improving the Urban High School: What Works and Why.* New York: Teachers College Press.

Louis, K.S., Kruse, S.D., and Associates (1995) *Professionalism and Community: Perspectives on Reforming Urban Schools.* Thousand Oaks, CA: Corwin Press Inc.

Louis, K.S., Marks, H.M., and Kruse, S. (1996) "Teachers' professional community in restructuring schools" in *American Educational Research Journal*, Vol.33 (4), pp.757-798.

Louis, K.S., Toole, J., and Hargreaves, A. (1999) "Rethinking school improvement" in J. Murphy and K.S. Louis (Eds.), *Handbook of Research on Educational Administration*, 2nd Edition. San Francisco: Jossey-Bass.

Lowe, A. (1995) "Small hotel survival" in B. Glaser (Ed.), *Grounded Theory 1984-94.* Mill Valley, CA: Sociology Press.

Lumby, J. (2001) "Framing teaching and learning in the twenty-first century" in D. Middlewood and N. Burton (Eds.), *Managing the Curriculum*. London: Paul Chapman Publishing.

Lumby, J. (2002) "Vision and strategic planning" in T. Bush, and L. Bell (Eds.), *The Principles and Practice of Educational Management*. London: Paul Chapman.

Lussier, R.N. (2003) *Management Fundamentals*. Ohio: Thomson South-Western.

MacCoby, M. (2000) "Narcissistic leaders: The incredible pros, the inevitable cons" in *Harvard Business Review*, Jan-Feb, 2000.

MacGilchrist, B., Myers, K., and Reed, J. (2006) *The Intelligent School*, 2nd Edition. London: SAGE.

Malta Education Division, Consultative Committee on Education (1995) *Tomorrow's Schools*. Malta: Education Division.

Malta Employment and Training Corporation (2006) *Study on Youth Unemployment*, Monitoring and Evaluation Unit, Business Development Division.

Mant, A. (1983) *The Leaders We Deserve*. Oxford: Martin Robertson.

March, D.D. (2002) "Educational leadership for the twenty-first century: integrating three essential perspectives" in *The Jossey-Bass Reader on Educational Leadership*. San Francisco: Jossey-Bass.

March, J.G. (2003) "Appendix 2", in J.G. March and T. Weil (Eds.), *Leadership*. Oxford: Blackwell.

Marks, H.M., Louis, K.S., and Printy, S.M. (2000) "The capacity for organisational learning: Implications for pedagogical quality and student achievement" in K. Leithwood (Ed.), *Understanding Schools as Intelligent Systems*. Stamford, CT: Jai Press.

Marsh, C.J. (1997) *Planning, Management and Ideology: Key Concepts for Understanding Curriculum*. London: Routledge Falmer.

Marsh, C.J. (2004) *Key Concepts for Understanding Curriculum*, 3rd Edition. London: Routledge Falmer.

Marshall, C., and Rossman, G.B. (1995) *Designing Qualitative Research*, 2nd Edition. Thousands Oaks, CA: SAGE.

Maslow, A. H. (1943) "A theory of human motivation" in *Psychology Review*, Vol. 50, pp. 370 – 396.

Maslow, A. H. (1970) *Motivation and Personality*, 2nd Edition. New York: Harper and Row.

Maslow, A.H. (1954) *Motivation*. New York: Harper.

Mathews, J. (2001) "Chief academic officers" in *School Administrator,* Vol.58 (6), pp.12-17.

Maxcy, S.J. (1991) *Educational Leadership: A Critical Pragmatic Perspective.* New York: Bergin and Garvey.

Maxwell, J.A. (1996) *Qualitative Research Design: An Interactive Approach.* Thousand Oaks, California: SAGE.

Maxwell, M., and Tschudin, V. (1990) *Seeing the Invisible: Modern Religious and Other Transcendent Experiences.* Harmondsworth: Penguin.

McClelland, D. (1985) *Human Motivation.* Chicago: Scott Foresman.

McClelland, D.A. (1987) *Human Motivation.* Cambridge: Cambridge University Press.

McColl-Kennedy, J.R. and Anderson, R. D. (2002) "Impact of leadership style and emotions on subordinate performance" in *Leadership Quarterly.* Vol.13, pp.545-559.

McEwen, A., and Salters, M. (1997) "Values and management: The role of the primary school headteacher" in *School Leadership and Management,* Vol.17 (1), pp.69-79.

McGregor, D.M. (1960) *The Human Side of Enterprise.* London: McGraw Hill.

McTavish, D. (2003) "Aspects of public sector management: a case study of further education ten years from the passage of the Further and Higher Education Act" in *Educational Management and Adminsitration,* Vol.31 (2), pp.175-187.

Meindl, J. R., Ehrlich, S. B. and Dukerich, J.M. (1985) "The Romance of Leadership" in *Administrative Science Quarterly,* Vol. 30, pp. 78 – 102.

Merriam-Webster (2000) *Webster's New Collegiate Dictionary,* 11th Edition. Springfield, MA: Merriam-Webster.

Mitchell, T.R., and Larson, J.R. (1987) *People in Organizations*, 3rd Edition. Singapore: McGraw-Hill.

Mohrman, S., Wohlstetter, P., and Associates (1994) *School-based Management: Organizing for High Performance*. San Francisco: Jossey-Bass.

Morgan, G, (1997) *Images of Organization*. Newbury Park, CA: Sage.

Morgan, G. (1986) *Organisations*. London: Penguin Books.

Morphet, E.L., Johns, R.L., and Reller, T.L. (1982) *Educational Organisation and Administration*, 4th Edition. London: Prentice Hall International.

