

Ransome Ngaajieh Nnane

**AN EXPLORATION OF PRINCIPALS' AND TEACHERS'
PERCEPTION OF TEACHER LEADERSHIP IN FINLAND:
The case of four upper secondary schools in Jyväskylä**

Master's thesis
Summer 2009
Department of Educational Sciences
Institute of Educational Leadership
University of Jyväskylä

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Faculty of Education	Laitos – Department Department of Educational Sciences/ Institute of Educational Leadership
Tekijä – Author Ransome Ngaajieh Nnane	
Työn nimi – Title An exploration of principals' and teachers' perception of teacher leadership in Finland: The case of four upper secondary schools in Jyväskylä	
Oppiaine – Subject Education, with a Specialization in Educational Leadership	Työn Laji – Level Master's Thesis
Aika – Month and Year August 2009	Sivumäärä – Number of pages 130 pages and 11 appendices
Tiivistelmä – Abstract <p>This qualitative exploratory study examines the nature of teacher leadership in Jyväskylä, Finland, by examining the principals' and teachers' perceptions of the phenomenon. There is a substantial international literature focusing on teacher leadership that has contributed to the grounding of this study (Harris, 2003a). Although a significant part of the literature on teacher leadership is generated by scholars in the United States of America, Canada, and the United Kingdom, few studies have been published that focus on the Finnish school context.</p> <p>This study makes a contribution towards building a knowledge base on teacher leadership in Finland. The data was gathered by semi-structured interviews conducted in four different upper secondary schools. Eight teachers were interviewed in focus groups; individual interviews were carried out with four teachers and four principals. The data was analyzed using the content analysis method.</p> <p>The findings from the four schools indicate collaborative, teamwork, fluid and emergent leadership that embedded teacher leadership characteristics, perceived from both principals' and teachers' perspectives. Also elements inhibiting teacher leadership were identified, including the lack of resources and the organizational structure of the schools.</p> <p>Based on the research findings, the research proposes recommendations on enhancing teacher leadership, and further studies. Providing enough resources for professional development and in-service training for teachers and principals with more than five years' teaching experience would enhance teachers and principals to improve their leadership practice at school. Finally, the research makes suggestions for further studies.</p>	
Asiasanat – Keywords Teacher leadership, shared leadership, collaborative leadership, professional learning communities	
Säilytyspaikka – Depository University of Jyväskylä, Department of Educational Sciences/Institute of Educational Leadership	
Muita tietoja – Additional information	

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Kasvatustieteiden tiedekunta	Laitos – Department Kasvatustieteiden laitos/ Rehtori-instituutti
Tekijä – Author Ransome Ngajieh Nnane	
Työn nimi – Title Rehtoreiden ja opettajien käsitys opettajajohtajuudesta Suomessa: tapausesimerkkinä 4 lukiota Jyväskylässä	
Oppiaine – Subject Kasvatustiede, erityisesti opetushallinto ja oppilaitosjohtaminen	Työn Laji – Level Pro Gradu-tutkielma
Aika – Month and Year Elokuu 2009	Sivumäärä – Number of pages 130 s, 11 liitettä
Tiivistelmä – Abstract <p>Tämä laadullinen tutkimus tarkastelee opettajajohtajuuden luonnetta Suomessa selvittämällä neljän jyvaskyläläisen lukion rehtoreiden ja opettajien käsityksiä ilmiöstä. Opettajajohtajuudesta on olemassa merkittävää kansainvälistä tutkimuskirjallisuutta, joka on myötävaikuttanut tämän tutkimuksen peruslähtökohtiin (Harris, 2003a). Huomattava osa opettajajohtajuuden tutkimuksesta on tehty Yhdysvalloissa, Kanadassa ja Iso-Britanniassa, mutta suomalaisesta koulukontekstista on julkaistu vain muutama tutkimus.</p> <p>Tutkimus edistää suomalaista opettajajohtajuutta koskevan tietopohjan rakentamista. Tutkimusaineisto hankittiin puolistrukturoiduilla haastatteluilla. Kahdeksan opettajaa haastateltiin ryhmähaastatteluissa ja yksilöhaastattelut tehtiin neljälle opettajalle ja neljälle rehtorille. Aineisto analysoitiin sisällönanalyysi-menetelmällä.</p> <p>Tulokset osoittavat sekä opettajien että rehtoreiden käsitysten mukaan, että näissä kouluissa löytyy johtajuutta, jolle on ominaista yhteinen tai yhteistoiminnallinen johtaminen, tiimityö, joustavuus ja laajeneminen. Johtajuudessa on siten opettajajohtajuuden piirteitä. Tutkimuksessa löytyi myös opettajajohtajuutta estäviä tekijöitä kuten resurssipula ja koulujen organisaatorakenne.</p> <p>Tulosten perusteella tutkimuksessa suositetaan opettajajohtajuuden vahvistamiseksi riittäviä ammatillisen täydennyskoulutuksen ja kehittämisen resursseja opettajille ja rehtoreille, joilla on yli viisi vuotta työkokemusta. Tämä vaikuttaisi johtamiskäytäntöjen parantamiseen koulussa. Tutkimuksessa esitetään myös aiheita jatkotutkimukseksi.</p>	
Asiasanat – Keywords Opettajajohtajuus, jaettu johtajuus, yhteinen/yhteistoiminnallinen johtajuus, ammatilliset oppivat yhteisöt	
Säilytyspaikka – Depository Jyväskylän yliopisto, Kasvatustieteiden laitos/Rehtori-instituutti	
Muita tietoja – Additional information	

Table of Contents

ACKNOWLEDGEMENT	8
1 INTRODUCTION.....	10
2 OVERVIEW OF THE STUDY	12
2.1 Context of the study	12
2.2 How I developed an interest in teacher leadership research.....	14
2.3 Statement of the research problem.....	16
2.4 Objectives of the study and research questions.....	18
2.5 Significance of the study	19
2.6 Schematic representation of the study.....	21
3 THEORETICAL BACKGROUND OF THE STUDY	23
3.1 Leadership and management	23
3.2 A shift in leadership/management	28
3.2.1 Transactional leadership.....	29
3.2.2 Transformational leadership.....	30
3.3 Principalship(s).....	35
3.3.1 Former role of the principal	36
3.3.2 New role of the principals: A shift from management to leadership	36
3.4 Teacher leadership	39
3.4.1 Synonymous terms and some commonalities of the concepts	39
3.5 3.5 Teachers' leadership role.....	44
3.6 Characteristics of teacher leadership	46
3.6.1 Shared decision making	47
3.6.2 Professional learning communities	47
3.6.3 Teacher empowerment	48
3.6.4 Collaboration.....	49
3.6.5 Teamwork	50
3.6.6 Common vision for the school	51
3.6.7 Communities of learners	51
4 RESEARCH METHOD.....	53

4.1	Introduction	53
4.2	Research paradigms	54
4.2.1	Quantitative Paradigm.....	54
4.2.2	Qualitative paradigm.....	54
4.2.3	Postmodern paradigm.....	55
4.3	Selected method	56
4.4	Semi-structured interview questions	57
4.4.1	Limitations of the semi-structured interview	58
4.4.2	Interview	59
4.5	Research design	61
4.6	Procedure for the selection of the participants.....	62
4.7	Ethical procedures adopted for the study	63
4.8	Data collection and analysis.....	67
4.8.1	Conducting the interview	67
4.8.2	Data transcription	68
4.8.3	Data reduction	69
4.8.4	Data analysis strategies	69
4.8.5	Data display.....	70
5	DATA ANALYSIS	71
5.1	Introduction	71
5.1.1	Figure 10 Commonalities from figures 8 and 9 in steps II	73
PART I.....	75
5.2	Principals' answers to the research questions	75
5.2.1	Collaboration.....	75
5.2.2	Support	76
5.2.3	Empowerment	77
5.2.4	Trust	78
5.2.5	Mentoring and coaching.....	78
5.2.6	Networking and sharing personal information.....	79
5.2.7	Short courses while at service	80
5.2.8	Participation	80
5.2.9	Leading.....	82
5.2.10	Teamwork at school	84
5.2.11	Shared management	85
5.2.12	Planning and organizing.....	86
5.2.13	Competent and high expectation	87

PART II.....	90
5.3 Teachers' answering to the research questions	90
5.3.1 Collaboration.....	90
5.3.2 Consultation and care.....	91
5.3.3 Trust and honesty	92
5.3.4 Teaching.....	93
5.3.5 Training.....	94
5.3.6 Peer coaching and capacity building.....	94
5.3.7 Democratic (Decision making)	95
5.3.8 Empowerment	96
5.3.9 Teamwork	96
5.3.10 Independence and autonomy of the teachers	97
5.3.11 Extra-curricular activities.....	98
5.3.12 Expertise.....	98
5.3.13 Communication	99
5.3.14 Openness of administration.....	99
5.3.15 Recommendations	100
6 DISCUSSION.....	104
6.1 Teamwork	104
6.2 Collaboration	105
6.3 Empowerment.....	106
6.4 Trust	107
6.5 Shared decision making	108
6.6 Professional learning communities	109
6.7 Support and care	110
6.8 Using situational leadership model to add to the above discussion	110
7 VALIDITY OF THE RESEARCH.....	114
8 CONCLUSION	116
9 RECOMMENDATIONS.....	120
REFERENCES.....	121
APPENDIX A : COVER LETTER FOR THE TEACHERS	127

APPENDIX B: INTERVIEW QUESTIONS FOR THE TEACHERS	128
APPENDIX C: COVER LETTER FOR THE PRINCIPALS	129
APPENDIX D: INTERVIEW QUESTIONS FOR THE PRINCIPALS	130

LIST OF FIGURES

Figure 1 Schematic representation of the study	1
Figure 2 Summary of differences between leadership and management.....	28
Figure 3 The situational model.....	1
Figure 4 The three leaderships with some commonalities	43
Figure 5 Research design	61
Figure 6 Step I. Principals’ data categorized and displayed	72
Figure 7 Step I. Teachers’ data categorized and displayed	72
Figure 8 Step II. Principals’ data reduced into categories to avoid redundancy	73
Figure 9 Step II. Teachers’ data reduced into categories to avoid redundancy.....	73
Figure 10 Commonalities from figures 8 and 9 in steps II.....	74
Figure 11 Main research questions and answers from the teachers’ and principals’	119

Acknowledgement

I wish to acknowledge and thank a number of people who provided support in completing this study. I do thank the principals and teachers of Jyväskylä for their support and kind approval of the data to be gathered from their schools. I remain indebted to their precious time, hospitality, professionalism, expertise and friendship, and the fact that they dared to participate in this study. It would have been impossible for this project to go through without them. I am deeply indebted to the researcher Mika Risku for his personal assistance he gave me to gain access and approval from the schools that are included in this study.

I am deeply indebted to my research supervisor Professor Lars Björk of the University of Jyväskylä and Kentucky for his professional guidance and acting all through as a mentor in leadership studies. This project would not have been completed without his valuable advice, friendship and fatherly patience, among other things. I am also indebted to researcher Lea Kuusilehto who acted as my second supervisor, who has proved so motherly and friendly with many coffees and lunches she provided to us at the group discussions about this study and her guidance.

The director of the Institute of Educational Leadership, Professor Jukka Alava remains another powerful brain behind the success of this work for having been constantly advising me and coaching as a leader where necessary. I do owe him and credit him for this work. I also need to give credit to all staffs and my colleagues of the Master's Degree Programme in Educational Leadership (MPEL) for helping me complete this work.

I also want to acknowledge that my journey to Finland at the Institute of Educational Leadership started with my family and friends both abroad and in Cameroon. This journey to Finland would have not been successful without the moral and financial support of my family. Special thanks go to my friends Allo Goddy, Icelyle, Achalle, Rene, Rahel and Seppo's family.

Finally, my brothers, sisters and world wishers for their endless support: I thank my brother Akame K., Sgt. Elah, Enongene Sone, Enongene Ernest, Epie Samuel, Patience Ntube, Epede Lywine, Nkolle Berlinda and Sumelong. A special dedication goes to my mother Epote Lydia, grandmother Ebote and father Nnane Francis Sumelong, who passed away before I could complete this work. I say I owe him a lot. May his soul rest in perfect peace.

1 Introduction

Leadership in organizations has been widely studied in different forms and has evolved over time (Northouse, 2007). Different leadership styles have been applied depending on the time. The leadership of the 21st century is different. Leadership has evolved with different theories such as trait theory, style, contingency and power and influence (p. 5). Effective leadership has been explored because of the link with business organizations that are concerned with profit (Kotter 1988, p. 9), and this turned the attention in educational organizations to school improvement, effectiveness and efficiency. Studies have proved that the key for sustainable school reform is leadership. In any country in the world there are reforms in educational organizations with challenges to improve learning at school. This has received greater attention from the United States of America, Canada, Australia and the United Kingdom with research on leadership and student learning. The research indicates that various leadership models could have a greater effect on student learning (Greenlee, 2007). Instead of maintaining the formal leader to lead the school, leadership is spread across the school to each individual. According to the literature, the idea of distributed, teacher, instructional, democratic, participatory, moral and transformational leadership, among others, have emerged under different labels but aim at accomplishing the same objective (Leithwood, Louis, Anderson, and Wahlstrom, 2004). Distributed leadership draws a broader array of members to take part in school improvement, and democratic and participatory procedures encourage members to partake in decision making for school improvement. Instructional leadership sets the directions for classroom improvement and transformational leadership is about the need for change in learning. These leaderships include students and teachers depending on the approach being invested in the approach, but the general objective is for school improvement that is geared towards student learning.

Finland is known for her reputable education proved by the Programme of International Student Assessment (PISA) among Organization for Economic Co-operation and Development (OECD) results in 2000, 2003 and 2006 (Hargreaves, Halasz and Pont, 2007), but lacks international research on teacher leadership with teachers in respect to the international trend in changing leadership approaches in school: to the development

from individual, centered leadership to fluid, emergent and collaborative leadership (Gronn, 2000). As a teacher trained in Cameroon the concept of teacher leadership was alien to me. In the same way as Finland lacks international research, so do many developing countries as well. It is my hope, then, that this exploration of the Finnish context will offer support for the development of this concept in developing countries as well.

This study focused on leadership exercised by the teachers at school with various labels as mentioned above, but with the main focus on teacher leadership. It was focused on teachers and principals in Jyväskylä, Finland. Four upper secondary schools (coded as A, B, C and D) were used for the study and the methodology applied was qualitative with semi-structured interview questions used for the data collection from the teachers and principals. There were four research questions focusing on the relationship among teachers and among teachers and the principal, opportunities for teachers' and principals' professional development, experiences of teachers and principals in decision making, and changes that have taken place in the Finnish school system in respect to the recent reforms in leadership. The results seemed to witness more collaborative leadership which embedded elements of teacher leadership among teachers and principals that is grounded by their high level of teacher education far ahead of many countries. Based on the findings, the research proposes recommendations to enhance teacher leadership and for further studies.

2 Overview of the study

Finland is a small country, whose education is admired by many countries in the world due to the results from the Programme of International Student Assessment (PISA) in 2000, 2003 and 2006, emerging on the top at three consecutive times (Hargreaves, Halasz and Pont, 2007; Välijärvi, Linnakylä, Kupari, Reinikainen and Arffman, 2002). There are many reasons behind the success, and a part has been attributed to the teachers and principals.

Education is of high value in Finland and the role played by teachers (Välijärvi, Linnakylä, Kupari, Reinikainen and Arffman, 2002) and principals is very instrumental. This is one of the reasons why teacher education is carried out at the university level to maintain a high standard and quality of education, and to meet the challenges in the changing world. Teachers have a high level education with a Master's degree. Class teachers (generalists) have a Master's degree in education, while subject teachers (specialists) have completed a Master's degree in the subject they teach and pedagogy (FNBE, 2006, p. 15; Hargreaves, et al, 2007).

This study focused on leadership exercised by the teacher, a new concept in many countries in the world. The study focused on principals and teachers in Finland: how they perceive the concept in their schools and how it functions in their schools. The focus was on teachers and principals, mainly on their understanding and the applicability of this leadership concept.

2.1 Context of the study

This study took place in Finland. The capital of this country is Helsinki. Finland has a population of about 5 326 314 as of April 2009 population estimate (Statistics Finland). It is located in northern Europe bordering the Baltic Sea, Gulf of Bothnia and Gulf of Finland between Sweden and Russia. The climate of Finland is cold temperate, subarctic mild because of the influence of the North Atlantic current, the Baltic Sea, and there are

more than 60,000 lakes. The coastal area is about 1.126 km excluding island and coastal indentations. The languages spoken in Finland are Finnish with about 93,4%, Swedish 5,9% and small minorities like Lappish and Russian.

Education in Finland is free at all levels both for the national and international students. The system is made up of kindergartens, comprehensive school, vocational and senior high schools and the universities and polytechnics. But stakes are high that by 2010, there would be an introduction of fees at the university for international students. The Finnish education system was based on equity and equality of all but as there is more competition and neoliberalism in many universities, there is a wish to follow the trend.

The study took place in one municipality founded in 1837. It is among the ten biggest municipalities with a population of about 130,000 inhabitants, and an area of about 1,171 km². It has 48 comprehensive schools and eight senior high schools. As of January 1, 2009, the municipality merged with adjacent municipalities. It is estimated that there are about 3,000 foreign residents from 100 different countries. The landscape of Jyväskylä is made up of lakes, forest, and hills. It has the only national school for the visually impaired in Finland, a vocational college, a university and an applied sciences university, with many international programmes which bring international students from around the world together.

Brief history of principals in Finland

Prior to 1978, the role of a school principal did not exist. Head teachers were given more responsibility in addition to teaching work. Those who were given this task were the oldest in service (seniority). However, if we call these head teachers principals, then the selection of principals as in many other places was from among the most experienced teachers. After working as a teacher for some years, a principal was selected and appointed from among the teachers who had long been in service; having experience and a good profile (Värri and Alava, 2005).

In the 1970s school reform the parallel school system was abolished and the comprehensive school for all was implemented. After this reform, the status of the principals remained undefined. The status of the principals was finally reached in 1978 although it was only for principals in upper secondary schools. That of the comprehensive schools was not reached at this time (Värri and Alava, 2005) and the leaders were still acting as head teachers. A head teacher was a major subject teacher in school such as a Geography, History and French teacher doing full time work in teaching and carrying out other duties in school. Their job was a stepping stone towards administration.

The new law in the 1990s gave more powers and authority to principals and for the local population to determine the task of the principal. As there are new and increasing challenges in education, principals have been required to have leadership training since 1992 (Hargreaves, et al 2007). A certificate in education administration was required before the appointment to a principalship. In 1999, a new law spelled out the role of the principals and their qualification. The qualification requirement was as follows: a Master's degree in education, teaching experience, a qualification in educational administration and/or long term principal preparation, or proven experience in policy management, budget preparation, developing relationships with teachers, parents, and students (Hargreaves, et al 2007; Värri and Alava, 2005). Hargreaves, et al 2007 described the principals as 'first among equals' (p. 24). Courses are given at the university in principals' training, yet the cost of taking them is high but university students selected through a numerus clausus who are studying education administration as a minor can take the courses in their final year for free (Värri and Alava, 2005, p. 7).

2.2 How I developed an interest in teacher leadership research

My interest in this work stems from my experience as a teacher for two years in Cameroon, never coming across the concept of teacher leadership. Assuming responsibility as a teacher for two years, I further developed an interest to further my studies in the field of education. This was one of the reasons why I enrolled in the University of Jyväskylä in September 2007 at the Institute of Educational Leadership for a two years' Master's Degree Programme in Educational Leadership.

As part of my coursework, I had several lectures in instructional/pedagogical leadership (teacher leadership). As a novice to the concept, I decided to immerse myself in reading research papers and books on teacher leadership, especially the literature from the United States of America, Canada, Australia and the United Kingdom describing teacher leadership from the above mentioned context. Having done much reading on teacher leadership, I asked myself if I knew these issues before coming to Finland: Are they true, are teachers in Finland aware of the concept? Can teacher leadership developed in the United States of America, the United Kingdom, Canada, Australia and New Zealand be applicable in Cameroon with a different socio-economic background, school culture and values? I had wanted to carry out this research in Cameroon but because of certain reasons such as the cost of travelling, I decided to choose Finland.

Finland is more popular in its education (Hargreaves, Halasz and Pont, 2007), hence I presumed this concept would at least be recognized here. From my research both through the internet and in the library for teacher leadership in Finland, the result was that little has been done internationally. Practically no thesis has been written in my country about this concept, partly due to unawareness of the concept. Little has been internationally published on this topic by the Finnish academics. The question I asked myself as a researcher was whether teachers and principals in Finland know about this concept.

Initial enquiries in Finland indicated that little had been studied. It is on this basis that the following study has been designed. As human beings, we expect that during such interaction in school as there is among teachers and principals, certain characteristics would identify their intention, which are revealed through the action that the principal conducts towards the teachers and the teachers conduct towards the principal. In education, leaders are expected to hold an expectation about their students' academic performance and teachers are expected to be involved in the school management. Though the primary focus of this study is not teacher leadership in Cameroon, I hope it will be able to lay the foundation of teacher leadership in Cameroon.

2.3 Statement of the research problem

Leadership has been studied widely since the 1900s (Rost, 1993). The definitions have varied over the years. The early definitions of leadership are different from the contemporary definitions. Nevertheless, it is just an indication that notions develop over time as indicated by the various definitions. Since the early 1980s, an enormous amount of literature has emerged from school leadership studies from the United States of America, Canada, Australia, New Zealand, and the United Kingdom. The literature simply reveals what is taking place in many schools in order to improve teaching and learning. It also shows how leadership has changed over time. It has shifted from an individual leading a school to more shared, collaborative, dispersed and distributed leaderships on school management and improvement (Muijs and Harris, 2006; Harris and Spillane, 2008; Greenlee, 2007).

The former leadership style applied to the position, one person leading an entire organization (Owens, 2001). This was problematic, which is why new leadership styles emerged where decision making is shared by leaders and the followers (Spillane 2005; Harris, 2003a). Many organizations are now liquidating the old-fashioned leadership, which was strictly based on one person holding the formal leadership position directing top down and controlling others. This concept moves the conventional organizational hierarchy of heads and provides opportunities for others to partake in improving the organization. Organizations are empowering members to take up a leadership role (Yukl, 2002; Pounder, 2006). That is the applicability of capacity building through a common consensus of sharing decision making and collaborative networking characterized by top down - bottom up approaches. This is a new model on how organizations are run. It is based on this fact that we also have to explore teacher leadership. Harris (2003a) suggests that the new leaderships in schools are indications of collective effort to support members to remain in the job because they get support from colleagues that motivates them. It also gives the members a sense of belonging, improves teaching and learning, which is fundamental for teachers and important for student learning. It gives teachers autonomy. Pounder (2006) adds that it is spread over all members and is not positional and that the

notion integrates teaching and leadership. Teachers need opportunities to lead in the course of performing their main duty.

The 1980 to 1990 studies in the United Kingdom, the United States of America and Canada suggested teacher leadership, distributed leadership and shared leadership could enhance school improvement. They suggest these leadership styles have a great role to play in school improvement and development. This concept has aroused the attention of many authors, who have conceptualized it in different ways. However, authors in educational leadership have a common agenda about the concept - engaging teachers to act beyond their formal roles, collaborating, peer coaching and improving teaching and learning at schools mostly by teachers (Muijs and Harris, 2006). The focus is concerned with teacher centred leadership.

In view of the readings from the literature many aspects of the concept have emerged in the educational leadership field, and many countries may have a different understanding of the concept. Do these concepts actually exist in schools with principals being in the formal leadership positions in schools' organizational structure? Although there is no research to substantiate my claim, most studies argue that there has been a shift in school management. This study will explore teachers' and principals' perception with their experiences of what they think is teacher leadership in their schools.

Nevertheless, Finland is well known for her strong education but lacks international empirical research to support facts on the successes of their school leadership by teachers. The strength of the Finnish schools has been proven several times from the Programme of International Student Assessment (PISA) among Organization for Economic Co-operation and Development (OECD) countries where Finland came first three consecutive times as in 2000, 2003 and 2006 (Hargreaves, Halasz and Pont (2007). Teachers could be considered to be at the centre of the schools behind these outstanding performances, and it is through them that school improvement can easily take place. Yet, there is inadequate literature that one can read to understand how teachers lead in the Finnish schools without any formal leadership position. This idea to take up leadership roles professionally in school based management and collaborating with each other remains new to the teachers.

Different authors bring up different terminologies but all have a common goal - teachers acting beyond their limit, teachers' autonomy, collaborating and developing to improve teaching and learning (Muijs and Harris, 2006; Harris, Day and Hadfield (2003e). They view leadership regardless of a formal position, which was formally equated to people holding a formal leadership position like principals and heads of departments did. But with these leaderships: distributed, shared and teacher, new ideas come up, leadership is not fixed but rather fluid, emergent and lateral. They also look at leadership as a profession of all, hence regarding every member as a colleague. Pounder (2006) and Harris et al (2003e) describe this as collegiality, engaging with colleagues to improve the school and educational standard in teaching and learning. This idea is linked with the complexity of schools that might be hard for a single individual to handle, involving others to take an active role, which eases management, leadership and consequently school effectiveness (Greenlee, 2007).

It is rare to read international literature on what is taking place in Finnish schools between the principals and teachers, teachers and teachers, students, parents and stakeholders. Without a doubt, and for the academia to keep track of what is taking place in Finnish schools and the successes in their education system, it would have been more preferable for educators all over the globe to know about the Finnish schools in terms of leadership exercised by teachers. Do principals and teachers perceive leadership by teachers in their schools as something imperative? Is leadership responsibility single handled by the principals or shared with the teachers?

2.4 Objectives of the study and research questions

Hence, this study aims at exploring how principals and teachers perceive leadership exercised by teachers in four Finnish upper secondary schools with the use of the concept 'teacher leadership'. It focuses on how teachers perceive themselves as leaders and how principals also perceive teachers as leaders. These perceptions will also be substantiated by their working experiences. The word "perception" is used here to draw from the principals and teachers understandings about teacher leadership, while "experience" stands for what they have witnessed over the years since they became principals and

teachers, to explore changes that have taken place in the Finnish school system in respect to reforms on leadership exercised by teachers in recent years.

The research questions are as follows:

- 1) What is the relationship among the teachers and among the teachers and the principals?
- 2) What opportunities do teachers and principals have for professional development?
- 3) What kind of experiences do teachers and principals have about decision making?
- 4) What kind of leadership changes have taken place in their school system in respect to reforms in recent years?

2.5 Significance of the study

Despite an extensive search for teacher leadership literature in Finland, little international literature was found. Carrying out the study in Finland might act as one of such studies that will contribute to knowledge in the field of leadership and teacher leadership in the Finnish context. Dinham, Aubusson and Brady (2006) suggest “there is little evidence to support teacher leadership’s effects” (p. 4) highlighting the lack of empirical research to support teacher leadership.

As I aspire to be a principal, a leader of an organization or a school some day, I need to know how I can work with my teachers and colleagues with the new idea of teacher leadership. The studies will deepen my teacher leadership perspective from the Finnish context. Leaders are said to be building a positive climate in school by engaging teachers to foster school improvement with the new leadership paradigm. Leaders are relationship builders (Edgerson and Kritonis, 2006, p. 4) with diverse groups and to bring these people to work together collaboratively remains a huge task to the leader. Such a climate is built to involve teachers in school management and decision making, and it will consequently impact on student learning and school effectiveness (Harris and Spillane, 2008).

Furthermore, I hope the study will be transferable to my country to lay the foundation of teacher leadership, as it may prove appropriate for the teacher leadership that many educational settings are engaged in at the moment. Leadership in school has changed,

most reforms address lateral leadership, collegiality and no longer hierarchical leadership as it used to be (Spillane, 2005; Muijs and Harris, 2007; Gronn, 2000; Smith and Andrews, 1999; Harris, Day and Hadfield, 2003e).

Academics suggest an urgent need exists to enrich the concept of teacher leadership with grounded and systematic evidence. Finland is not known to have this evidence, therefore conducting this study in Finland will add more literature on teacher leadership in the Finnish context. When different views are explored, depth is added to existing literature. Different frameworks can be used to see the same issue differently (Bolman and Deal, 2003) and lead to reflecting on the leadership styles found in Finnish schools: Leadership is about the expression of an opinion on what can support the advancement of community members. Contributions must be made by different people to yield an effect, secure coordination and accomplish a task. Using the structural framework for this study, it will include roles, responsibilities of teachers and principals; culture will encompass the way individuals treat each other, attitudes, beliefs and practices; the political framework will include the distribution of power in school and morale vision and the human resource frame will concern the learning frame (ibid). As I conducted this study, I used almost all the frameworks (structural, political, human resource and cultural) to collect the data to capture the Finnish perspective. This was in part to avoid misunderstanding due to cultural differences.

The findings will hopefully provide schools and policy makers of Jyväskylä municipality with an insight into the content of teacher leadership and how it is practiced in the Finnish context. A detailed understanding of leadership by teachers in Finland may in the future pave the way for my country Cameroon. Maybe when I am a holder of a leadership position, it would be beneficial to know about the good leadership practices operated in the field by teachers and principals. I have a personal interest in understanding the interaction of the principals and teachers in schools. Before getting to the position of a principal, I personally see that it is important to understand how teachers and principals work in different cultures and if that can be a model for my country and other contexts.

2.6 Schematic representation of the study

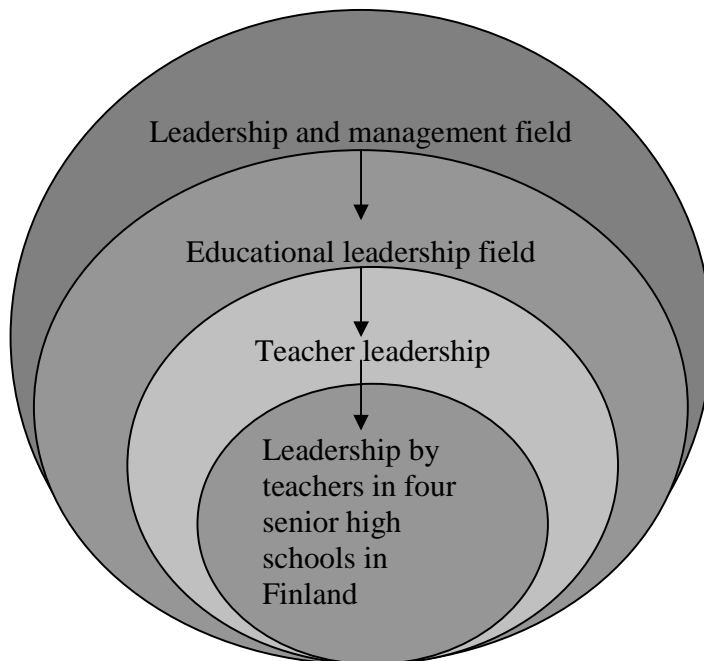


Figure 1 Schematic representation of the study

Figure 1 represents the conceptual framework of the study. It starts from the field of leadership and management, continues to educational leadership, teacher leadership and leadership exercised by teachers in four upper secondary schools in Jyväskylä, Finland. Teacher, shared and distributed leaderships are almost at the same level with teacher leadership, although they are not included in figure 1 above.

It is a schematic representation of the key area in the study from a broad base to a contextual base of leadership in the educational leadership field. The framework illuminates the comprehension of the phenomenon of leadership, its role in relation to teacher and teacher, and teacher and principal. The literature relates the leadership of the 21st century with a new understanding of leadership, which is fluid, emergent, shared, distributed, participatory, collaborative, networking, peer coaching, and democratic through the organization. The findings from general literature in the educational field bring a new understanding of emerging approaches of teachers' professional practice in relation to leadership. Specifically, this study is of teacher leadership in Finland and in

four upper secondary schools in Jyväskylä municipality with teachers and principals as the informants. It is on this basis that the exploration of the experiences and perceptions of teachers and principals of leadership by teachers will be explored. The focus will be on decision making, professional development, and changes that have taken place in school in terms of leadership exercised by teachers.

3 Theoretical background of the study

The theoretical framework for this study was developed through an in-depth review of literature of leadership, teacher leadership, distributed leadership, shared leadership, transformational leadership, management and the situational leadership model. The literature review consists of four main issues: Leadership and management, principalship, teacher leadership and characteristics of teacher leadership. Under these there are also small sub headings.

3.1 Leadership and management

Leadership is not a new concept. Many writers and researchers have used it as from 1910 (Rost, 1993). Leadership is a process that has been changing. Today, we talk about the 21st century leadership style. Many theories have been formulated for different leadership styles: personality (traits, motivation, skills), behavioural (styles, situational, roles), inspirational (transformational and charismatic) and post modern (social process, shared relational and fluid) (Yukl, 2002). The meaning that followers also have the opportunity to be fully involved, advocated in the recent leadership theory, (transformational and situational leaderships), developed from the top down to the bottom up model of leadership. This is the new paradigm of leadership in the 21st century (transformational/modern and situational leaderships).

According to Northhouse, (2007, p. 2) leadership is when an individual is able to influence others for a communal goal to be attained. According to Yukl (2002, p. 7), “Leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives.”

The word vision or goal is used to indicate the envisaged future plans for the organizations that are not visible but conceptualized. Action is the move taken to get to the preferred goal for the organization, mobilization embodies the people in the organization to be involved freely to help attain the goal and finally the change is what

the organization has intended but only conceptualized. This should be reached at the end and this is one of the most important characteristics of leadership. Vision, action, mobilization and change are very important for any leadership action to take place (Laub, 2004).