Morris, A.B. (1997) "Same mission, same methods, same results? Academic and religious outcomes from different models of Catholic schooling" in *British Journal of Educational Studies*, Vol.45 (4), pp.378-91.

Morris, A.B. (1998a) "Catholic and other secondary schools: An analysis of OFSTED Inspection Reports 1993–1995" in *Educational Research*, Vol.40, (2) pp.181-90.

Morris, A.B. (1998b) "So far, so good: Levels of academic achievement in Catholic Schools" in *Educational Studies*, Vol.24 (1), pp.83-94.

Morrison, K. (1998) *Management Theories for Educational Change*. London: Sage Publications Inc.

Morrison, K.R.B. (1993) *Planning and Accomplishing School-centred Evaluation*. Norfolk: Peter Francis Publishers.

Morrison, K.R.B. (1996) "Why present school inspectors are unethical" in *Forum*, Vol.38 (3) pp.79-80.

Morse, J.M. (1998) "Validity by committee" in *Qualitative Health Research,* Vol.9, pp.435-436.

Mortimore, P. (1993) "School effectiveness and the management of effective learning and teaching" in *School Effectiveness and School Improvement,* Vol.4 (4), pp.290-310.

Mortimore, P., and Mortimore, J. (1995) *The Secondary Head.* London: Paul Chapman Publishing.

Mortimore, P., Sammons, P., Stoll, L., Lewis, D., and Ecob, R. (1988) *School Matters: The Junior Years.* Wells: Open Books.

Merton, R. K. (1969) "The Social Nature of leadership" in *American Journal of Nursing*, Vol.69 (12), pp.2614-2618.

Micallef, A. (1997) *Management Structures and Procedures at St. Patrick's Salesian College, Sliema*, Dissertation, Diploma in Educational Administration and Management, University of Malta.

Micallef, J. (2002) *School Effectiveness in Malta*, M.Ed dissertation, University of Malta.

Michiels, E. (1998) "School cultures, educational projects, action plans, regulations" in H. Lombaerts (Ed.), *The Management and Leadership of Christian Schools*,. Belgium: H. Placestraat.

Middlewood, D., and Lumby, J. (1998a) *Human Resource Management in Schools and Colleges*. London: Paul Chapman Publishing.

Middlewood, D., and Lumby, J. (1998b) *Strategic Management in Schools and Colleges*. London: Paul Capman Publishing.

Miles, M.B., and Huberman, A.M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd Edition. Thousand Oaks, California: SAGE.

Miller, N.E., and Dollard, J. (1985) "Stimulus-Response Theory" in C. Hall, L. Gardner, J.C. Loehlin, M. Manosevitz (Eds.), *Introduction to Theories of Personality*. New York: John Wiley and Sons.

Miller, T.W. and Miller, J. M. (2001) "Educational leadership in the new millennium: A vision for 2020" in *International Journal of Leadership in Education*. Vol.4 (2), pp.181-189.

Mintzberg, H. (1973) *The Nature of Managerial Work*. New York: Harper and Row.

Minzberg, H. (1975) "The manager's job: Folklore or fact?" in *Harvard Business Review*, Vol.53, No. 4, pp.49-61.

Minzberg, H. (1998) "Covert Leadership: notes on managing professionals" in *Harvard Business Review*, November – December, pp.140-147.

Mishler, E.G. (1986) *Research Interviewing: Context and Narrative*. Cambridge, MA: Harvard University Press.

Mitchell, R.G., and Charmaz k. (1996) "Telling tales, writing stories" in *Journal of Contemporary Ethnography*. Vol.25, pp.144-166.

Moser, C., and Kalton, G. (1977) *Survey Methods in Social Investigation.* London: Heineman.

Murphy, J. (2002) "Reculturing the profession of educational leadership: New blueprints" in J. Murphy (Ed.), *The Educational Leadership Challenge: Redefining Leadership For The 21st Century.* Chicago: National Society for the Study of Education.

Murphy, J. and Datnow, A. (2002) (Eds.) *Leadership Lessons from Comprehensive School Reforms.* Thousand Oaks, CA: Corwin Press.

Murphy, J., and Louis, K.S. (1994) *Reshaping The Principalship: Insights From Transformational Reform Efforts* .London: Corwin Press Inc.

Muscat, J. (Ed.) (1997) *Towards the New Millennium: The Changing Role of the Principal.* Malta: MUT Publications Ltd.

Naisbett, J., and Aberdene, P. (1990) *Megatrends 2000: Ten New Directions for the 1990's.* New York: Random House.

Nathan, R.G., Staats, T.E., and Rosch, P.J. (1989) *The Doctor's Guide to Instant Stress Relief.* New York: Ballantine Books.

National College for Schools Leadership (NCSL) (2001) *Leadership Development Framework.* Nottingham: NCSL.

Newman, J., and Clarke, J. (1994) "Going about our business? The managerialism of public services" in J. Clarke, A. Cochrane and E. McLaughlin (Eds.), *Managing School Policy.* London: Sage.

Nias, J. (1981) "Teacher satisfaction and dissatisfaction: Herzberg's two-factor hypothesis revisited" in *British Journal of Sociology of Education*, Vol. 2 (3), pp. 235 – 46.

Nias, J., Southworth, G., and Campbell, P. (1992) *Whole School Curriculum Development in Primary Schools.* Lewes: Falmer Press.

Northouse, P.G. (1997) *Leadership: Theory and Practice.* Thousand Oaks, CA: Sage.

O'Brien, M.U., Weissberg, R.P., and Shriver, T.P. (2003) "Educational leadership for academic, social and emotional learning" in M.J. Elias, H. Arnold and C. Steiger Hussey (Eds.), *EQ + IQ = Best Leadership Practices for Caring and Successful Schools.* London: Paul Chapman.

O'Keeffe, B. (1999) "Reordering Perspectives in Catholic School," in M. Hornsby-Smith (Ed.), *Catholics in England 1950-2000: Historical and Sociological Perspectives.* London: Cassell.

Oancea, Alis (2004) "Review of M. MacLure's discourse in educational and social research" in *British Educational Research Journal*, Vol. 30, pp. 748.

Ogawa, R. T., and Bossert, S. T. (1995) "Leadership as an organizational quality" in *Educational Administration Quarterly*, Vol.31 (2), pp.224-243.

Olesen, V. (2000) "Feminisms and qualitative research at and into the millennium", in N. Denzin and Y. Lincoln (Eds.) *The New |Leader.* London: Sage

Oppenheim, A.N. (1966) *Questionnaires .* London: Heinemann.

Oppenheim, A.N. (1992) *Questionnaire Design, Interviewing and Attitude Management.* London: Pinter Publishers Ltd.

Ostell, A., and Oakland, S. (1995) *Headteacher Stress, Coping and Health.* Aldershot: Avebury.

Parlett, M., and Hamilton, D. (1976) "Evaluation as illumination" in D. Tawney (Ed.), *Curriculum Evaluation Today: Trends and Implications.* London: Macmillan.

Paterson, L. (2000a) "Catholic Education and Scottish democracy" *Journal of Education and Christian Belief*, Vol.4 (1), pp.37-49.

Paterson, L. (2000b) "Salvation through education? The changing social status of Scottish Catholics" in T. Devine (Ed.), *Scotland's Shame? Bigotry and Sectarianism in Modern Scotland.* Edinburgh: Mainstream.

Patton, M.Q. (1980) *Qualitative Evaluation Methods.* Beverly Hills: SAGE.

Patton, M.Q. (1990) *Qualitative Evaluation and Research Methods.* Newbury Park, CA: SAGE.

Peiro, J.M. (1990) "Expected developments in work and organisational psychology in Europe in the nineties" in P.J. Drenth, J.A. Sergeant and R.J. Takens (Eds.), *European Perspectives in Psychology*, Vol.3, pp.21-38.

Peters, T. J. and Waterman, R. H. R. (1982) *In Search of Excellence: Lessons from America's best-run companies.* New York: Harper and Row.

Peterson, C.L. (1999) *Stress at Work: A Sociological Perspective: Policy, Politics, Health, and Medicine Series*. Amityville, NY: Baywood Publishing.

Petrides, L.A. and Guiney, S.Z. (2002) "Knowledge management for shool leaders: An ecological framework for thinking schools" in *Teachers College Record*. Vol.104 (8), pp.1702-1717.

Pfeffer, J. (1978) "The ambiguity of leadership" in M.W. McCall, Jr. and M.M. Lombardo (Eds.), *Leadership: Where Else can we go?* Durham, NC: Duke University Press.

Pirsig, M. (1992) *Lila: an Inquiry into Morals.* London: Corgi Books.

Pittman, T. S. (1998) "Motivations" in D.T. Gilbert, S. Fiske, and G. Lindzey (Eds.), *The Handbook of Social Psychology*, 4th Edition, Vol.1, pp.549-590.

Power, S., Whitty, G., Gewirtz, S., Halpin, D. and Dickson, M. (2002) "Paving a 'Third Way' : A policy trajectory analysis of education action zones" in Final report of a project funded by the Education and Social Research Council , UK

Price, J.L. (1994) "Organizational turnover: An illustration of the grounded theory approach to theory construction" in B. Glaser (Ed.), *More Grounded Theory Methodology: A Reader.* Mill Valley, CA: Sociology Press.

Pricewaterhouse-Coopers (2007) *Independent Study into School Leadership.* Retrieved 27 August 2007 from www.dfes.gov.uk/research/data/uploadfile /RR818A.pdf.

Prosser, J. (Ed.) (1999) *School Culture.* London: Paul Chapman.

Pulis, Y. (1997) "Personnel management" in J. Muscat (Ed.), *The Changing Role of The Head.* Malta: MUT Publications Ltd.

Purkey, S.C. and Smith, M.S. (1983) "Effective schools: A review" in *Elementary School Journal,* Vol.83 (4), pp.427-452.

Quinn, J.B.R., Mintzberg, H., and James, R.M. (1988) *Strategy, Process, Concepts, Contexts and Cases.* Englewood Cliffs: Prentice Hall.

Quintano, A. (1999) *Professional Leadership by Secondary School Headteachers in Malta*, Diploma Dissertation, Faculty of Education, University of Malta.

Ramazanoglu, C. (1990) *Feminism and the Contradiction of Oppression.* London: Routledge.

Ramsdale, M. (2000) "Educational leadership" in M. Calvert, J.A. Harvey and M. Ramsdale (Eds.), *Managing Educational Institutions.* University of Sheffield: Philip Armstrong Publications.

Reid, I. (1986) *The Sociology of School and Education.* London: Fontana.

Relph, E. (1976) *Place and Placelessness.* London: Pion Ltd.

Riches, C. (1994) "Motivation" in T. Bush and J. West-Burnham (Eds.), *The Principles of Educational Management.* Harlow: Longman.

Riches, C. (1997) "Communication in educational management" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management.* London: Open University Press.