Management

The idea of management started with Frederick W. Taylor (Hatch, 2006, p. 33). Taylor wrote about scientific management, explaining that scientific management is when rules, norms, regulations are set for people to follow. This helps to facilitate work in any organization. He was looked upon as the father of scientific management and is commonly referred to as the father of Taylorism.

Management is the attainment of organizational goals in an effective and efficient way through planning, organizing, staffing, directing and controlling organizational resources (Laub, 2004, Spillane, Halverson, and Diamond, 2006 p. 14). Routine directions, maintaining effectively and efficiently for an organization to be run are management tasks.

The two concepts, management and leadership are distinct but complementary in systems of actions. Each has its own function. The deployment of the two concepts is needed in complex organizations of nowadays like schools. Leadership will neither replace management nor will management replace leadership, yet they complement each other.

Strong leadership with weak management does not forge the growth of an organization. In some organizations, the situation may change to be worse when you have only one, especially in complex organizations. Hence the reality is to make a combination of both in the present day world.

Differences between leadership and management

A few differences between leadership and management can be generated from the definitions and the literature of leadership and management. Rost (1993) brings out four differences between management and leadership. These differences brought up by Rost

are supported by other authors like Kotter (2001), Northouse (2007), and Spillane, Halverson and Diamond (2006, p. 14).

Firstly, leadership as an ‘influence and authority relationship’ (Rost, 1993, p.150) will be discussed. Leadership is about influencing the relationship, while management uses authority in its relationship. Influence requires a pattern of lobbying somebody to do something without the use of force while authority uses force as a regular instrument to administer people. With an influence through leadership, a relationship is multidirectional. Leaders and followers can both act on both ends. The leader influences the follower, while the follower also influences the leader. Contrarily, authority has a one way direction. It is a top down relationship. Managers harness the subordinates who must adhere to the order used by the authority.

Managers do planning and budgeting, and get goals for the next month or one year. Detailed plans for achieving the goals and the allocation of the resources are management strategies. Leadership starts by setting the direction, by making a vision for the future which is always long term, and it is strategies to bring the changes needed and to achieve the change. In the course of achieving the change the leaders must take the risk of getting involved in the change. Management sets its capacity to realize its plan by organizing and staffing, setting jobs to be done, staffing workers who are qualified for the job, communicating to them and delegating responsibility with a structural organizational plan. Leadership is aligning people. Leaders communicate the new ideas to the followers, who enhance the change and who have to understand the vision and be committed to achieving it.

Secondly, the focus is on ‘leaders and followers for leadership and management and subordinates’ (Rost, 1993, p.150). Leaders and followers are the main concern in a leadership relationship while we have managers and subordinators in management. The terms are not synonymous. Managers are not the same as leaders while subordinates are not the same as followers. A manager can become a leader and subordinates can become followers if they are involved in a different chain of relationship. Being a leader does not require any position in authority like presidents, chief executive officers (CEO),

managers, principals and departmental heads. In the definition of leadership, the person does not need to be in any formal position. If the definition includes a formal leadership position, it means it is inconsistent. On the other hand, a person in a formal position like the manager is for management. The definition must include a formal position in authority. From the four concepts used here, leadership versus followers and managers versus subordinates are entirely different in their definition, which renders a clear distinction between management and leadership.

Thirdly, leadership deals with 'intending real change versus producing or selling goods and services' for management (Rost, 1993, p. 151). In leadership, leaders and followers intend real change while managers and subordinates are involved in the production of goods and services or the selling of the goods and services. Leaders and followers blend their ideas together to carry out a change, while managers and subordinates join their forces to sell goods and services produced. But when managers and subordinates join forces to improve their ways of production and the marketing of the goods and services in a change effort, they may be involved in the real change which is leadership. Kotter, (2001) confirms that managers in organizations handle products and produce. Leadership on the other hand is about making a change and coping with the change. Leadership has become so important today in many organizations, as today's businesses are so complex, change taking place suddenly due to technological change, unstable demographics and competitiveness (Kotter, 2001). The way organizations are being run has changed. We do not need to rely on the past successes, as they were 100%, the success of the future needs strong leadership skills to survive the future competitions. The main difference between the two is coping with change and the other is coping with complexity (ibid). What needs to be done, how it will be done, the creating of networks and of relationships are different tasks entirely for the manager: these are leaders' tasks.

Fourthly, leadership is about 'mutual purpose versus coordinated activities' (Rost, 1993, p.151). When changes take place in an organization with leadership, they must reflect the mutual purposes of followers and leaders. That is an indication that leadership is taking place. Mutual purposes are goals set by leaders and followers that develop over time. Followers and leaders are always in a process of developing a mutual purpose for a

common understanding and for the melioration of the organization. As they share a mutual purpose, their commitment toward the development is high. The definition of management does not involve a mutual purpose for managers and subordinates. Managers and subordinates coordinate their activities in order to get the job done effectively, in selling of the goods and services. Coordinated activities include: exchanges, negotiated agreements, and compromises. They also entail controlling the subordinates on what to do. Staffing, monitoring and deployment of resources are good examples of coordinated activities. Making decisions on how goods are to be produced and sold, and the making of profits are management-coordinated actions. Leadership and followers do not deal with the production of goods and services but rather on real changes. Coordinated activities are not the primary purpose for leadership though they may be involved in it. The most essential point is that leadership is not purposely concerned with coordinated activities since it forges for real change and relationships. Management is the meeting of the day-to-day procedures, practices and complexity of the organization (Kotter 2001). If there is no management, the possibility of collapse is high, for there may be chaos. Management maintains order, consistency, profits, routine direction and quality in organizations (Spillane, Halverson, and Diamond, 2006 p. 14).

Management works on the accomplishment of plans by problem solving, controlling, comparing the plan and results both formally and informally through meetings, reports and other tools, planning again to solve identified problems and deviation. Leadership is the achievement of a vision that requires motivation and inspiration, letting the people move in the right direction, no matter the hurdle and ups and downs, keeping the human emotions, needs and values in place at work (Kotter, 2001).

Functions of the leadership and management are not the same either. Leadership produces change, setting the direction of change while planning and the direction are not set the same. Planning is a management process. The direction produces a vision since there is an amount of huge data gathered to set the direction and strategies. This is a long term process and more of a corporate culture. This is something very strenuous because it is hard gathering and analyzing information, and it is exhausting. A designed direction setting process gives a focus in which planning can be realized practically and a well

designed planning process serves as a useful reality to check for the direction setting activities. Management focuses on work at hand, on facts and logic and not so much on people and their feelings. Figure 2 shows a summary of the differences between leadership and management as Northouse (2007, p.10) cites in Kotter (1990) 'how leadership differs from management' (Northouse, 2007, p. 3-8).

MANAGEMENT	LEADERSHIP
Produces order and consistency	Produces change and movement
Planning and budgeting	Establishing directions
establish agenda	create a vision
set timetables	clarify big picture
allocate resources	set straight
Organizing and staffing	Aligning people
provide structure	communicate goals
make job placement	seek commitment
establish rules and procedures	build teams and coalitions
Controlling and problem solving	Motivating and inspiring
develop incentives	inspire and energize
generate creative solutions	empower subordinates
take corrective action	satisfy unmet needs

Figure 2 Summary of differences between leadership and management

3.2 A shift in leadership/management

The literature reveals that there is a shift from management to leadership. However, the principals still have the responsibility of performing both the managerial and leadership tasks at the same time. The failure of the traditional leadership theories led to the new leadership approaches of power and influence. This theory describes the use of power in an organization. The most significant questions with these leaderships theories are: who possesses power and influence in an organization; and, what are the consequences of

influences in an organization. Figuring out who has to influence who and the effects of it led to the categorization of a number of leaderships within this leadership theory, such as transactional, managerial, moral, participatory, transformational, contingent and instructional. Transactional and transformational leadership are discussed below for the purpose of this study, while the others are integrated within these two.

3.2.1 Transactional leadership

Transactional and transformational leaderships are based on the fact that leadership is viewed in terms of a relationship between leaders and followers (Northouse, 2007). It is the exchange of services between the leader and the follower. The follower provides the services to the leader, expecting some pay back or something in return from the leader. It is based on giving out what the leader lacks and the leader giving back what the follower lacks. School principals who hold formal leadership positions reward hard working teachers who are committed to providing the services to the schools for improvement and growth. Sergiovanni (2006) describes this compliment and appreciation by school leaders to followers as a trade off or bargain.

A good leader will not end his relation at the service level with the followers but will think of transforming the followers through the established relationship. This leadership is based on terms of relationship and on a form of collaboration rather than hierarchy. Trust, empowering, sharing and involvement of followers in taking part in decision making are the main driving forces behind this type of leadership. There is a great deal of evidence in the research that everyone in school has something to contribute to the success of the school and this can be carried out through active participation in decision making and management. The responsibility of the school is shared by all, and involvement in sharing the responsibility sets the direction of the school through the vision, creating a culture where every teacher feels that he or she is a leader and has something important to contribute to the development and growth of the school. Sergiovanni (2006) confirms that this leadership style unites the followers toward a common mission but also has higher needs of the followers to be satisfied. It is building followers and at the same time uniting them towards the achievement of a common goal.

3.2.2 Transformational leadership

Transformational leadership is derived from the works of Bass (Rost, 1993; Owens, 2001). It is a leadership style that seeks to satisfy the needs of followers. Transformational leadership can convert followers into leaders and may convert leaders into moral agents. It also seeks to satisfy the needs of the followers through high motivation. It is collaborative (Owens, 2001). Considering the needs of the followers keeps them motivated and the moral standard of the leader becomes high. It expects followers to collaborate. In such a collaborative relationship followers develop a sense of commitment and motivation to act beyond the expected level.

Rost (1993, p. 123) defines transformational leadership as the leadership that is based on influence, real change, active involvement of followers, and that the change should reflect the mutual agreement. In this definition, there are important points: active followers, influence, and real change intention, a mutual purpose that the leaders and followers have agreed upon. Rost (1993, p. 123) and Pounder (2006) suggest that Bass identified key elements in transformational leadership. These elements were 1) idealized influence - vision, gaining of respect, pride, trust and clarity of the task, 2) inspirational motivation - members acting as models to communicate and breed confidence and values to members, 3) individual consideration - mentors, coaches, care about individual followers and need for development, 4) intellectual stimulation - rethinking of new ways of accomplishing tasks, changes, challenges of the task and encouragement to solve problems in the best possible ways.

Transformational leadership has a strong role to play on how teachers work with each other and with the principal. Teacher leadership has values of transformational leadership: influence, communication, inspiring others and raising expectation. It fosters a greater sense of teaching and collective work in a collaborative atmosphere (Pounder, 2006). It also gives teachers a sense of belonging and empowering in a joint effort to develop the school. Transformational leadership and teacher leadership have some commonalities in the way they look at leadership: new ways of doing things in pursuing excellence through a collective and a collaboration action, with which members act beyond expectations.

These same ideas are integrated in teacher leadership philosophy in pursuing excellence in pedagogy with a collective action and collaboration among teachers.

Studies by Harris and Muijs (2003b) reveal that the expansion and the growth of the school build more competencies to followers and leaders. They become skilful in different roles and share responsibility. This type of leadership is known as distributed, shared, participatory with the notion that leadership is spread over leaders and followers. This approach has long existed but it used to deal with the delegation of power while the latter concept is more of spread leadership functions among teachers.

This approach encourages and empowers leadership in others. This is the basis of teacher leadership in school. Muijs and Harris (2006) reinforce the assertion by adding that this leadership is concerned with empowering others, and is also related to successful schools and effective leadership practice.

Regarding the Finnish school context which is the focus in this study, there is a shift from the traditional hierarchical model to teacher leadership, focusing more on collaboration, trust, empowering, sharing and democratic action among teachers in decision making. When we discuss teacher leadership in school, it is more of teacher learning centred, creating an atmosphere of collaboration, influencing, improving relations and trust in school among teachers and the leader.

There are a few barriers of teacher leadership expressed in literature. The literature suggests that schools are structured in a way that hinders the idea of teacher leadership. Firstly, Bennett, Wise and Harvey's (2003) study reveals that the top down model is still dominant in many schools today and cannot facilitate teacher leadership. Many teachers see themselves not as leaders because there is no formal status that confers that name onto them as formal authority leaders. Hence, in most schools the idea of teacher leadership remains the problem of the principal who may decide to recognize teachers as leaders or not. Heads of services or people who hold that top position in school (principals) claim that introducing the idea of teacher leadership will reduce their influence on teachers (Frost and Durrant, 2003 p. 184).

Secondly, Murphy (2005, p. 98) and Harris (2003a) also bring out three aspects that hinder teacher leadership: culture, support and organization. An environment that supports teacher leadership is not built in many schools. The deep structures of symbols, routines, norms and conventions are not in favour of teacher leadership. Without a change in the way the teachers' workplace is situated and institutionalized, teacher leadership will not occur. The way the organization is structured helps to define the interaction of the members, network related attitudes, behaviours of the teachers and principals that give a chance to teacher leadership. Based on the nineteenth century culture of schools, the hierarchical culture of schools does not permit teacher leadership. The framework is not opening up new roles and norms for teachers to act as change agents. Schools discourage teacher leadership as that adds more responsibility to teachers' work.

Thirdly, the organizational structure of schools makes it difficult for teachers to take up leadership responsibility. Schools are bureaucratic organizations, which have only one person as the main leader, who is always the principal. Giving an equal right to teachers is like reducing the principals' power, changing the culture, the traditional relationship between teachers and principals and above all, the notion of a single leader (Bennett, Wise, Woods and Harvey, 2003, p. 9).

Fourthly, Harris (2003a) argues that the role of the trade union in hindering teacher leadership is quite important. Trade unions protect teachers' rights and do not always want teachers to do any additional task or take up any extra responsibility. The trade unions spell out teachers' responsibility from bureaucratic or administrative roles. There are two types of unions; the labour trade union and the teachers' trade union. The labour trade union separates teachers' work from administrative work while teachers' trade union protects the rights of the teachers. This prevents teachers from acting beyond their classroom work and thus impedes teacher leadership.

Teacher leadership is described to be interactive and based on the activity of teachers and principals of the school and how they carry out their formal and informal tasks, delegation of power and the structure of the school as an organization. When this

leadership is found in school, it is obvious that it will impact student learning and staff development.

The Hersey and Blanchard situational model helps to explain that despite these factors that inhibit teacher leadership in school, it might be possible for such a leadership to work, depending on the leader. The model is used in this study to explain the leadership styles (Hersey and Blanchard (1996, p. 169) on how school leadership functions. The situational leadership model was derived from the contingency theory. The contingency theory argues that there is no ideal leadership style. The best leader is the one who fits in the existing situation. Leadership should be appropriate to the situation and should fit to the situation. It explains two leadership behaviours as studied in Ohio state leadership studies.