Riches, C. (2000) "Motivation in education" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management.* Buckingham: Open University Press.

Riches, C. and Morgan, C. (1989) *Human Resource Management in Education.* Milton Keynes: Open University Press.

Roberts, N.C. (1985) "Transforming leadership: A process of collective action" in *Human Relations.* Vol.38 (11), pp.1023-1046.

Robertson, M. (2001) "Performance Management and performance objectives in church schools" in *Education Today*, Vol.51 (1), pp. 41-44.

Robinson, V.M.J. (1995) "The Identification and evaluation of power in discourse" in D. Corson (Ed.), *Discourse and Power in Educational Organizations.* Cresskill, NJ: Hampton Press Inc.

Robson, C. (2002) *Real World Research*, 2nd Edition. London: Blackwell Publishing.

Rogers, A., and Reynolds, J. (2003) "Leadership and Vision" in J. Seden and J. Reynolds (Eds.), *Managing Care in Practice.* London, Routledge.

Rose, D., and Sullivan, O. (1993) *Introducing Data Analysis for Social Scientists.* Buckingham: Open University Press.

Rosenblum, S., Louis, K.S., and Rossmiller, R.A. (1994) "School leadership and teacher quality of work life in restructuring schools" in J. Murphy and K.S. Louis (Eds.), *Reshaping the Principalship: Insights from Transformational Reform Efforts.* Thousand Oaks, CA: Corwin Press Inc.

Ross, J. A., Cousins, J. B., and Gadalla, T. (1996) "Within-teacher predictors of teacher efficacy" in *Teacher and Teacher Education*, Vol.12, pp.385-400.

Ross, J.A. (1995) "Strategies for enhancing teachers' beliefs in their effectiveness: Research on a school improvement hypothesis" in *Teachers College Record*. Vol.97, pp.227-251.

Ross, R.R., and Altmaier, E.M. (2000) *Intervention in Occupational Stress: A Handbook of Counselling for Stress at Work*. London: SAGE.

Rotter, J.B. (1975) "Some problems and misconceptions related to the construct of internal versus external control of reinforcement" in *Journal of Consulting and Clinical Psychology*, Vol.43, pp.56-67.

Rotter, J.B. (1980) "Interpersonal trust, trustworthiness and gullibility" in *American Psychologist*, Vol.35, pp.1-7.

Rousseau, D.M. (1997) "Organisational behaviour in the new organisational era", *Annual Review of Psychology*, Vol.48, pp.515-546.

Rowan, B. (1996) "Standards as incentives for instructional reform" in S.H. Furham and J. O'Day (Eds.), *Rewards and Reform: Creating Educational Incentives that Work*. San Francisco: Jossey-Bass.

Rue, L.W., and Byars, L.L. (1989) *Management Theory and Application*, 5th Edition. New York: R.D. Irwin Inc.

Rutter, M., Maughan, B., Mortimore, P., and Ouston, J. (1979) *Fifteen Thousand Hours: Secondary Schools and their Effects on Children*. London: Open Books.

Rutter, M., Maughan, B., Mortimore, P., and Ouston, J. (1980) *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*. London: Open Books.

Ryan, P. (1997) Address to Australian Institute of Training and Development, Sydney March.

Sachs, J. (2000) "Rethinking the practice of teacher professionalism" in C.Day, A. Fernandez, T.E. Hauge and J, Moller (Eds.), *The Life and Work of Teachers*. London: Falmer Press.

Said, J. (2000) "Reward strategies aimed at retaining technical professionals" in *The Management Journal*, October 2000, pp.32-34.

Sale, J. (1997) "Leading from the heart" in *Managing Schools Today*, Vol.6 (9), pp.16-19.

Saliba, A. (2004) "Building and maintaining the professional school team", in J. Muscat (Ed.), *Heads of School at Work*. Malta: MUT Publications Ltd.

Salznick, P. (1954/1984) *Leadership in Administration: A Sociological Interpretation*. Berkeley, CA: University of California Press.

Sammons, P., Hillman, J., and Morimore, P. (1995) *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*. London: OFSTED.

Sanderson, I. (2003) "Is it 'what works' that matters? Evaluation and evidence-based policy-making" in *Research Papers in Education*. Vol.18 (4), pp.331-45.

Sapre, P. (2002) "Realising the potential of educational management in India", *Educational Leadership and Administration*, Vol.30 (1), pp.101-108.

Scerri, D. V. (2000) *The Saga of The Church Schools in Malta, (1970-1986): A Historical Portrayal of Events*. Malta: MUT Publications Ltd.

Scheerens, J. (1997) "Conceptual models and theory-embedded principles on effective schooling" in *School Effectiveness and School Improvement*, Vol.8 (3), pp.269-310.

Scheerens, J., and Bosker, R.J. (1997) *The Foundations of Educational Effectiveness*. New York: Elsevier.

Schein, E.H. (1985) *Organizational Culture and Leadership*. San Francisco, CA: Jossey Bass.

Schein, E.H. (1996) "Culture: The missing concept in organisational studies", *Administrative Science Quarterly*, Vol.41 (June), pp.229-240.

Schein, V.E. (1994)"Managerial sex typing: A persistent and pervasive barrier to women's opportunities" in M.J. Davidson and Burke, R.J. (Eds.), *Women in Management: Current Research Issues*. London: Paul Chapman.

Scheurich, J.J. (1998) "Highly successful and loving, public elementary schools populated mainly by low SES children of color: Core beliefs and cultural characteristics in *Urban Education*, Vol.33 (4), pp.451-491.

Schuler, R.S. (1980) "Definition and conceptualisation of stress in organisations" in *Organisational Behaviour and Human Performance*, April:189.

Schwandt, T.A. (1994) "Constructivist, interpretive approaches to human inquiry" in N.K. Denain & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousands Oaks, CA: SAGE.

Schwandt, T.A. (2000) "Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism in N.K. Denzin and Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd Edition. Thousand Oaks, CA: SAGE.

Schwartz, H.M. and Davis, S.M. (1981) "Matching corporate culture and business strategy" in *Organizational Dynamics*, Vol.59 (1), pp.30-48.

Sedgwick, F. (1989) *Here Comes the Assembly Man: A Year in the Life of a School*. London: Falmer Press.

Selznick, P. (1957) *Leadership in Administration*. New York: Harper and Row.

Senge, P. (1990) *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

Sergiovanni, T. (1987) *The Moral Commonwealth : Social Theory and the Promise of Community*. Los Angeles: University of California Press.

Sergiovanni, T. and Starratt, R.J. (1971) "Cultural and Competing perspectives in administrative theory and practice' in T. Sergiovanni and J. Corbally (eds), *Leadership and Organizational Culture*. Chicago, IL: University of Illinois Press.

Sergiovanni, T.J. (1990) *Value-Added Leadership: How to Get Extraordinary Performance in Schools*. New York: Harcourt Brace Hovanovich

Sergiovanni, T.J. (1992) *Moral Leadership: Getting to the Heart of School Improvement*. New York: Jossey-Bass.

Sergiovanni, T.J. (1996) *Leadership For The Schoolhouse: How Is It Different? Why Is It Important?* New York: Jossey-Bass.

Sergiovanni, T.J. (2001) *Leadership*. London: Routledge Falmer.

Sergiovanni, T.J. (2005) *Leadership: What's in it for Schools?* London: Routledge Falmer.

Sergiovanni, T.J. and Moore, J.H. (1989) (Eds.) *Schooling for Tomorrow: Directing reforms to Issues that count*. Boston: Allyn and Bacon.

Service Organisations Leadership Research Report (2003) *Contemporary Challenges and Implications for Leaders in Frontline Human Service Organisations*, ACU National, Sydney Australia.

Sharpe, F.G. (1995) *Educational Leadership for The Twenty-First Century in The Practsing Administrator,* Vol.2, pp.16-20.

Shaw, B. (1976) *The Penguin Dictionary of Modern Quotations*, J.M. and M.J. Cohen (eds.). Middlesex: Penguin Books Limited.

Shaw, B. (1976) *The Penguin Dictionary of Modern Quotations*, J.M. and M.J. Cohen (eds.). Middlesex: Penguin Books Limited.

Sieber, J. (1994) "The ethics and politics of sensitive research" in C. Renzetti and R. Lee (Eds.), *Researching Sensitive Topics.* London: SAGE.

Sikes, P. (2001) "Teachers lives and teaching performance" in D. Gleeson, and C. Husbands (Eds.), *The Performing School.* London: Routledge Falmer.

Silins, H., Mulford, B., Zarnis, S., and Bishop, P. (2000) "Leadership for organisational learning: Implications for pedagogical quality and student achievement" in K. Leithwood (Ed.), *Understanding Schools as Intelligent Systems.* Stamford, CT: Jai Press.

Silverman, D. (2000) *Doing Qualitative Research: A Practical Handbook.* London: SAGE.

Silvester, J. (2004) "Attributional Coding" in C. Cassell, and G. Symon (Eds.), *Essential Guide to Qualitative Methods in Organizational Research.* London: SAGE.

Simkins, T. (2003) "Reform, accountability and strategic choice in education" in M. Preedy, R. Glatter and C. Wise (Eds.), *Strategic Leadership and Educational Improvement.* London: Paul Chapman.

Simkins, T. (2005) "Leadership in Education" in *Educational Management Administration and Leadership,* Vol.33 (1), pp.9-26.

Skalbeck, K.L. (1991) *Profile of a Transformational Leader: A Sacred Mission.* Ann Arbor, MI: UMI Dissertation Services.

Sleegers, P., Geijsel, F., and Van Den Borg, R. (2002) "Integrated services: Challenges in linking schools, families and communities" in K. Leithwood and P. Hallinger (Eds.), *Second International Handbook of Educational Leadership and Administration: Part One.* Norwell, MA: Kluwer.

Smilansky, J. (1994) "External and Internal correlates of teachers' satisfaction and willingness to report stress" in *Educational Psychology*, Vol.54, pp.84-92.

Smith, R. (1995) *Successful School Management*. London: Cassell.

Smith, R.W. (1975) *Strategies of Social Research: The Methodological Imagination*. London: Prentice-Hall.

Somaz, H.W., and Tulgan, B. (2003) *Performance Under Pressure: Managing Stress in The Workplace*. Amherst, MA: HRD Press.

Sorenson, R. D. (2007) "Stress management in education: warning signs and coping mechanisms" in *Management in Education, The Journal of Professional Practice*. Vol. 21 (3), pp. 10 – 13

Sorenson, R.D. (2006) *A Survey of factors creating stress for secondary school educators*. Manuscript submitted for publication.

Sorenson, R.D., and Goldsmith, L.M. (2008) *The Principal's Guide to Managing School Personnel*. Thousands Oaks, CA: Corwin Press, (in publication).

Southworth, G. (1998) *Leading Improving Primary Schools*. London: Falmer Press.

Southworth, G. (2000) "Primary Headship and leadership" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Management*. Buckingham: Open University Press.