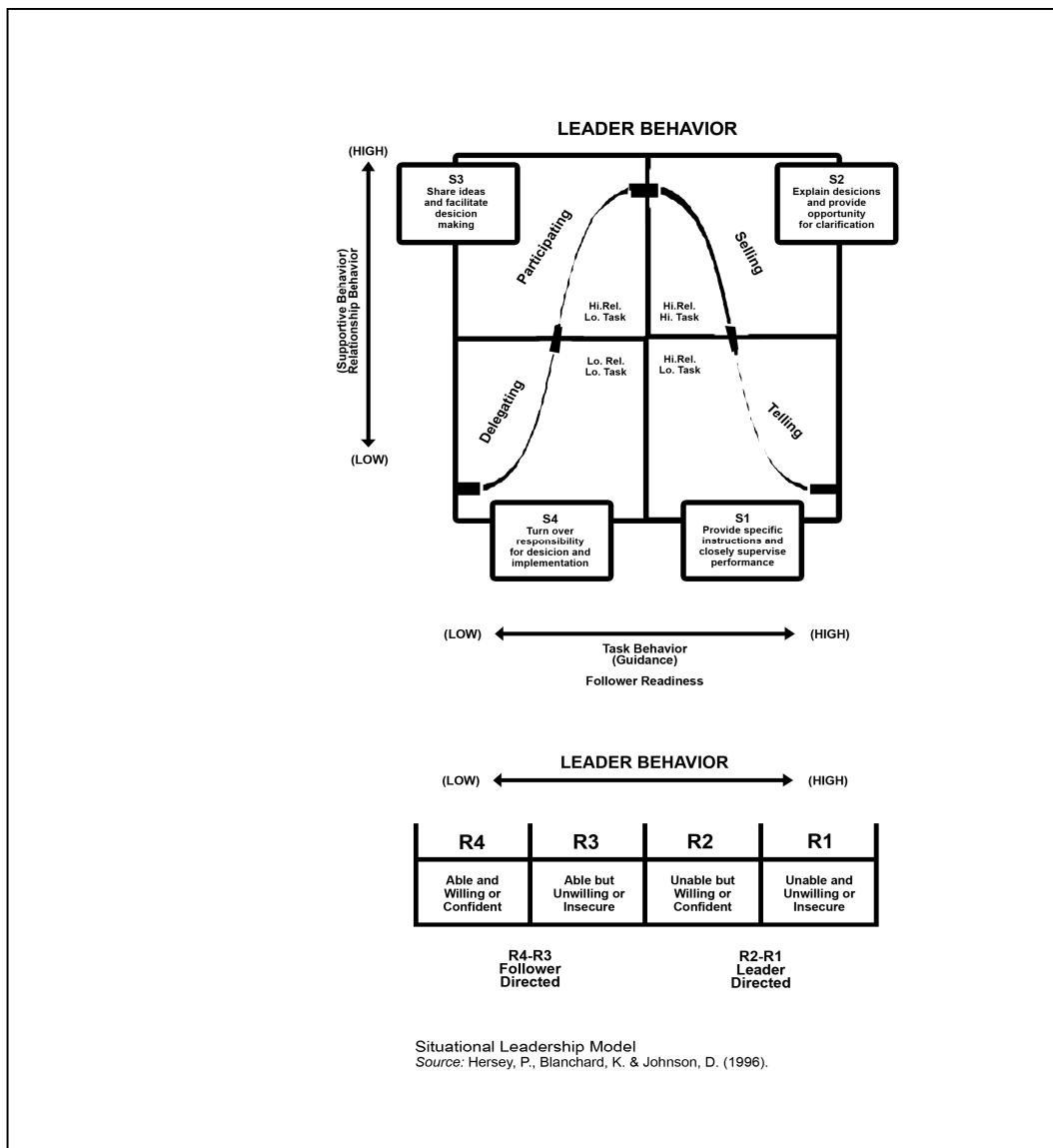


Figure 3 The situational model

Firstly, the nature of the task or the job of the leader is to manage the school. One major task of the principal is to explain what every subordinate has to do by communicating it clearly. The principal does this by clearly stating how, when and where the task needs to be performed.

Secondly, the leader has to take into consideration and acknowledge that he works with people and not alone, hence establishing a good working relationship with followers is

vital. This provides the emotional support to followers to facilitate their work. Hersey and Blanchard took some factors into account when using this model. The factors are: job maturity of the person performing the task and his or her experience. Psychological maturity was also used to refer to the willingness and acceptance of a person to perform a task. In regard to this study, the Finnish teachers are very mature because of their level of education.

Thirdly, empowering others will serve a great deal to manage the school. In leadership, leaders and followers share a vision. It cannot be done smoothly without sharing power (Owens, 2001). Traditionally, power was with those in administrative hierarchy. Power in this sense is no longer considered to exist with authority but in terms of taking part in decision making and creating an atmosphere of trust. With this type of environment being developed, people turn to trust each other. There is the tendency that communication is both ways: top down and bottom up. This is the foundation of a collaborative environment. In this sense, a leader is a person who helps to initiate change in an organization, sharing a common purpose to pursue a common vision and action.

3.3 *Principalship(s)*

The principal occupies the most important position in school as a leader. He or she is considered to be pivotal in coordinating school activities between parents, students, staff and the community as a whole. Sergiovanni (2006, p. 29) suggests the traditional role of the principal was focused on administrative processes and functions mostly on school work (p. 24). Sergiovanni (ibid.) also brings out the new roles of the principal being leading, planning, controlling and organizing. A principal is an academic school expert with certain qualifications. The country's laws, norms and values guide his or her work. He/she is appointed or elected depending on the context. In some countries, he/she is elected while in others he/she is appointed after being in service for some years. In Finland, a principal is appointed although it varies from municipality to municipality. He/she is an instructional leader in a group of professional instructors, a certified teacher, coordinating the activities of the school among students and other classified personnel and establishes the best relationship for school improvement (Edgerson, 2006, p. 2).

3.3.1 Former role of the principal

In the 1970s and early 1980s, the principal was strictly working on particular instructions from the authority. The principal was not free to do what he or she felt because he/she was required to follow what the authority wanted him/her to execute. In the following, there are some of the principal's former functions.

The principal acted as a supervisor and was looked upon to be very high from the rest of the staff in the school. He or she was looked upon as the boss and his or her office was not easily accessible (Terry, 1999). Teachers became bored, resentful and unhappy. Terry (1999) argues that many woke up in the morning saying "I really don't want to go" and others complained commenting that they might leave the profession entirely.

It is believed that the principals have always told their subordinates how to act. Teachers have had little or no voice in their job places with regard to the curriculum development, evaluation instruction, schedule and allocation of instructional resources. The school climate was gloomy and dim for many teachers because of the top down management, which never gave any teacher vitality and enthusiasm to work. Here are some of the factors that demoralized teachers to work with the principals (Terry, 1999; Edergson and Kritonis, 2006) lack of trust for teachers, rigid bureaucratic structure and confusion, poor communication to teachers, lack of support and coaching, mentoring and feedback, no challenges at work, the same assignment repeatedly, lack of responsibility and no time allocated to solve internal problems, lack of self esteem caused by the principal (anger, depression and anxiety impeded teachers' work).

3.3.2 New role of the principals: A shift from management to leadership

The role of the principal has changed from being an authoritarian to a facilitator. The principal is an influential leader to both teachers and other members of the school. The principals work with the staff to create the atmosphere that would be conducive to a new culture for continuous learning in the school, and for the realization of the school vision. The following are the new roles of the school principals.

Fullan (2002, p. 16) identifies some roles of a principal including that of an instructional leader. The principal is an instructional leader, who focuses on the development of teachers' knowledge and skills, professional community program coherence, and technical resources. The other functions identified by Fullan (2002) are reinforcing learning communities, leadership for instructions or instruction (teaching), peer learning and individual coaching. The principal shares knowledge as part of the new role. A principal is a leader who creates and shares knowledge through a social process. In this vein, a professional learning community is quite necessary. Learning is a continual gaining of knowledge, but it takes place when people share ideas (Blase and Blase, 1999). The principal reminds/supports the teachers in this practice of constant knowledge sharing, shares what he/she reads, being a life-long learner, and encourages research. This boosts the moral purpose of the school, especially the teachers and the rest of the staff (Fullan, 2002, p. 2), and new teachers are encouraged and happy to work as teachers.

Furthermore, the principal improves relations in school. When relations are bad, schools remain stagnant and sometimes the purpose is lost. As a leader, the principal builds and improves relations especially with diverse people working in the same school who think differently. The principal tries to build relations for the disaffected teachers.

Again, the principals' role is that of a servant leader, a new leadership role adapted from the post-industrial paradigm (Murphy, 2005, p. 33; Northouse, 2007; Yukl, 2002; Greenleaf, 1977). As a servant leader, the principal's prime responsibility is that of his followers and ethical in nature. The concept of servant leadership includes nurturing, defending and empowering. The principal's role is to attend to the needs of the followers, accept the responsibility and make followers healthier. The principal must be a listener to the needs of the followers, share pain with them and frustration that is when teachers face hard times. The empowerment role is important in this sense. Instead of using authority to dominate the staff, trust is established, honesty to one another is cherished. The leader is open, an action keeper and consistent with values and shows concern of trust. Social injustice and inequality is opposed, for it destroys the organization (Yukl, 2002, p. 404).

The principal is a facilitator; a moral role of a school leader is a facilitator, in ethics of care it is suggested that the leader needs to concentrate on the people in helping and being of service to them (Murphy, 2005 p. 39; Noddings, 2005; Greenleaf, 1977). Murphy (2005) cites Vazquez that the role of a leader is to build capacities of people and to encourage them to develop the ways and means for using their capacities (p. 39).

The principals could also empower others. The principal has the ability and authority to create that climate to encourage both teachers to implement the new reforms and provide the leadership needed for the reform to succeed. In doing so, the principal has the following responsibility as shown below: empowering the staff to share in the decision making process, encouraging team work and supporting them, and being a learner as the other teachers.

Mulford (2003, p. 20) summarizes some functions of principals as follows. He suggests that a principal is one who provides individual support to appreciate the work of the staff, taking their opinions into consideration, promoting an atmosphere of care and trust. He or she is expected to be the pace setter for the rest of the staff. Many could therefore follow in interaction and change practices to the new understanding by demonstrating an example. The principal is indirectly setting a structure that encourages the staff to take part in decision making by distributing leadership and supporting autonomy. The leader has to work toward the consensus to be arrived at by the staff and communicate it to both students and staff members that will give a strong sense of focus of the school. He/she also needs to encourage staffs to be innovative and facilitate opportunities for staff to learn from each other. Hence, the principal is described as a transformational leader.

Associated with the concept of a professional learning community is a learning climate that a leader (a principal) establishes (Mulford, 2003, p. 394). The leader encourages the members in the organization to use opportunities that come up for further training for personal growth and for skills acquisition. To create a climate for continuous learning, there are many things to facilitate it, from establishing a schedule that allows free time for new ideas to be tested with new ways and methods, to providing financial support to

teachers who want to go for in service education, or establishing a programme for counselling of teachers to help them achieve their potentials (Murphy, 2005).

3.4 Teacher leadership

The relevant literature on teacher leadership is mostly found in the United States of America, Canada, Australia and the United Kingdom. The literature will be divided into four parts: teacher leadership, the role of teachers, characteristics of teacher leadership and factors that hinder teacher leadership. A number of authors have written on leadership exercised by teachers (Dinham, Aubusson and Brady, 2006, p. 4), conceptualized with different names such as distributed leadership, shared leadership, participative leadership, democratic leadership and parallel leadership. In all these concepts used to identify a new leadership in schools and organizations, the most important elements for leadership are that it is collaborative and participative and no longer equated with people holding a formal leadership position.

3.4.1 Synonymous terms and some commonalities of the concepts

There are many concepts in teacher leadership that are commonly used by researchers. They are distributed leadership, shared leadership, democratic leadership, participatory, and teacher leadership. The above mentioned concepts overlap each other and many writers like Harris and Leithwood have made connections between the concepts. I will define distributed leadership, shared leadership, and teacher leadership for the purpose of clarity and for this research. However, my focus is teacher leadership, the relationship between teacher-teacher, teachers and principals, how they carry out their major school task, if the concept of teacher leadership is alien to the teachers in Finland and if that has made their school task different. In all the concepts mentioned above, there are some commonalities among them. First, I will examine the terminologies below.

The first is distributed leadership. According to Dinham, Aubusson and Brady (2006), distributed leadership is a developmental aspect of supporting, encouraging and empowering an employee rather than delegation of power for individuals to take on new leadership roles. Distributed leadership is the act of sharing practice in organizations over

leaders, followers and their situation. It incorporates the activities of entire groups of individuals in school work in mobilizing and guiding staff at instructional leadership. This implies that it is the spread or the distribution of the function where a number of individuals accomplish the task through interaction. It is more lateral and less hierarchical in the way the staffs function (Harris and Spillane, 2008). The distribution of the leadership role benefits both the organization and individual who take on the leadership role or the task; leadership capacity is increased and spread within and across the organization. In this definition, there is the distinction between delegation and distribution; the latter can better encourage initiative and innovation spontaneously, which can be supported by the leader in question. It is a “two way street” in contrast to delegation, which is more of line management.

Dinham, Aubuson and Brady (2006) and Bennett, Wise, Woods and Harvey (2003) argue that distributed leadership is for those in formal and informal leadership positions to lead in an organization. Teacher leadership which is my main concern falls under this category whereby teachers who are not holding leadership positions are encouraged to take up leadership roles, recognized and are supported to develop leadership potentials, so they can contribute their knowledge and skills to promote and provide leadership in school. Teacher leadership gives more opportunities to groups or teams to collectively carry out certain school responsibility, resources, and “space” to address a problem in school. Muijs and Harris (2007) suggest that teacher leadership involves mostly the teaching staff.

The second is shared leadership, synonymous to distributed leadership. It stresses the fact that decision making is shared by all members in the organization (Carson, Tesluk and Marrone, 2007). The leader of the organization supports shared leadership by providing an opportunity for teachers to be autonomous. Power responsibility is distributed widely to teachers, and collaborative planning and chances for staff development through the professional learning community are provided. In shared leadership, everyone can pick up the leadership role at one point in time within the organization and it involves the parents, students, teachers, principals and stakeholders (Dinham, Aubuson and Brady (2006). The principal allots and embellishes skills and knowledge of those in the school to create a

school culture that entangles the school and people together in a relationship with each other, making the individual to be accountable for collective results (Bennett, Wise, Woods and Harvey, 2003).

Taylor (2005, p. 61) explains how work is carried out in an organization with the concept of 'division of labour'. There is this tendency that every worker has a mastery of the subject but not a mastery of all, hence creating interdependence in the workplace. This reflects the teachers' task for every subject and the learning of the students.

The last one and my main concern is teacher leadership. Many definitions of teacher leadership exist and a selection has been made for this study. After reviewing the definitions, I will give my own definition according to my understanding of the literature.

Katzenmeyer and Moller cited in Hough and Cruz (2003, p. 2) defined teacher leadership as leaders who lead within and beyond the classroom, influence others toward improved educational practice, identify with and contribute to a community of teacher leaders. This definition was also based on their experience as teachers, reflecting both their experiences and thinking of others who have been documenting the phenomenon. Teacher leadership is a move for teachers to act beyond the role of a student instructor and to work at the school/district level assisting other teachers, developing programmes and policies or performing administrative responsibilities (Conley and Muncey, 1999). Conley and Muncey add that instead of the formal way for teachers to work in isolation as classroom teachers and without the assistance of colleagues, it is rather a way of working together in teams. The new role of teacher leadership clusters the teachers together as teams.

Anderson (2004) and Conley and Muncey (1999) suggest that teacher leadership is rooted in school improvement and the shared decision making initiative among other things, it is the reform calling for more teacher responsibility, professionalism, and teacher collaboration in school. Responsibility, professionalism and collaboration are stressed by Anderson.

In the new context of teacher leadership, the teacher is to grow professionally, meaning that teachers are going to be more involved in decision making than ever before (Anderson, 2004). It also means that the teachers' and principals' relationship has to change. The new concept involves the mutual respect and understanding between the teachers and principals by working together in developing the school.

Harris (2003a, p. 315) suggests that teacher leadership is context bound and that it equates to role and position. Teacher leadership is the ability for teachers to encourage colleagues in the school to change and do things without the influence of anybody like the principal. In such a leadership style, a community of learners is formed and the influence of the other colleagues on work is crucial. Authority to lead does not need to be located in one person but can be dispersed. Mulford (2003, p. 19) supports Harris' point on teacher leadership, defining it a form of collective leadership in which teachers develop expertise by working collaboratively.

After studying a number of definitions of teacher leadership, I have formed a definition according to my understanding of the concept: Teacher leadership is emergent and fluid among classroom teachers, who assist in curriculum development, participate in decision making in school, collaborate, review ways of teaching and lead other staff members in professional development.

Commonalities between the concepts teacher leadership, distributed leadership and shared leadership

These concepts have many aspects in common as clarified in figure 4, which I find necessary to outline here. Although there might be some differences between these concepts, nevertheless few exist. The commonalities are as follows: Sharing of power is mentioned in all these concepts above, one person cannot hold power. Power is shared or dispersed among teachers. The principals must empower all teachers and teachers are expected to empower each other (Hamilton and Schrieheim, 2001 cited in Moxley, 2000).

Furthermore, there is a shared mutual purpose: although there are different teachers or members have divergent ideas, they must know the ultimate goal of the school. Anyone

can use his or her own method but they share the same sense of purpose. Hence, they work together rather than according to a separate agenda. Moreover, the teachers share the responsibility together, sharing responsibility and accountability for the group. Each teacher must take an active role and should be accountable for the group and no longer as an individual. Empowering teachers in school to work toward a common goal makes them know their responsibilities and strive for a mutual purpose (Howey, 1988).

Additionally, these leadership approaches raise the teachers' esteem. Every teacher has powerful skills and opinions, which should be regarded as an assets. Hence, these leaderships recognize that the greatest asset in school is the teachers with each teacher recognizing and accepting the differences in their assets. Respect for every human being in a group is sine qua non of these leaderships (ibid). Besides the teachers working collaboratively, organizations are complex by nature, the consequence being that they need to work collaboratively and efficiently. This eases the way work is done and enhances the growth of the organization. Hence it looks at leadership being fluid, emergent and all actors as equals. Sergiovanni (2006, p. 184) describes this relation as collegiality and congeniality.

Distributed leadership	Shared leadership	Teacher leadership
fluid	fluid	fluid
collaborative	collaborative	collaborative
trust	trust	trust
shared power	shared power	shared power
mutual purpose	mutual purpose	mutual goal
communities of learners	communities of learners	professional learning communities and communities of learners
teamwork	teamwork	teamwork
embodies everybody	embodies everybody	only teachers and principal
emergent	emergent	emergent

Figure 4 The three leaderships with some commonalities

3.5 Teachers' leadership role

The role of teacher leadership is broad. Teacher leaders are working towards the same goal of changing the pedagogic work of teachers and school development but it is hard to say what they actually do. Their role varies as they face challenges every day in influencing their own and their colleagues' classroom practice (Lord and Miller, 2000, p. 2). The role of a teacher leader is also context bound. In some areas, the district uses teachers' leaders to implement certain decisions and reforms in school to be at the front line. There are many names given to teacher leaders. In some context, they may be called mentors, coaches, teachers of special homework, model teachers, demonstration teachers, resource teachers, specialist teachers and peer teachers. This variety of names makes it difficult to describe teachers' roles in schools. In some context, a mentor teacher may be the one who provides assistance to the new teachers who are not strong in the profession, while in others it may be teachers helping others in times of difficulties (Lord and Miller 2000, p. 3). Some principals determine the role of the teacher leader while others give the responsibility to the teachers themselves to use their pedagogic knowledge and decide what to do. Nevertheless, I still suggest a few roles from the literature based on research conducted in the United Kingdom, Canada, Australia and the United States of America.

Teacher leaders are considered to be coach, trainer (Leithwood, Jantzi and Steinbach, 2003) and facilitator. The literature of teacher leadership suggests various roles by teacher leaders in school. Harris and Muijs (2003b) cite Katzenmeyer and Moller (2001) on the role of teacher leadership having three facets: 1) A teacher leader is a coach, trainer, specialist, facilitator, leading study groups, 2) A teacher leadership role is seen in participating in the decision making process in the school with principals, parent teacher associations, in the membership of school improvement groups, and 3) A teacher leader organizes the school, directs the school to drive towards its goal, and is a researcher. Similar roles can be identified, such as the continuous improvement of the school practice, participation in curriculum development by providing their active knowledge, being learners, and teaching colleagues.

Apart from the above, teacher leaders learn from each other. Harris (2003a) suggests four main roles for the teacher leader. One of the most important roles of teacher leadership is to learn from each other and be in close relationship with teachers in school by collaborating in a mutual way. Another role of teacher leaders is that of brokering. Teacher leaders ensure that the connections within the school are secure and that teachers are using the greatest opportunity to develop their skills for the development of the school positively. The teacher leadership has a participatory role in school improvement. Teachers take a collective action to shape the school toward a stated goal.

Building a collaborative culture is another role of teachers' leaders' in school. Teachers build a collaborative culture that focuses on teachers, students' learning and continuous professional development of colleagues (Leithwood, Jantzi and Steinbach, 2003, p. 187) that allows new ideas and research in various fields of their speciality. Among all these roles of teacher leaders, the most important points that come from the literature are curriculum developers, expert teachers in various subjects, involvement in the decision making process in school, collaboration with peer teachers discussing lessons and pedagogy, choosing instructional and textbooks for the school (class).

Another role of teacher leaders is to assist in recruiting new teachers. This role is aimed at providing assistance for the selection of new teachers for various subjects and also the administrators, drafting staff development programmes, making decisions of the school budget for that year, setting right values and behaviour for the school for both students and the rest of the school staff and, above all setting standards for students' programmes through promotion.

Finally, teacher leaders are researchers and change agents. Defrost and Durrant (2003, p. 176) suggest that teachers are action researchers and change agents. According to them, whether teachers have a formal leadership position or not, all of them should be involved in the development of the school. The concepts "leadership for learning" or "centred learning" mean that teachers are all learners and teachers at the same time.

In teacher leadership, some teachers emerge as leaders who guide the rest of the teachers. The role of this teacher is to act as follows: coaching team members in interpersonal skills, collaborating with them, clarifying goals to them, managing issues and power conflict, building commitment and spirit of belonging in the school.

Four other roles of the teacher leader were identified by Lord and Miller (2000). Teacher leaders are in charge of organizing workshops for other teachers, working with teachers, students and administration in supporting them indirectly, getting a task for every day and setting individual classroom teachers to take the pace.

3.6 Characteristics of teacher leadership

Teacher leadership is centred on grounds that all teachers can lead in their schools as leaders, leadership is a form of agency and that it is shared among teachers and principals in a form of distributed leadership or shared leadership. This brings in the concept of distributed leadership and shared leadership that different writers use but finally end up giving the similar characteristics of almost the same leadership concepts. Distributed leadership helps in clarifying the teacher leadership concept. Three main ideas which emanate from it are: (1) it encompasses the activities of different individuals in the school who are guided by the change process, (2) distribution of leadership tasks and leadership are accomplished through interaction by many leaders, and (3) it implies interdependence and how roles are shared in a school or an organization (Harris 2003a, p. 317). The collection of all definitions carries collective action by members and empowerment is emphasized in distributed and teacher leadership. These terms are always used differently by different writers but have almost the same characteristics of distributed leadership, shared leadership, teacher leadership (Harris and Muijs, 2003b, p. 6). Teacher leadership centres mostly on teachers with their leadership role in school, while distributed and shared leadership is manifold including students, parents, stakeholders, teachers, principals and other working staff. Some of the most common features of teacher leadership will be discussed in the following section.

3.6.1 Shared decision making

Howey (1988); Muijs and Harris (2006) and Greenlee (2007) reveal that schools were formally centralized organizations where the principals were at the top. They were acting as the highest hierarchy of the schools, who took most decisions almost single-handedly. Mayrowetz (2008) suggests that decision making in school has changed from an authority of making a decision to decentralizing it to teachers who share their views with the principals. Decisions are now made collectively. Collective decisions by groups or teams have an advantage over a decision made only by an individual like the principals. Group decisions are considered to have a better quality and relevance than that of an individual (Yukl, 2002 p. 326). There is active participation and meaningful communication by members, which eases the commitment to any decision arrived at. The teachers have relevant knowledge, ideas and would easily implement them since they were committed in the process. Teachers' involvement in decision making in school is an indication of democratization in a school (Harris, 2003a, p. 321). Nevertheless, a group decision is time consuming, as to arrive at a consensus agreement may be difficult to reach due to participants' incompatible objectives.

3.6.2 Professional learning communities

Driel, Beijaard and Verloop (2001) looked at a professional learning community being a process where teachers continuously learn from each other either formally or informally in a school or organization (Murphy 2006, p. 149). One of the reasons of forming such a professional learning community is to increase school performance, reduce teachers' isolation in their classes without interacting with each other and to form a collaborative community that will facilitate problem solving in school (Stoll, Bolman, McMahon, Wallace and Thomas (2006). Such programmes are always good if teachers and principals are all involved (Fennell, 2005, p. 146). People seek to acquire more knowledge and teaching skills through integration for a new learning practice. Murphy (2005, p. 149) supports that in a professional learning community there is the ingredient of sharing information and conversation, which is the sharing of knowledge. It is realized in shared problem resolution, shared language, shared work and making the isolation of teachers' work public and open. In a professional learning community there are

embedded elements such as all staff involvement, shared values and vision of the school, the main focus is on student learning and school improvement, cooperation and collaboration among the staff, and their togetherness (Driel, Beijaard and Verloop, 2001). Harris (2003a p. 231) argues that the term professional learning community is one that implies a commitment not only to a teacher sharing but also to the generation of school-wide culture that makes collaboration expected. Three key aspects are emphasized in a professional learning community: a) school culture, b) it is client oriented and knowledge based, and c) value of teachers' professional development.

A professional learning community thus is an arena where teachers learn through participation, share a common goal, collaborate in working together, and all gear toward instructional development and promotion (Stoll, Bolman, McMahon, Wallace and Thomas, 2006). Developing new ways of pedagogy and methods remains their goal for the creation of a professional learning community. The collegial relation among teachers is one of the most important elements that promote teacher leadership for there is that environment for continuous orientation, inquiry, practice and improvement of pedagogy. In a professional learning community, members feel a sense of empowerment and autonomy that gives them the will to be more committed in the school work (Frost and Durrant 2003, p. 176).

3.6.3 Teacher empowerment

Empowerment is not a new concept but the understanding or the interpretation has moved from the traditional concept that ceded power only to the principals (Pfeffer, 2005, p. 290; Murphy, 2006, p. 124; Terry, 2006). Owens (2001) distinguishes five kinds of power as follows: reward, coercive, expert, legitimate and reference. Teachers are considered to possess expert power and to an extent legitimate power which comes from the principal. The principal has legitimate power from the authority but also releases it to the teachers by accepting them to influence school activities (Owens, 2001). It is rather not the transfer of power but the release of it that counts, the capacity for every individual to feel empowered. The goal of the empowerment in leadership is the participatory aspect of all teachers in school leadership in a form of democratization (Gonzales and Linda, 2004). Empowerment has been seen by leaders to place teachers at the core of the reform

movement, to maintain good teachers at work and to reverse the old fashioned leadership. Muijs and Harris (2006) posit that principals who think of empowerment in their school must be ready to share and relinquish power to teachers. The empowerment enables teachers to participate in decision making, which affects the policies of the school such as curriculum development, policies of the school and the management (Terry, 1999). Empowerment means giving authority to followers to decide on their strategies to work that can lead to school improvement and teaching. They can do that in groups or among a few individuals in the school. Yukl (2002, p. 266) suggests that it is a means of encouraging subordinates to envisage solutions to problems and giving responsibility to subordinates in resolving problems on behalf of the leader. In a nutshell, it is a democratic way of sharing power with the subordinates by delegating power to them. According to Yukl (2002, p. 107) empowerment gives a strong commitment of the task to subordinates, responsibility, feeling of belonging in an organization, optimism about their job and a greater initiative comes in when members are empowered. Frost and Durrant (2003, p. 176) posit there is a need to develop schools as communities, in which all members have a voice and are allowed the space to fulfil their human potential and exercise leadership.

3.6.4 Collaboration

Trust is essential in collaboration for all members to accept differences and explore new patterns in developing the school. Both individuals and community interest are satisfied through collaboration (Collinson and Cook, 2007). It is a joint effort of a task to be accomplished by reducing the difficulties. This goes with the personal relation that has been established among the workers in any organization. This is like providing assistance to someone in the organization and to a task that is not directly your responsibility. Collaboration is the main focus of teacher leadership as it stands as a tool for change through collective action (Frost and Durrant, 2003, p. 175). In a collaborating atmosphere, the power is based on peer control and is not hierarchical. Authority is dispersed among the teachers and teachers work effectively as colleagues, trusting one another and supporting each other. The teachers are allowed to act freely and to have an opportunity to experiment with their pedagogy developed among themselves.

Collaboration is geared towards a positive student learning outcome that is seen through their performance. Muijs and Harris (2006) argue that in collaborative culture, there is a common vision shared by all members that shape the school, a culture of trust and cooperation are established (Pounder, 2006). With this they set the goals of the school, which guides them toward the vision of what they want. In developing the vision of the school, they have meetings where such issues are commonly discussed trustfully and honestly.

A school that has a collaborative culture is more effective in teaching and learning. The plans are well coordinated together and full participation of the members in decision making is established. The mission behind collaboration in the teaching field is that teaching is a social practice that does not need to be conferred to an individual. It requires interaction with colleagues that serves as a learning entity for teachers (Printy and Marks 2006, p. 127). Generating teacher leadership with a mixture of an increase in responsibility and collaboration has a positive impact on changing the school as an organization and helping diminish teacher alienation (Muijs and Harris, 2006). There is a strong collegial relationship that suggests that interaction helps them to share ideas and generate new leadership. Northouse (2007, p. 221) argues that a collaborative climate constructed is essential for leadership. There should be that atmosphere that fosters collaboration among members, trust, openness, respect, consistency and honesty. In a climate of effective teacher leadership, a collaborative climate ensures communication, safety, guiding problem solving and managing the problems.

3.6.5 Teamwork

A research carried out by Conley and Muncey (1999) reveals how two teachers shared their view about teamwork in the year 1994-95, each teacher holding multiple leadership roles and team membership. They touched on many aspects of teaming in regard to teacher leadership such as school structure and restructuring, skills needed by teachers and team members concerning teacher leadership. One teacher felt that every faculty was a team on its own, "I feel like that is a team." It was also noted that all teachers were team leaders.

There was no real leader of the team. The principal acted as one of the team. It was all equalized. But... because I've worked here so long, I have a lot more history. And because I work with different grade levels and different situations, I sometimes can see things differently, I gave a lot of input But there wasn't really any leader ...we are all equal (Conley and Muncey 1999, p. 49).

Moreover, in team leadership teachers are advised to be confident of themselves, not to be afraid of disagreeing with team members, and their actions are collective as a team and not as individuals.

According to Northouse (2007, p. 213) in team leadership members are expected to provide information collectively and shared among themselves. Like in schools, heads of department are like team leaders while the rest of the staff are like members. But according to some authors teacher leadership is a collective agency (Muijs and Harris, 2006). They have meetings jointly to make choices of the textbooks and other useful materials inside the team, some people may be given the responsibility to buy the necessary materials. Other teams of mixed departments like mathematics and history can be formed. When it comes to the problem where an expert is needed in mathematics, the mathematics teacher leads, while in another where history knowledge is needed, the history teacher leads.

3.6.6 Common vision for the school

In every organization, there is a set goal that is known by all workers. In other words, there is a vision for every school. A vision is a future plan that does not exist presently. As a leader, the teacher operates a vision for the school, based on norms, values, commitment and aspiration. A vision of a school is successfully achieved when shared values, ideas and perceptions are articulated to a shared understanding. Many are committed to the vision of the school because they collectively had a clear discourse on it and fashioned it, opposite to the previous one made single-handedly (Defrost and Durrant, 2003, p. 175).

3.6.7 Communities of learners

In a community of learners a network is developed through which teachers learn through this network. Lambert (2003, p. 427) says a large learning community is developed through this network as a development to teachers' voice and self-concept. In a larger arena such as the national level, a community of learners see themselves as part of the profession, and listen to new ways. Howey (1988) took an example of the national writing project that propels professional growth of teachers such as creating forums for sharing dialogue, critique, seeing teachers as experts, learning in practice and in relationships, providing multiple entry points into learning communities, sharing leadership, rethinking teachers' professional identity to a professional community and valuing the contribution of teachers as colleagues and above all, mentoring teachers to help their peers.

4 RESEARCH METHOD

4.1 *Introduction*

This chapter deals with the research method chosen for this study. It starts with various research paradigms in social and human sciences, followed by methodological options in research that are suitable for this study. I examined the three research methods commonly used in educational leadership.

I will further explain the reasons why one particular method might be more suitable for this study and why I chose it. It is the qualitative method with semi-structured interview questions. The selection of the participants, ethical considerations and the justification for the study will be explained, as well as difficulties encountered in the course of the interviews. The research design and research analysis strategies will also be described.

Gall, Gall and Borg (2007, p. 35) argue that there is no universal accepted, authoritative conception of the epistemology in educational sciences of research, methods or goals. According to Cohen, Mansion, and Morrion (2007, p. 47) methodology is a skill and an accepted way of gathering data to help understand a situation in the best possible terms. It is a systematic procedure and strategies of inquiry set to find answers for questions or problems in a social world (Creswell, 2003). We investigate issues and problems using an accepted procedure as social scientists. It involves objectivity, observation, self-discipline and critical understanding to promote knowledge and wit (Gall et al, 2007, p. 35).

In research methods, different concepts have been developed to separate them from each other. There are three about research paradigms (quantitative, qualitative and postmodern) used in carrying out research in the field of social sciences and education. The paradigms and methods used for any research should be appropriate for the research, thus the paradigms are differentiated below.

4.2 Research paradigms

4.2.1 Quantitative Paradigm

Cohen et al (2000, p. 22) and Creswell (2003, p. 39) call this paradigm positivist and normative. It looks at the world as being rule governed and that human behaviour should be investigated through the use of the empirical methodology of natural sciences. The psychologists and sociologists that first used this term called it normative (Gall, Gall, and Borg, 2005, p. 14). A quantitative study is a study that uses empirical data to test the prediction or variables that are measured to establish a relationship (Creswell, 2003, p. 44). This paradigm regards the world to be observable and measurable. It is also based on testing theories to show the reliability and validity of the theory and as to how it works. The main idea behind this paradigm is to control, measure, predict, and be objective. In the quantitative studies or paradigm as defined by Cohen et al (2007), the research instruments to gather data for research consist of surveys, questionnaires, semi-structured interviews and structured interviews.

Creswell (2005; 2003, p. 50) argues that researchers have identified some shortcomings with this paradigm. The shortcomings are that it does not take into account the participants' contribution, the context of the study, and it is outcome-oriented. Due to these aspects, this method is not suitable for my research. Based on the shortcomings of this paradigm, the social scientists developed another paradigm in the 20th century, which is the qualitative method (Gall, Gall and Borg, 2003, p. 24).