Southworth, G.W. (1995a) *Looking into Primary Headship: A Research Based Interpretation*. London: Falmer Press.

Southworth, G.W. (1995b) *Talking Heads: Voices of Experience, an Investigation into Primary Headship in the 1990's*. Cambridge: University of Cambridge Institute of Education.

Spillane, J. P., Hallett, T., and Diamond, J. B. (2003) "Forms of capital and the construction of leadership: Instructional leadership in urban elementary schools" in *Sociology of Education*, Vol.76 (1), pp.1-17.

Spillane, J. P., Halverson, R., and Diamond, J.B. (2001) "Investigating school leadership practice: A distributed perspective" in *Educational Researcher*, Vol.30 (3), pp. 23-28.

Spiteri, M. (1999) *Headship in the Primary School*, Dissertation, Diploma in Educational Administration and Management, University of Malta.

Starratt, R. J. (1993) *Building and Ethical School: A Practical Response to the Moral Crisis in Schools.* London: The Falmer Press.

Starratt, R.J. (1986) "Excellence in education and quality of leadership". Occasional Paper No 1 Southern Tasmanian Council For Educational Administration.

Starratt, R.J. (1993) *Building an Ethical School: A Practical Response to the Moral Crisis in Schools.* London: Falmer Press.

Starratt, R.J. (1995) "The Spirituality of leadership" in R.J. Starratt and R.E. Guare (Eds.), *The Spirituality of Leadership: Planning and Changing.* Vol.26 (3/4), pp.190-197, Fall/Winter.

Starratt, R.J. (1995) *Leaders with Vision: The Quest for School Renewal.* CA: Thousand Oaks.

Steers, R.M., and Porter, L.W. (1983) *Motivation and Human Behaviour.* New York: McGraw-Hill.

Steinmetz, J., Blakenship, J., Brown, L., Hall, D., and Miller, G. (1980) *Managing Stress Before It Manages You.* Plato Alto, CA: Bull Publishing.

Stenhouse, L. (1975) *An Introduction to Curriculum Research and Development.* London:Heinemann.

Stogdill, R.M. (1974) *Handbook of Leadership: A Survey of Theory and Research.* New York: The Free Press.

Stoll, L., and Fink, D. (2001) *Changing our Schools.* Buckingham: Open University Press.

Stranks, J. (2005) *Stress at Work: Management and Prevention.* Oxford: Elsevier Butterworth-Heinemann.

Strauss, A., and Corbin, J. (1990) *Basics of Qualitative Research: Grounded Theory Procedures and Techniques.* Newbury Park, CA: SAGE.

Strauss, A., and Corbin, J. (1998) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory,* 2nd Edition. Thousand Oaks, CA: SAGE.

Strike, K.A. (1990) "The ethics of educational evaluation" in J. Millman and L. Darling-Hammond (Eds.), *A New Handbook of Teacher Evaluation.* Beverly Hills: SAGE.

Sudman, S., and Bradburn, N.M. (1982) *Asking Questions: A Practical Guide to Questionnaire Design.* San Francisco, CA: Jossey-Bass Inc.

Sultana, R.G., and Baldacchino, G. (1994) *Maltese Society: A Sociological Inquiry.* Malta: Mireva Publications.

Swann, R, (1998) "Compassionate Leadership in schools" in *International Studies in Educational Administration,* Vol.26, (1), pp.21-29.

Tabone, C. (1987) *The Secularization of the Family in Changing Malta.* Malta: Dominican Publications.

Talbert, J. E. and McLaughlin, M.W. (1994) "Teacher professionalism in local school contexts" in *American Journal of Education,* Vol.102, pp.123-153.

Taylor, C. (1991) *The Ethics of Authenticity.* Cambridge Massachusetts: Harvard University Press.

Teal, T. (1996) "The Human side of management" in *Harvard Business Review,* November–December, pp.35-44.

Terry, R.W. (1993) *Authentic Leadership: Courage in Action.* San Francisco: Jossey- Bass.

Thayer, L. (1988) "Leadership/communication: A critical review and a modest proposal" in G. M. Goldhaber and G. A. Barnett (Eds.), *Handbook of Organizational Communication.* Norwood, NJ: Ablex.

Thibault, E.A., Lynch, L.M., and McBride, R.B. (1995) *Proactive Police Management.* New Jersey: Prentice Hall.

Thody, A.M. (2000) "Followship or followersheep? An exploration of the values of non-leaders" in *Management in Education,* Vol.14 (2), pp.15-18.

Thody, A.M. (2001) Followership and children's leadership skills. Unpublished conference paper, Universities' Council for Educational Administration, USA.

Thody, A.M. (2002) *Followership in Educational Organisations: A Pilot Mapping of the Territory,* Keynote paper presented at the CCEAM Conference, Exploring New Horizons in School Leadership for Democratic Schools, 23rd September, Umea University, Sweden.

Thompson, J.L. (1993) *Strategic Management: Awareness and Change,* 2nd Edition. London: Chapman and Hall.

Thompson, S. (2005) *Leading from The Eye of The Storm: Spirituality and Public School Improvement.* Lanham, MD: Scarecrow Education.

Tomlinson, H., Gunter, H., and Smith, P. (1999) *Living Headship.* London: Paul Chapman Publishing.

Trotter, A. and Ellison, L. (1997) "Understanding Competence and Competency" in B. Davies and L. Ellison (Eds.), *School Leadership for the 21st Century: A Competency and Knowledge Approach.* London: Routledge.