4.2.2 Qualitative paradigm

The qualitative paradigm on the other hand is a subjective way of uncovering the complex and the holistic world, rather than being objective (Creswell, 2003, p. 51). This paradigm describes other possibilities of understanding the truth with multiple methods rather than with one single method. One of the most voiced criticisms against the positivist paradigm is that it is mechanistic (Gall, Gall and Borg, 2005).

Cohen et al (2007, p. 17) and Creswell (2003, 2005) call it the qualitative paradigm, the interpretive or the antipositivist paradigm, opposing the positivist approach of research or

looking at the world to be socially constructed. However, there are many definitions used by different authors with the same meaning. Gall, Gall and Borg (2003) call this the interpretive paradigm and it is based on the fact that the world can be seen in a subjective detour of human experience. The qualitative paradigm is a multifaceted method of carrying out research. The researcher is free to use all the methods to find the truth. Thus interviews, questionnaires, surveys, and case studies can all be used in the qualitative paradigm. Gall, Gall and Borg (2003) describe the interpretive paradigm as more interactive and conversational. Looking at what I explored, the relationship that exists in the schools among the teachers and the teachers and principals in Finland, more precisely in Jyväskylä, required me to meet teachers and principals and have an interactive conversation.

During the process, notes were taken to back up the audio taped interview. Though this paradigm seemed better for my research, there are still some shortcomings in it and the two paradigms mentioned above are at no one time one better than the other, but one is more suitable for a particular study than the other. The identified areas where the two could not reach, led to the emergence of another paradigm, the postmodern one.

4.2.3 Postmodern paradigm

The postmodern paradigm was designed because the quantitative and qualitative paradigms did not include how certain issues in the society could be studied, for example the inequalities and oppressed groups (Creswell, 2005, p. 86). Gall, Gall and Borg (2007, p. 28) posit that the postmodern paradigm developed to contest against modernism which questioned the rationality of human action, and against the use of the positivist paradigm which claimed the search of truth. Gall et al (2003) argue that the core of postmodernism is the doubt that any method or theory, discourse or genre, tradition or novelty, has a universal and general claim as the right or privileged form of authoritative knowledge. Postmodernism suspects all truth claims of masking and serving a particular interest in local, cultural and political struggle (p. 28). No theory is superior to the other in social sciences and all cultures are equal. The search for truth should be replaced by a conversation among many voices (p. 29).

4.3 Selected method

After reviewing the research methods in educational, human and social sciences, the quantitative, qualitative and postmodern paradigms to conduct this research, the qualitative research provided more opportunities for me to explore the situation than any other. As a multifaceted approach it gives the researcher the chance to conduct research in a natural and interactive way (Gall, Gall and Borg, 2007, p. 23). This approach is inclined to the existing perspective and experience in understanding the situation from the respondents and is not restricted to one method, but surveys, questionnaires, and interviews can be employed to collect data. In this research I used the interview technique. The rationale behind the use of the interview will be explained below.

I have studied in English for many years and coming from a different country where English and French are used as our official languages, I needed to immerse myself into the Finnish system to learn more as a researcher, in order not to assume. When conducting the interviews, I had many probing questions to interpret the interviewee's understanding and knowledge. At the same time, the participants also needed some clarity into some of the questions, where I had to reshape them in a different way (Borg and Gall, 1989, p. 461).

Furthermore, this approach gave the informants an opportunity to freely express their minds, their perception in both English and Finnish (Creswell, 2003, p. 188), their cognizance of the relationships, management, pedagogy and decision making in school. Although the initial idea was to allow them to express their perceptions in English, there were a few teachers who needed to use their mother tongue as they lacked words to express themselves in English. This approach gave them the freedom to do so with the help of my research translator, and it succeeded well.

Conducting research with the use of a qualitative approach provides first class information (Borg and Gall, 1989, p. 386). This information helps the researcher to gain the insights of what is happening from the viewpoint of the participants who are experiencing it. They express not only their thoughts but also their experiences, which

makes the data authentic. From their experience, the informants were able to tell me about the type of leadership that is prevailing in their schools, and they were able to tell me their roles and responsibilities from both the teachers' and principals' perspectives.

I therefore decided to immerse myself into the research as a researcher willing to learn and could not therefore use any other approach which could allow me to meet the teachers and principals for a purposeful conversation (Gall, Gall and Borg, 2007, p. 31). I used the semi-structured interview questions to collect my data, which makes the only source of my data. Reviewing the memos would have also added valuable data but unfortunately as they are all in Finnish, it was not feasible to include them in this study.

4.4 Semi-structured interview questions

The interview was based on a face-to-face conversation between me and the participants (Yin, 2003; Creswell, 2005, p. 361; Borg and Gall, 1989; Newell, 1993, p. 97). The interview was divided into two types: a focus group interview for teachers in three schools: A, B, D, and an individual interview for all principals and teachers in school C. The interview (for teachers appendix A and B, and for principals appendix C and D) question focused on their perception and experiences of leadership in their schools. These questions were subdivided into sub-questions as: what are their perceptions of leadership, major responsibilities, experiences in decision making, and professional development. In the focus group interview in school A there were five teachers, and in schools B and D there were three teachers. In school C, there were four teachers for individual interviews. In all, twelve teachers and four principals were interviewed from all the schools.

The interview was conducted in English since my level of Finnish is very poor. This might be a limitation of my research as well because the informants would have felt freer and more comfortable with Finnish than English that I used (Gall, Gall and Borg, 2003, p. 248). It was tape recorded and transcribed later (Cohen et al, p. 365). I confirmed the interview schedules for every session of the interview before the interview date. Field notes were also taken to supplement the tape recording. These field notes acted as back up notes in case the technology failed.

I guided the interviewees in the interview sessions in the purposeful conversation but they led the interview. This was to help them remain relevant to the discussion and for them not to derail from the main topic or digress from the main topic, avoid unnecessary and lengthy discussions (Creswell, 2003, p. 186). It was flexible as much as possible and natural according to the paradigm used for this research.

This study can be considered a case study on the following basis.

A Case study

A case study is defined as an in-depth examination of a bounded event, activities, groups or individuals established to collect data investigating a phenomenon in real life (Yin, 2003; Miles and Huberman, 1994, p. 25). Best and Kahn (1986) suggest that it is a means of collecting social data for the purpose of societal reality. Although case studies have advantages, nevertheless they have also received some criticism that they cannot be generalized. Yet, the advantages supersede the criticism (Best and Kahn, 1986, p. 92), so the method still had potentials for also this research. It penetrates into the situation and it focuses the researcher on a particular organization to be explored through the varying interactive process within the institution (Creswell, 2005). Gall, Gall and Borg (2003) argue that case studies are unique examples of real people and situations: temporal, geographical, organizational, institutional and point at the ease of which boundaries are drawn of what the researcher is studying. The researcher concentrates on a particular institution and interest to know how things work within, or on the outcome of what people see (Gall, Gall and Borg, 2003, p. 18). The researcher wants to cover contextual issues, a common view in case studies (Best and Kahn, 1986, p. 93).

4.4.1 Limitations of the semi-structured interview

A semi-structured interview question stands as one of the most popularly used in qualitative research, but it also has some limitations, which I have to acknowledge in this study. Firstly, in cases where the participants are not expressing themselves in their mother tongue, it makes it difficult for the researcher to get the information (Creswell, 2005). The main purpose of the interview is to gather data from the interviewee and when

they face difficulties in expressing themselves, it rather renders the data doubtful and unreliable. Secondly, participants might not have trust in the researcher. It creates fear and certain information might not be revealed. That is, those to whom confidentiality and anonymity is important, may feel uneasy and intimidated.

Gall, Gall and Borg (2003) posit that data collected from the interview is time consuming to analyze and the number of participants are small when compared to a survey. Although there are some limitations to the semi-structured interview, it was appropriate for my research as it contributed to the understanding of the perceptions of the principals and teachers in the various schools in the Jyväskylä municipality.

4.4.2 Interview

Creswell, (2003); Newell (1996); Yin (2003) describe an interview as an oral asking of questions by the interviewer and oral responses by the participant or a selected group: Asking and answering of questions by the researcher and the participant(s) [responses] (Gall, Gall and Borg 2003, p. 222). The responses are either recorded by the interviewer or videotaped. In this research, the interview was recorded with the use of a tape recorder. I identified the key informants of the study who are knowledgeable on the issues researched.

Participants discuss their interpretation of the world and look at it from their own point of view. The aim of the interview is to collect data through verbal communication or through interpersonal communication between individuals or a group. Given the advantages of interviewing, both can be used for one study, but I used only the interview. The advantages of the interview abound. People are more willing to talk than to write, the secure relationship between the interviewee and the researcher, certain information might be gained from an interview that an individual will not be willing to put down on paper (Best and Kahn, 1986, p. 187). The advantages of obtaining a lot of information beneath the surface level are high through a semi-structured interview question.

Creswell (2005) posits that an interviewer can also explain more explicitly what he /she is interested in or wants. If the interviewee misinterprets the questions, the interviewer will

clarify them directly. Moreover, the information that the interviewee is giving can be evaluated directly whether it is sincere or not, hence checking the trustworthiness of the response and from the experience the interviewer is stimulated to explore unanticipated areas in the original plan (Gall, Gall and Borg 2003). Gall and Borg (1989); Best and Kahn, (1986); and Creswell (2005) argue that there are three main types of interview: the standardized or structured, semi-standardized and non-standardized. A standardized interview is one where the wording and the question structure is asked from one interviewee to another without changing the structure; a semi standardized is one where the interviewer asks all the interviewees the same major questions, uses the same list to guide him or her but asks questions freely as he wishes, sensibly and even joins the conversation to find out what they think about the topic. In a non-standardized interview the interviewer just has a list of topics he/she wants to discuss with the respondent, free to phrase the questions as he/she wants, asking questions in any order that seems sensible for the topic at that time and even joins the conversation to talk about what is the respondents' perception about the topic (Fielding, 1996, p. 136).

As for this study, I used the semi-structured interview questions, because it suited my research best and I "guided the conversation" (Fielding, 1996, p. 136). It is also easy to design and the respondents led the conversation, which is a routine in the social life research and education. Probing is common in this semi-structured interview. It clarifies unclear questions to the interviewee and also in depth information about the subject is accessible (Best and Kahn, 1986).

Fielding (1996, p.137) describes the typology of an interview based on the degree of standardization; nevertheless there are two types of interview either carried out one-to-one or in a group. The first type of interview is known as an individual interview while the latter interview is also called the "focus group" interview (Creswell, 2005, p. 215). At times the interview is guided by group leaders among the small group in the focus group. Interviewing in research has some advantages. It enables respondents to talk freely and without much emotion, rendering authentic information, rich depth and honesty about their experience. In my research no leader guided the interview in the focus group. Under the concept of an interview we have qualitative and quantitative methods. For the purpose

of this study I used the qualitative method, as it is less formal, it interprets and describes a specific situation and action sequences, and the interviewer can probe (Creswell, 2005, p. 218). It guided me in building an understanding about the principals' and teachers' perception of teacher leadership and the situation in a particular context like the four upper secondary schools in Jyväskylä.

4.5 Research design

A research design simply depicts the development stages of the research. It starts from the research topic, research sample, data collection procedure and techniques to analyze the data (Creswell, 2005; Gall, Gall and Borg, 2003).

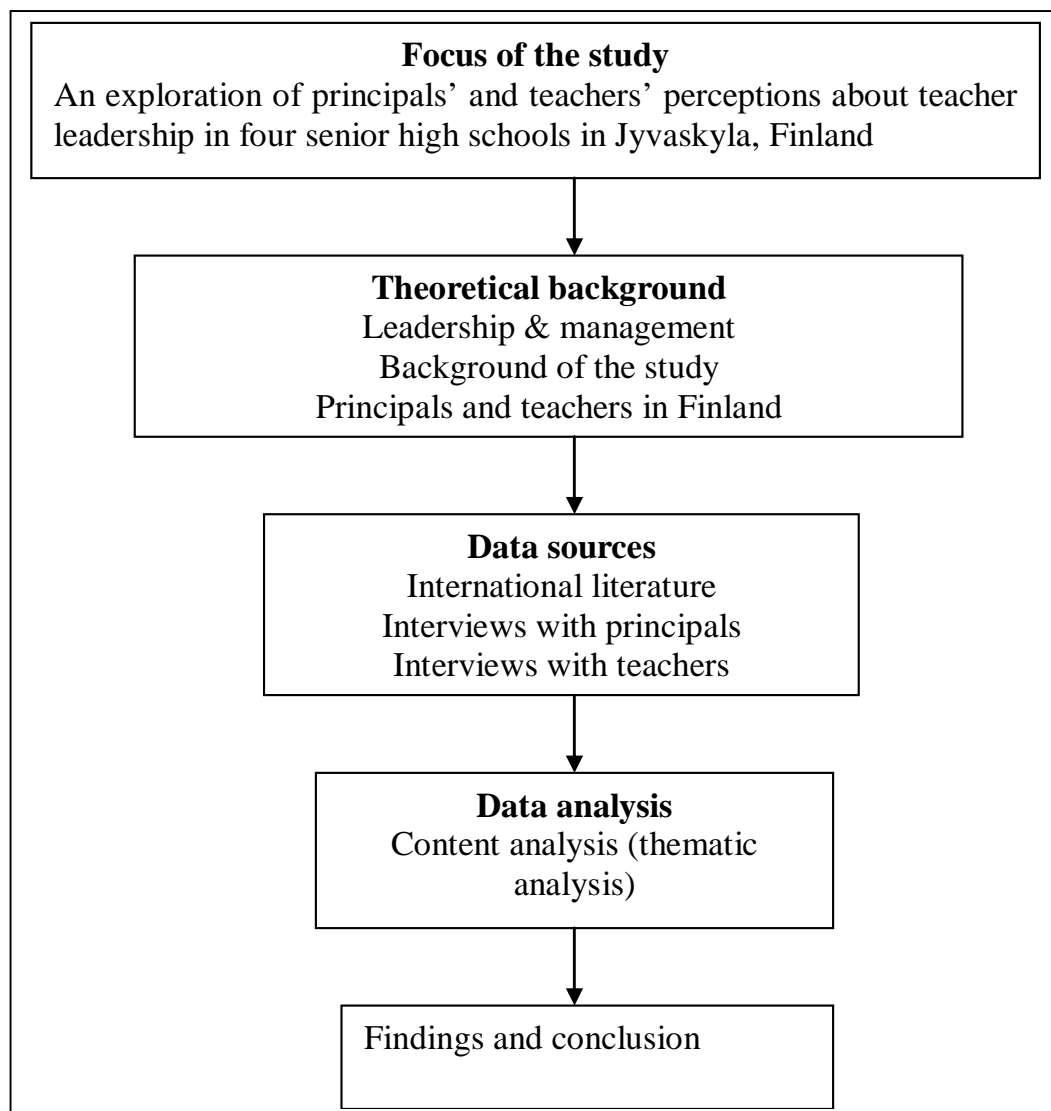


Figure 5 Research design

4.6 Procedure for the selection of the participants

I never used any complicated procedure to select the participants in the research except the principals who were chosen because of their position in school. The principals asked the teachers who would be free to take part in the research. Although most of the teachers were females (in school A, 4 females and 1 male; in school B, 2 females and 1 male; in school C, 3 females and 1 male; and in school D 2 females and 1 male. All the 4 principals were males), so there was at least one male teacher in the entire focus group interviews. The principals were all males. As I lacked knowledge about schools in the municipalities, I explained the type of schools I wished to use in my research to the staffs at the Institute of Educational Leadership with experienced teachers and principals, and they carried out the selection of the schools. The qualification was also a relevant issue but all the teachers teaching in the high schools have a master's degree in the subject with studies of pedagogy. The principal with the least experience had been in office eight years, while the principal with the longest experience had about thirty-five years of service behind him. The least experienced teacher had worked for four years, while the rest had served above ten years.

I used the non probability and convenience sampling for the principals and teachers respectively (Miles and Huberman, 1994, p. 28). Cohen, Manion and Morrison (2007, p. 13), suggesting that convenience sampling is used for the participants available for the interview. Cohen et al (2007) argue that it is sometimes called 'accidental, opportunity sampling, involving or choosing the nearest individuals to serve as the respondents (ibid, p. 13). I needed the most available and accessible teachers at the time. I could have applied another sampling method, but the teachers were so busy that the principals checked which teachers were free within a particular time, for example with an hour wait before their next lesson to start, and whether they could take part in the research.

Although I had plans concerning those who were to participate in the research, it was hard for them to work because I needed to use the sample at hand. I wished to ensure having qualified teachers and principals with at least two years of experience, and with both

genders represented. This could give me a better understanding of what has been going on in the system in all the four high schools.

In the interview process, sometimes if the interviewer is not careful, he or she can dominate the interview process and lead the interviewee with leading questions (Borg and Gall, 1989, p. 463). It was for me to be cautious and to know that the interview was for the participants to gradually give me their perceptions of what they think without me leading them on what to say with the emotional tone of my voice (Cohen, Manion and Morrison, 2007; Creswell, 2003).

4.7 Ethical procedures adopted for the study

As a researcher, I needed to observe the academic protocol that exists in academic fields and in educational leadership. To be explicit about how I adopted the ethical procedure, I am aware that I am not the only one to carry out research in this municipality and as an international student. I therefore needed to establish and retain a good synergy with the University of Jyväskylä and the research participants (Gall, Gall and Borg, 2003). As a student conducting research, I was to observe the accepted protocol for research projects in the community. As a matter of fact, I was clear about the type of study I would be carrying out, the aims, the practical applicability, the design and the selected participants for the study (Borg and Gall, 1989, p. 87). I guaranteed the privacy and confidentiality of the respondents' information would be respected. I also told them how the findings would be publicized. Being explicit in your research ethics like this clears your participants from doubts and convinces them that you are competent in carrying out the research.

Access to participants, collaborators and the interview process

The participants in my research were principals and teachers. My research liaison from the Institute of Educational Leadership informed them about my purpose of the study for them to be aware of what the study is all about (Gall, Gall and Borg, 2003). Creswell (2005, p. 209) suggests that in gaining access to the site “you should use gatekeepers or individuals who usually have an insider’s status at the site of the researcher’s plan to study.” These individuals can be principals, teachers or a group of leaders. So, the

implication of taking part in the study was also clear to them. In the course of carrying out the interview too, I made it clear to the participants that their information would be confidential, anonymous and their rights in the course of the interview would be respected. One of their rights was to decide not to continue in the interview process if I would be infringing into their privacy. I never had any legal document issued from anywhere as in many research procedures.

I would like to specify here that it would have been impossible even at this time for me to conduct this research because of the mergers of the Jyväskylä municipality with many other smaller municipalities. This rendered the principals and teachers busy. But with the help of my advisors from the Institute of Educational Leadership, who made several calls and sent emails to the principals, acting diplomatically for them to give me an opportunity to conduct the interview. Gall, Gall and Borg (2003) describe such people who help researchers gain access as using expertise and contact. It was easier for the respondents to listen to them because they have all served in the same capacity as principals before moving to the University. That was how I got the access to the principals. The principals then negotiated with the teachers for them to take part in the research in their free hours.

Other collaborators who helped in the interview process were English teachers. In most of the schools that I went to, especially in schools where I successfully did the focus group interview, there were three female teachers who interpreted some interview questions to their fellow colleagues properly in Finnish, especially with the questions that were not clear to them. On the other hand, some answered in Finnish and the English teachers translated them into English for me. In the three focus group interviews that I conducted in the three schools, I would say that maybe it was a stroke of luck that I had excellent English teachers who voluntarily helped in translating into Finnish some of the words which the participants could not express in English. It was a wonderful experience.

In school A, the principal was not well versed with the English language. Fortunately I had an English teacher who translated some questions and responses. In the focus group interview in school A, B and D, there were English teachers who participated in the

interview and did these translations for me. I strongly believe that they were well translated on both sides.

Voluntary participation in my research

The participants-to-be in my research were informed about it by my research liaisons. After that I prepared an email that I sent to all the principals to confirm what my research liaisons told them. After my first email, two principals never replied. I contacted my research liaison who called them again and proposed dates for the interview. This was how the principals' voluntary participation in this study was achieved, and later they recruited the teachers to also partake in the research voluntarily and so did they do.

Confidentiality of data, anonymity and safety of participants

Although I do not know what my research liaisons told the participants, in my emails to inform them about my research I made the confidentiality, privacy and anonymity of their information very explicit. When I went for the interview, I told them that the information would not be disclosed for other than the purpose of my research. Also, if I might have to disclose it, I would need their consent. I assured them about the confidentiality, anonymity and privacy of the information and for them to feel safe without fear about the use of names for the interview (Creswell, 2005, p. 369). As it would be possible to read this research at the Jyväskylä University Library either electronically or otherwise, the names of participants and schools will not be identified (Borg and Gall, 1989). Thus I coded the schools as A, B, C and D. Borg and Gall (1989) also suggest that names could be substituted with other names to avoid individual invasion and privacy. This was to make the participants earn respect for their certain information that might not be released to anyone. Sensitivity and cultural differences of certain information in Jyväskylä maybe would not be disclosed to the public (ibid). It was up to me to ensure that all the data collected is used only for the purpose of this study.

In the interview process, I ensured that all the questions asked were focused on my research questions. The participants were made to feel that their privacy was not invaded.

In my capacity as a researcher, I ensured that the participants fully understood the implication of the research and that no emotional, psychological or professional blemish existed.

As a procedure in the social and human sciences where you need the participants to sign the interview consent form, when I informed them about my research and procedures needed to gain access like in many contexts, they said there was no need for it. “I have decided to take part in the interview process and whether there is the form or not, it does not make any difference”, said one principal. They said it would remain a matter of confidence and trust. Another principal invited me into his school and we talked about the process and what I wanted. He also said, “There is no need for me to follow that protocol of signing papers.” He even asked me if I had got enough participants for the research, if not, then he would help me provide more principals. The other two principals invited me directly for the interview after a long process and they also never talked about the interview consent form any longer. One thing that happened during this field work was that most principals were very busy and never wanted to waste any additional time like signing of the papers. The principals also had trust in my research liaisons, so that they considered all the information provided to them to be true to the best of their knowledge.

Cultural considerations

A country like Finland that has a unique language and culture is challenging to me who comes from a different culture. Starting from when the interview questions were drafted, there were some questions, which were ambiguous in the Finnish context. When I showed them to some faculty members, considering that if they were placed to take part in the interview, how they would respond to these questions, they did not understand and said, “I don’t understand”: there is no answer. These same interview questions were reviewed by an American professor, who confirmed them and gave me the go ahead. This is an evidence of cultural differences in how we perceive things. I chose the Finnish respondents’ judgement over the American professor and mine because they are better placed to understand how their compatriots would also misunderstand such questions.

An interview question that can be used in the United States of America and Cameroon might not fit the Finnish context. Coming from a different cultural background, I had to take a lot of precaution not to infringe on the respondents' culture. I decided to respect the respondents trying to address the interview as it is done in their own culture and used straight forward language for the interview questions. From my point of view, I thought it would make them feel that I was interested in knowing about the issues. This helped me to reshape the interview questions again.

4.8 Data collection and analysis

The only sources of my data as mentioned earlier are interviews (Gall et al 2005, p. 328). The principals and teachers provided the data in the course of the interview.

The data in itself is not knowledge. It is the work of a researcher at this stage to generate knowledge from the data gathered. There are many programmes used to analyze the data in qualitative research in educational leadership. But, it is up to the researcher to identify the one that best suits his or her research. For this research, I decided to use the content analysis approach to transform the verbal interview into meaningful findings. Patton (2002, p. 383) argues that the use of a tape recorder does not eliminate the need for taking notes. Recording is never without fallibility, so to be sure and careful, I decided to take down some notes as a means to back up the tape recorded interview.

4.8.1 Conducting the interview

Cohen et al (2007) argue that there are many interview methods used in qualitative research. One of the interview methods is the focus group interview, the telephone and individual interview. The focus group can take place in a face-to-face conversation. In this research, I employed the focus group interview for the teachers in three schools and the individual interview for four teachers in one school. The focus group interview was planned for all schools but unfortunately it was not possible for me to have all teachers for a focus group interview and as I was given the option to carry out the individual

interview, I decided to do it. It was really beyond my control to bring the teachers together for a focus group interview in the one school. Those of the principals were very successful. The principals could plan their time for the interview since they do not mostly teach like teachers who have to teach from one school to another.

All the interviews were conducted in English and taped recorded. Tape recording is considered to be appropriate for the raw data in conducting a qualitative research. In my emails that I sent to the principals, it was clear that I would be going to carry out an interview with them that would be recorded. Also my research liaison sent an email explaining that I would carry out an interview for my research. As one way of conducting the semi-structured interview, I did a lot of clarification and probing to get more information, in the course of the interview.

4.8.2 Data transcription

Fielding, (1996, p. 146) posits that the choice in the transcription of the data is to select the information that is relevant to the research or to write down everything that the respondents said; “the choice between verbatim and selective transcription.” It is important to note that all information in the interview might not be useful for the research. Hence, caution must be taken in transcribing the interview as all that took place might not be useful.

I completed the first transcriptions of the first three interviews after three weeks. The respondents’ words were the basic form of the data (Miles and Huberman, 1994, p. 51). I listened to the audiotape interviews several times to check if the information was accurate with the transcribed data (Patton, 2002, p. 58). This is my first experience in doing such a job, and I was very careful about it and learning as a process. There were a few adjustments that were corrected. It took a lot of time nevertheless, but I also needed to do that in order to familiarize myself with the data. At one point, it became my radio and my neighbour was laughing at me simply because I listened to it every day. I started figuring out the themes that emerged by listening and the transcribed text that I read and printed out.

4.8.3 Data reduction

Miles and Huberman (1994, p. 10) suggest that data reduction is “the process of selecting, simplifying, focusing, abstracting and transforming that data that appear written down in field notes or the transcription.” I decided to classify the data into two major categories: leadership and management. All useful information was classified into these categories under the two major headings. I reflected on where to place what but the literature provided a basis and personal intuition also guided me to think and classify them. I used a table to clarify the most important transcribed data for any reader. The data of the teachers were considered to be a discrete entity (Patton, 2002), while those of the principals were also classified as a discrete entity to ease the analysis by bringing out the similarities and a few differences. The strength of the qualitative paradigm is the approach of data analysis and the driving factors throughout the data.

4.8.4 Data analysis strategies

Transcribing the interview does not make the end of the research. The transcribed data needs to become useful in the academic field for others to understand how you conducted the research. How did I generate new knowledge from the transcribed interview? Cohen, Manion and Morrison (2000) and Patton (2002) suggest that the data should generate new knowledge in the field. There are many ways of analyzing the data to create new knowledge. For the purpose of my research, I decided to choose the content analysis approach (Miles and Huberman, 1994; Patton, 20002, Gall, Gall and Borg, 2007; Creswell, 2007; Borg and Gall, 1989). Content analysis stands as one of the best methods used to analyze interviews with emerging themes and recurring themes that other methods lack (Yin, 2003; Miles and Huberman, 1994) and serves as one of the best ways to analyze personal data.

Cohen et al (2007, p. 475) defined content analysis as a way of analyzing data and categorizing them into a meaningful text. Since the data are too abundant, the content analysis method tries to reduce the text to few words in different categories. Insch, Moore and Murphy (1997) describe content analysis as a method that eases the examination of oral and written communication as it gives richer detail, keeps the information

contextualised, and facilitates the development of grounded theory. The aim is to reduce the text into small and constructive areas derived from the data. Texts are written communication that can be interpreted and understood by other people apart from the analyst. Creswell (2005; 2003) argues that one of the most commonly used methods in analyzing qualitative data is through content analysis. With this, emerging themes are identified from the interview. Macdonald and Tipton (1993; p. 197) argue that the importance of a topic is measured by the number of times it is mentioned.

The data from the principals are analyzed together, while those of the teachers are analyzed as their own entity. The data analysis is in chapter five. After classifying the data into two major categories at step one (I), (figures 6 for principals and figure 7 for teachers), I went on to step two (II), (figures 8 for principals and 9 for the teachers) and reduced and regrouped the categories into other major categories for both teachers and principals (figure 10). This was done to avoid redundancy. The table displays similarities and a few differences. The figures clearly show the data and from this point, I continued with the analysis.

4.8.5 Data display

Miles and Huberman (1994, p. 11) suggest that the data display is a summary and assembled information that shows the themes that emerge from the interview. The inclusion of the excerpts in the results renders a rich source of the information. Patton (2002) argues that a “good description takes the reader into the setting described” (p. 437). The displayed data can be found on the next pages in figures 6, 7, 8, 9 and 10.

5 Data analysis

5.1 Introduction

This chapter deals with the categorized data and data analysis from the interviews I obtained from the fieldwork. The data are displayed in the figures below. The analysis will be made from the recurring themes that emerged from the transcribed data, both from the principals' and the teachers' perceptions of teacher leadership in their schools.

Management	Leadership
Budgeting	Collaboration
Planning	Care
Shared management	Team
Networking	Trust
Competent	Empowerment
High expectation	Coaching
Advertising the school	Capacity building
Answering of calls	Voting and participation
Organizing	Courses while at service
Division of labour	Support
Meetings out of school	Mentoring
Bureaucracy	Information and networking
Communication: municipality and school	Facts
Directing	Massive involvement
Managing	Acknowledge differences in human
Serviceable to people	Explain concretely
Instructing	Consider new ideas for your job
Directing sometimes	In service education
Marketing	Bring change
	Mentor
	Coaching
	Network
	Work in and outside the school
	Time
	Communication
	Help
	Friendly
Elements identified impeding management and leadership by principals	
	Resources
	Outdoor decisions
	Conflict among subjects
	Competition
	Political decisions
	Teachers' trade union

Figure 6 Step I. Principals' data categorized and displayed

Management	Leadership
Recommendations for budgeting	Collaboration
Classroom management	Sharing ideas with colleagues
Position	Follow up students
Extra work	Working in teams
Experience	Empowerment
Normal daily life of teaching	Trust
Accept differences in students	Expertise
Suggestions	Teaching
Delegation	Consultation
Extra curricular activities	Caring
Openness of the administration	Honesty
We are equal	Peer advice
	Love
	Meetings out of the school
	Time needed to many things
	Teach with new methods
	Listen and have a good sense of humour
	Communication
	Capacity building
	Empathy
	Leading students
	Democracy
	No heads of departments
	Meeting with other colleagues/subjects
	teachers within the municipality
	Work toward a goal
	Think new ways
	Lead with an example
Elements impeding management and leadership identified by teachers	
Not recognized by the formal authorities as leaders	
Inadequate resources	
No time for certain issues	
Too much based on the principal (position)	
Merging of the municipality	

Figure 7 Step I. Teachers' data categorized and displayed

Management	Leadership
Shared management	Collaboration
Planning, organizing and budgeting	Support
Competent and high expectation	Participation
Work in and outside the school	Empowerment
Chummy	Trust
	Teamwork
	Short courses
	Mentoring and coaching
	Networking and sharing personal information

Figure 8 Step II. Principals' data reduced into categories to avoid redundancy

Management	Leadership
Experience	Collaboration
Recommendations	Caring and Consultation
Extra curricular activities	Democratic (decision making)
Bureaucracy	Expertise
Managing the classroom	Trust and honesty
Expertise	Empowerment
	Teaching
	Teamwork
	Independence and autonomy of teachers

Figure 9 Step II. Teachers' data reduced into categories to avoid redundancy

5.1.1 Figure 10 Commonalities from figures 8 and 9 in steps II

This is what will be used for discussion in the next chapter six. Although I have reduced the categories, some of the elements are embedded in the reduced categories and are used in the analysis. The data also shows that leadership dominates in the four schools. The codes l stands for leadership and m stands for management as shown in figure 10.

Principals		Teachers	
Management (m) and leadership (l)		Management (m) and leadership (l)	
Trust	(l)	Trust	(l)
Teamwork	(m, l)	Teamwork	(m, l)
Empowerment	(l)	Empowerment	(l)
Collaboration	(l)	Collaboration	(m, l)
Participatory	(l)	Democratic	(l)
Professional development	(l)	Capacity building	(l)
Support	(l)	Care	(l)

Figure 10 Commonalities from figures 8 and 9 in steps II

The interview acted as the main source of data for this study. Using the semi-structured questions in the interviews was to allow the teachers and principals to express their perception about teacher leadership without using the jargon “teacher leadership” in the interviews. It was for them to tell about their experiences and in their own words. I wished to gain insights of their understandings and practice of leadership in their schools. There were four research questions for the study and they are presented below. The analysis will be made following the research questions 1, 2, 3 and 4.

- 1) What is the relationship among the teachers and among the teachers and the principals?
- 2) What opportunities do teachers and principals have for professional development?
- 3) What kind of experiences do teachers and principals have about decision making?
- 4) What kind of leadership changes have taken place in their school system in respect to reforms in recent years?

From the transcripts of the interview data, the following reoccurring themes emerged as common themes perceived in all the schools by the principals and the teachers. They were both management and leadership attributes. The analysis will be made in two parts. That of the principals will be part I and that of the teachers will be part II. I will start with that of the principals, then followed by that of the teachers. The information in the analysis is derived from my respondents.

Part I

5.2 *Principals' answers to the research questions*

Question 1 What is the relationship among the teachers and among the teachers and the principals?