Turner, C. (1992) *Motivating Staff.* Blagdon: Staff College.

Tylor, E.B. (1871) *Primitive Culture.* London: Murray.

Usher, R., and Scott, D. (Eds.) (1996) *Understanding Educational Research.* London: Routledge.

Vatican Congregation for Catholic Education (1988) *The Religious Dimension of Education in a Catholic school.* Dublin: Veritas.

Vecchio, R. (2002) "Leadership and gender advantage" in *The Leadership Quarterly,* Vol.13, pp.643-671.

Vella, A.P. (1961) "The role of private schools in Maltese education", in *The Malta Year Book.* Malta: Progress Press.

Vroom, V.H. (1964) *Work and Motivation.* New York: John Wiley and Sons.

Vroom. V.H. (1960) *Leadership and Decision Making.,* Pittsburgh: Pittsburgh Press.

Wain, K. (1995) *Tomorrow's Schools: Developing Effective Learning Cultures.* Report of the Consultative Committee on Education, Department of Education, Malta.

Walford, G. (Ed.) (1998) *Doing Research about Education.* London: Falmer.

Wallace, J., and Wildy, H. (1995) *The Changing World of School Leadership: Working in a Professional Organisation Today in The Practising Administrator.* Vol.1, pp.14-17.

Wallace, M. (2001) "Really Good Ideas? Developing Evidence-Informed Policy and Practice in Educational leadership and management: a rejoinder" in *Educational Management and Administration.* Vol.29 (1), pp.27-34.

Walton, R.E. (2000) "Managing conflict in organizations" in M. Crawford, L. Kydd and C. Riches (Eds.), *Leadership and Teams in Educational Managemet*. Buckingham: Open University Press.

Warr, P., and Wall, T. (1975) *Work and Well-Being*. Harmondsworth: Penguin Books.

Wasserberg, M. (2000) 'Creating the vision and making it happen", in H. Tomlinson, H. Gunter and P. Smith (eds.) *Living Headship: Voices, Values and Vision*. London: Paul Chapman Publishing.

Watts, M. and Cooper, S. (1992) *Relax: Dealing with Stress*. London: BBC.

Weber, M. (1947) *The Theory of Social and Economic Organisations*, translated by Herderson, A. M. and Parsons, T. Oxford: Oxford University Press.

Weber, M. (1961) "Power and bureaucracy" in K. Thompson and J. Tunstall (Eds.), *Sociological Perspectives*. Middlesex, England: Penguin Books.

Weick, K. E. (1995) *Sensemaking in Organizations*. Thousand Oaks, CA: SAGE.

Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G., and Sikes, P. (2005) *Succeeding with Your Doctorate*. London: SAGE.

Wenger, E. (1998) *Communities of Practice: Learning, Meaning and Identify*. New York: Cambridge University Press.

West-Burnham, J. (1997) *Managing Quality in Schools*, 2nd Edition. Pearson Professional Ltd.

West-Burnham, J. (2002) *Leadership and Spirituality*. Nottingham: National College of School Leadership.

Wheatley, M.J. (1999) *Leadership and the New Science: Discovering Order in a Chaotic World*, 2nd Edition. San Francisco: Berrett-Koehler Publishers.

Whilte, W.L. (1997) *Incestuous Worekplace: Stress and Distress in the Organisational Family*. Minneapolis, MN: Hazelden Publishing.

Whisenand, P.M., and Rush, G.E. (1993) *Supervising Police Personnel*, 2nd Edition. New Jersey: Prentice Hall Inc.

Wigfield, D. (1996) "Competent leadership" in *The Police Journal*, April–June 1996, Vol. LXIX, (2), pp.99-108.

Wilkinson, I.E., and Stark, R. (1997) *Code of Practice for Educational Research in Scotland.* Scotland: Scottish Educational Research Association.

Williams, R. (1983) *Towards 2000.* Harmondsworth: Penguin Books.

Williams, R. (2001) "Unrecognised exodus, unaccepted accountability: The looming shortage of principals and vice versa principals in Ontario public school boards" in *Queens University School of Policy Studies.*

Wilson, N. and McLean, S. (1994) *Questionnaire Design: A Practical Introduction.* Newtown Abbey: University of Ulster Press.

Woods, G. (2007) "The bigger feeling", *The Importance of Spiritual Experience in Educational Leadership in Educational Management, Administration and Leadership,* Vol.35 (1), pp.135-155.

Woods, P., Jeffrey, B., Troman, G., and Boyle, M. (1997) *Restructuring Schools, Reconstructuring Teachers.* Buckingham: Open University Press.

Xuereb, M. (1999) *Management Styles of Heads in Malta and Gozo,* Dissertation, Diploma in Educational Administration and Management, University of Malta.

Yukl, G. (1994) *Leadership in Organisations,* 3rd Edition. Englewood Cliffs, NJ: Prentice Hall.

Yukl, G.A. (2002) *Leadership,* 5th Edition. Upper Saddle River, NJ: Prentice-Hall.

Zaleznik, A. (1977) "Managers and leaders: Are they different?" in *Harvard Business Review,* pp.67-78.

Zalzenik, A. (1993) "Managers and leaders: Are they different?" in W.E. Rosenbach, and R.L. Taylor (Eds.), *Contemporary Issues in Leadership,* 3rd Edition. Oxford: Westview Press.

Zull, J. (2002) *Stress Coping Stratetgies.* New Jersey, Prentice Hall.

APPENDIX ONE

QUESTIONS OF

SEMI-STRUCTURED INTERVIEW

SEMI STRUCTURED INTERVIEW QUESTIONS

1. What is it like to be the Head of a Maltese Roman Catholic School?

2. How is the ethos of the school maintained?

3. How would you describe your style of leadership?

4. What challenges do you envisage?

5. What are your main pre-occupations as a Head of school?

6. What are your main stressors?

7. What are the things that motivate you most in your work?

8. Do you see any difference between a Head in a church school and a Head in a state school?

9. How would you describe your school culture?

10. How do you look at your staff?

11. How do you think they perceive you?

12. Do you believe in collegiality?

APPENDIX TWO

PARTICIPANTS INFORMATION SHEET

AND

QUESTIONNAIRE

Participant Information Sheet

A VIEW FROM THE TOP
A Study on Educational Leadership in Roman Catholic Church Primary and Secondary Schools in Malta

You are being invited to take part in a research project on leadership in Maltese Roman Catholic Church Schools that is part fulfilment of my Doctorate in Education with the University of Sheffield, UK. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

The proposed project aims to study leadership in Roman Catholic primary and secondary schools in Malta. The study will take a grounded approach in order to investigate what it is like to be a headteacher in a church-run school, through an exploration of attitudes, behaviours, leadership styles and managerial skills and approaches.

The findings of the study should give some privileged insights into the perceptions and experiences of church school heads, providing information about positive and negative aspects of the job, indicating areas where organisational and / or administrative changes would be helpful and also highlighting areas for further headteacher education and training.

The project is envisaged to spread over two years.

You have been chosen as one of ten participants (five from the Primary sector and five from the Secondary sector) to be interviewed for the purpose of this study. The choice was done at random from the entire list of Church Schools, Primary and Secondary, made available by the Secretariat for Catholic Education.

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time, without giving a reason.

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will shed light on the different aspects of leading a Roman Catholic Church school in Malta.

All information that will be collected about you during the course of the research will be kept strictly confidential. Any information about you that will be disseminated will have your name and address removed so that you cannot be recognised from it.

It is envisaged that any results of the research that may shed light on the perceptions, practice, experiences and knowledge of Heads will be presented to the Secretariat for Catholic Education. This will hopefully pave the way for any organisational and / or administrative changes while highlighting aspects for further education and training.

This research is being monitored by the Research Ethics Committee of the University of Sheffield.

If you need any further information you can contact me on mob no. 79694876.

As a participant you will be given a copy of the *Participant Information sheet* and a copy of you signed *Consent Form.*

I wish to thank you for taking part in this project.

Rose Anne Cauchi

QUESTIONNAIRE

A STUDY ON EDUCATIONAL LEADERSHIP IN ROMAN CATHOLIC SCHOOLS IN MALTA

1. How would you describe what it feels like to be Head of a Roman Catholic school in Malta?

_____

_____

_____

_____

2. How long have you been in the post of Head of School?

_____ years _____ months.

3. Were you trained in Headship before you were given the post?

_____ Yes _____ No

If yes, can you please specify:

☐ Diploma in Educational Administration and Management

☐ M.Ed

☐ MBA

☐ M.A

☐ Short *ad hoc* courses

☐ Other _____

4. Did you receive any training in Educational management and / or leadership while you have been Head of School?

_____ Yes   _____ No

If yes, what kind of training?

_____

5. Do you feel you are adequately trained in Headship?

_____ Yes   _____ No

Why?

_____

6. How would you describe your style of leadership? Why?

_____

_____

7. What kind of relationship do you prefer to have with your staff?

_____

_____

8. How do you handle staff conflict?

_____

_____

_____

9. What are the work factors that motivate you most?

_____

_____

_____

_____

10. What are the job factors that give you the greatest satisfaction?

_____

_____

_____

_____

11. What stresses you most in your job?

_____

_____

_____

_____

12. What do you understand by *Stress*?

_____

_____

13. How do you experience stress?

_____

14. Do you use any stress coping strategies?

_____Yes   _____No

If in the affirmative, can you share what these are?

_____

_____

_____

15. Do you feel you have adequate help / support when you come across difficulties?

_____ Yes   _____No

If yes, from whom?

_____

In what way?

_____

_____

_____

16. Did you have any teaching experience before you were appointed Head of school?

_____Yes   _____ No

If yes, how long?   _____

17. Do you have any teaching qualification?

_____ Yes   _____ No

Can you please specify?

- ☐ B.A
- ☐ P.G.C.E
- ☐ B.Sc
- ☐ Certificate in Pedagogy
- ☐ B.Ed
- ☐ Teachers' College
- ☐ Other _____

18. If you have any teaching experience, has teaching been your only occupation since you left school?

_____ Yes   _____ No

19. If you had previous teaching experience, do you think that you were given the post of Head of school on the basis of your teaching experience?

_____

20. What, in your opinion, is expected from you as a Head of a church school?

_____

_____

_____

21. What exactly is your role?

_____

_____

22. Do you think that a Church school has a different mission from a state school?

_____ Yes   _____ No

Why? _____

_____

_____

23. How would you describe the predominant culture of your school?

_____

_____

_____

_____

24. Can you give an example to illustrate why you describe the culture of your school in this way.

_____

_____

_____

25. What is your vision for the school?

_____

_____

_____

26. Do you see any difference between *managing* a school and *leading* a school?

_____ Yes   _____ No

Why?

_____

_____

_____

Biographical Information

Gender: Male ☐   Female ☐

Present Age (Sorry!!):   _____

Years in Headship: _____

Religious: ☐   Lay: ☐

Primary Sector: ☐   Secondary: ☐

Number of students on roll: _____