5.2.1 Collaboration

The respondents' perceived the relationship among teachers and among teachers and principals to be collaborative. Principals believe that collaboration is the key for leadership success. Collaborative leadership was perceived to be prevailing in their schools between the teachers and principals. They discuss formally and informally. It is common for the principals to talk with staff during breaks and during lunch. The teachers also discuss among themselves providing help to each other in a collaborative way. Staff are involved in many school activities which bring them together all the time. The respondent of school B said, "One of such issues which brings teachers together is the meeting held every Monday." In school A, the respondent said the staff are involved in planning the wiring and electrification of their new building. They commonly share ideas and discuss about how their new venue could be developed. The groups in the schools, which were referred to, are arenas where teachers closely cooperate as colleagues. In these groups they commonly do things together and share the burden.

"Another area where teachers and principals do collaborate is when I'm sometimes involved in the subject meetings," said the respondent of school A. The various subject teachers collaborate on how to improve their subject but without telling each other how to teach. Every teacher is allowed to do what he or she wants in his or her lessons. The respondents described this collaboration at schools among teachers and principals as "very good" collaboration. Almost all the respondents teach for a few hours every week although they are principals, only one respondent said he is no longer teaching because of his job but then he collaborates with teachers in many other ways. The principals considered the relationship among teachers and among teachers and the principal to be friendly. Friendliness was used here to indicate the congeniality of their relationships.

They look at each other as professionals and treat each other with respect and as equals. They meet outside the school and discuss freely, without looking at the teachers as subordinates but as equals. The respondents also perceive that they have a relationship which is informal with teachers, with no one looking at each other with malaise.

5.2.2 Support

A respondent perceived their relationship among teachers and the principal to be supportive to the teachers, students and the rest of the workers at school. These groups need support in many ways. Students who are lonely need support and with the recent shootings in Finland, more emphasis has been laid on supporting students in order to prevent future incidents. The respondent of school A said “Another support was for students to know that they have to study and stop sleeping in class since most of them use the internet over night and cannot study and do their assignments.”

All the respondents talked about many social problems like divorce and suicide in Finland. The divorce rate is high, which makes the family lives of many children unstable and unhappy. The principals of school A and B cited an example of some parents who cannot give cash to their children and so they want to work to have money. Students who come from such homes with social problems need support and motivation from the teachers, nurses, guardian counsellors and the principal. “We try to identify students with a learning disability for extra lessons and if need be, to request more resources from the municipality to hire some teachers,” said the respondent of school D.

According to the respondent of school B, “I have made allocation of time to talk to each teacher every year about two hours on their private life, professional development and if they have problems that require help.” The support does not end only at the level of the students but reaches to teachers as well.

Many of the respondents also perceived support of students as coming from teachers and among teachers. Teachers are the professionals who identify students with learning problems, after which they talk with the guardian counsellors, the psychologist and

inform the parents if need be. The idea of support is widely perceived as a responsibility of both teachers and principals according to my informants. After the two shootings in Finland, the idea of support was reinforced into the functions of the teachers and principals. “Don’t say that this is not my student because the student is not in your class, it remains the responsibility of all to support the wellbeing of the students in general,” the respondents of schools A and B said.

5.2.3 Empowerment

The respondents commonly perceived that the relationship between teachers and the principal is more like one of colleagues. The respondents emphasized that teachers are specialists in their subjects and thus, they must take their decisions for their subject. They described the process of empowering teachers and teachers empowering each other as they talk to each other, respecting the rights of every teacher as an individual and as an expert. They also need to talk with them, allow them to do things on their own without forcing them. When you empower teachers, it is possible for them to take a risk in researching and trying new ways of doing things. One respondent also said, “You also need to provide the resources,” and that the teachers will be inspired when they feel empowered rather than forcing them to do things against their will.

According to the respondents, teachers make the selection of the textbooks which were (involvement in curriculum) to be used in their field, prepare materials for their lessons without the principal checking them whether they are good or bad, the principals don’t go behind the teachers to see how they teach. Another respondent cited an example saying, “Teachers involvement in decision making and taking their opinion into consideration makes them feel empowered.” The teachers do what they think is good for the students and their profession. The fact that many do take part in the recruitment of new teachers makes them feel empowered. One respondent said the teachers commonly think and say in their minds, “We are part of leadership in this school.” In many cases teachers take decisions concerning their lessons without telling the principals or tell them later.

5.2.4 Trust

Another common theme raised by the respondents was that leadership among teachers and the principal was perceived to be about trust. Principals believe that teachers are qualified with their Master's degree and can do their job without any intervention. As experts in the field, they know what to do and what is expected of a teacher. One respondent said, "Considering that they are experts in the field, we trust and give them space to do their work but I always listen to them if they have problems. Moreover, the teachers decide their way of organizing their classes. It is in rare cases that you question what they do."

Another respondent cited an example of a teacher who took a decision without his consent and told him afterwards. According to him, there was a student who absented from the lessons six times more than the maximum accepted by the law, but the teacher still admitted the student in the class and told the principal that it was better for the society to admit the student in the class than him/her staying away from school. The teacher told the principal, "We will give extra assignments to the student", and the principal said, "I never hesitated the decision and for me it is because I have trust in the teachers that they know their work."

Question 2 What opportunities do teachers and principals have for professional development?

5.2.5 Mentoring and coaching

The respondents shared a common perception of what they are doing in their schools, considering it mentoring and coaching. As part of their duty they need to act like mentors to teachers and students. Teachers believed that they are mentors and experts in their fields such that you cannot actually mentor them directly and it is never done formally. One respondent said, "When we have a new teacher here, you try to tell him or her during informal discussion how we do things here. This is the same thing we do even to new students whom we never knew. But most often than not we know a vast majority of our students." To the respondents, what they meant was how they behave in their schools that

form a unique culture. During this mentoring process, you try to convey the vision of the school to the teacher. Nevertheless, in staff meetings that they will subsequently be attending, they too would be taking part in building the vision of the school.

Coaching was equated to teachers' practice of the giving necessary advice where and when needed. It was supported by the teams that exist in all the schools. In this vein, they share ideas, supporting each other and encouraging learning among them. Teachers indirectly coach each other during this process and principals also support the process of coaching by providing the possibility for them to have a common task to do. During this process, they talk about other things as well apart from the task given.

Here no clear example was given to further elucidate this point, but it is more about collaborating among the teachers without any imposing or telling the other what to do but sharing ideas during the teamwork and subject meetings.

5.2.6 Networking and sharing personal information

The informants talked about reading the newspapers, magazines, and adverts to keep themselves updated on the events around and also to know if there are free or more cheaper courses offered somewhere by any organization. Through such information, the leader is versed with the latest developments in the field of education and leadership. There are many students who want to go out of Finland to take a few courses, for example in the United States of America, China, Denmark, Sweden and the United Kingdom, so through the information, you can discuss later with teachers and students to know if they are interested in such opportunities. This is what the principals of school B and D said. Teachers are willing to go for courses but need cheaper courses and prefer those in summer, when they are on holiday from school. The teachers and the principals all check if there are any courses that might be of help to all. The principal of school B said that when they see courses that are cheap and are needed by all the teachers, they commonly do them together to reduce the cost, while those that are for individual teachers are followed up by an individual teacher later.

They also described the networking with many other schools in China, the United States of America and Finland. The students do courses online through this network especially in languages where they have few students. Also through this network, the principal of one school said his students went to Burkina Faso since they have a corporation agreement with one school there. The principal of school A said his students do take courses from other schools here in Finland in a form of “online.” That keeps the students happy and using the information technology in learning.

5.2.7 Short courses while at service

Respondents said teachers staying in school for years without going out to learn what is new in both the matriculation examinations and the subject they teach keeps the teachers in an old-fashioned system. Teachers and principals must always go in for some in-service training either at the university or courses organized by the Ministry of Education. The municipality provides funding for these courses but it is not enough for it is about 80 euros for each teacher a year. Sometimes the courses are in Helsinki and the cost of travelling to and from is not covered by that money, and paying a hotel becomes another problem, shifting the cost to the teachers. But when they are in Jyväskylä, the burden is not felt as they live here and can always live at their homes to go for the courses.

This in-service education was meant to also indicate professional development of teachers. As said by all my informants, teachers mostly go in for professional development courses but, there is inadequate time and resources for that, which finally results in many not participating.

Question 3) What kind of experiences do teachers and principals have about decision making?

5.2.8 Participation

A common understanding in the respondents’ perception about decision making in their school by teachers was that it was participatory and democratic. The respondents said the way schools are run today in Finland is very democratic. The respondents of schools B,

C, and D said, “It is in rare cases that you take decisions without the consent of the others.” Most of the things are discussed formally and informally and if a consensus is not reached, then you go on “for a vote especially in general staff meetings.” People express their feelings and thinking on what and how a particular project could be carried out. When an agreement is not reached, then the remaining option is to go for voting. “Teachers raise up their hands and we count the numbers and see the highest,” said the respondent of school C. In this way teachers feel happy and motivated for taking part in issues concerning the school. The respondent in school D said the schedule produced for the invigilation of the matriculation examination had not been good, so they decided to give their opinion on how it should be arranged: the time, date, and how many hours each teacher has to come for the invigilation. The participation in this decision was positive and it left all teachers happy.

The decisions in schools today require the involvement of both teachers and students which was not the case. You need many people in the process to have many views and think of which view is the best for the community, students and teachers. The principal of school B said, “It is only in a few things like health issues that the student body of this school is not allowed to be represented.”

Decisions like the recruitment of the teachers are made with the help of the subject teachers selecting the applicants on the basis of their documents and sometimes bring them in for the interview but, the principals make the final decision on who is recruited. This was what the principal of school B said, “When we needed one teacher last time, about four applied and they are all good, after the interview, you employ just one, how do you tell the others that they are not selected. So as a principal, you have to learn how to pass through bad messages positively in a constructive way so that people don’t get hurt or feel depressed. This is something no teacher will want to do and as such you need to hold your job as a leader but the selection process was done by the teachers and me as the principal.”

Time is needed for good decisions to be made. When you make hasty decisions, you risk coming back to it again. The experiences from the principals are that most decisions need

time as from when schools became autonomous. They formerly hurried in making decisions but today, they know that decision making requires preparation. An example of such hasty and unsuccessful decisions was the use of information communication technology (ICT) in teaching agreed by all teachers but many do not use it. Teachers never used the information communication technology (ICT) because many never had the training in how to use it. Another example was the campaign against smoking but many did not go out to carry out the campaign. Those were some of the unsuccessful decisions the respondents considered to be unfruitful.

Facts are also needed in decision making, said my informants of schools D and C, “People believe in facts today rather than empty words before you make anything in the school.” You need to have facts and give a vivid explanation on why you think this decision might be the best for the school. One respondent said, “You don’t need to have empty words when you are making a decision. Your argument should be based on clear facts for everyone to see what you mean. Teachers and principals must bring out clear evidence if your opinion is to be taken, you need to make it very clear and if possible explain.” Teachers are expected to provide facts for anything that they hope for though in many occasions they are always given chances to try things but when you want to either influence a decision, you need some facts for people to be able to access your point if that makes more sense.

Question 4) What kind of leadership changes have taken place in their school system in respect to reforms in recent years?

5.2.9 Leading

According to the respondents leadership emerged in Finnish schools around the 1990s which has changed the way principals and teachers used to operate. “Today, Finnish schools talk more of leadership and not management,” said all the respondents of the four schools. I asked them further what has changed in their job over the years in terms of leadership. All the respondents cited examples as of how they used to perform their job, especially the oldest in service. The respondent of school C said, “I was there to read instructions from the government and interpret them to the teachers and neither could I do

anything of my own nor could the teachers.” The principal of school A said one teacher asked him why they did things like this and he replied “Read this, this is what the government legislature says.” This was when teachers and principals were not allowed to take any leadership role at school but when things changed around the 1990s, it affected both the teachers and principals. “I started perceiving teachers as semi leaders who also have marvellous ideas and that is true from my understanding in this school.” “My job moved from being a manager to more of a leader. I was independent while teachers too were very independent,” said the informant of school A.

They also said the job was not challenging and it was similar every day. There was more budget allocation for the schools in the past than today. The principal of school A said, “Schools in the municipalities are competing for the resources with each other nowadays, as a principal, you need to advertise and fight for your school and have many students to have more resources.” This is something very new in Finnish schools and you cannot do it alone, hence the expertise of the teachers became highly solicited. The principal’s job is multifaceted and highly demanding as compared to the past.

Another change was at the decision making level that has earlier been discussed in question 3 above. The respondent of school C said, “We are able to make decisions in our schools without consulting anybody. The laws are still there but they are so common that when you deal with teachers and students, you need to bring out a clear argument for anything that you want to do for them to be convinced that a principal is not a stupid man; he is still a wise person and this is what many of my colleagues face as a challenge, bringing out a clear argument for anything you want to do. Teachers, too, bring out their logical and focal argument to suggest what they think would be good for the school and for their subjects.”

The idea of listening is also new at school. It was commonly said by the respondents that principals were not listening to anybody but today, principals listen to everybody: teachers, students, janitors and stakeholders. They communicate with teachers, students and the community in a two-fold way, top down and bottom up. The communication has eased the way things used to be where you made a decision alone and informed the

teachers later or told them what the state had decided on. Examples of such decisions are the plans of merging schools in Jyväskylä which they discussed every time to know the possible changes that might take place.

In the past a good principal was one who could manage the school well, but today a good principal is one who can manage and lead. Leadership is very important today, more important than management, the respondents of schools D and B said. Describing their job today, they talked about working in and outside the school. One respondent said, “I work mostly outside the school while the vice does the daily activities.” Others also said they do their job in school and outside the school with the politicians of the city council and education board because they provide resources for the school. Teachers are looked upon nowadays as valuable experts and with this they share the leadership of the school by taking an active role in various teams. The correct way of leading a school is through the teachers which was not the case in the past.

5.2.10 Teamwork at school

The idea of teamwork at schools was described as a new way of leading schools. A common theme raised by the respondents was that they perceive leadership to be teamwork or groups formed in all their schools although the number of teams varies because of the sizes of the schools. There are many teams in all the four schools which help in leading and managing the school. In some schools, you have up to nine teams because of the size while in others you have five which is the least. These groups have different tasks to do. Such groups are events planning, syllabus, administration, and environment among others. These teams are being run by the teachers. They decide on what to do and how they will do it. The principals perceived that involving teachers in leadership is a better way to administer the school. In schools B and C the respondents said, “The only best way to develop the school is to actively involve every teacher in school issues by taking part in the teams. There, things are discussed in a more detailed way than in general meetings. As the “face” of the school, we accept ideas and support teachers, the school benefits from such groups and teachers are empowered.”

I further asked the respondents why teams in schools? “As a leader, you can’t do everything alone,” was the reply. You need different perspectives to make a good decision. These teams mind map on what might be good for the school and this eases the work load of the principals. This is a big change that has come to many Finnish schools. Prior to the 1990s, the principals were just there to read out the state decisions but around the early 1990s, things changed. Schools became autonomous and leadership was much more demanded in schools than ever before and the principals were also asked to take courses in leadership.

The respondents perceived that the various leading groups in school have people who can lead better, but, for one reason or the other are not leaders. Nevertheless through such ways you can use their ideas and experiences for school development. One respondent said, “The time for autocratic rule has passed when one man acted as a leader. The leadership today is for everyone, that is why we build teams in helping me to lead.”

5.2.11 Shared management

The respondents perceived leadership to be shared in their schools with teachers and vice principals. The vice does the daily activities while principals concentrate on work outside the school with politicians and the education board. One respondent said “the politicians help me a lot in my job. They provide resources for the running of the school so I’m always with them asking for more resources since there is competition among schools in Jyväskylä.”

As discussed above, this was not the way principals operated earlier. Responsibilities in schools are now shared by both those in formal and informal leadership positions. The respondents perceived that management is shared with teachers but teachers are more interested in teaching and taking part in school activities other than management. This was not the case in the past, teachers were not involved in school management but today, they are becoming involved in the leadership and management of schools though many are not interested. The respondent of school B said, “Management is considered to be a hard stuff, many teachers prefer to remain in classes and get involved in other school

activities like events planning, festivals, scheduling, information and communication technology, professional development, theme days and syllabus but I always take the decision to swap teachers from one group to the other.”

5.2.12 Planning and organizing

One theme raised by the principals was planning of the school activities. Although the same wordings were not used, “I set the goals and strategies,” to my understanding, was meant to explain planning of the courses for both students and teachers. The respondents of schools A, B, C and D said, “Some of the things I do are preparing schedules, speeches for events, and salaries, and this is a change in our job.” Organizing and planning was considered by the respondents to mean the same thing; the respondents said “We prepare the teachers’ salary here in our school and not the state, they give us the revenue but everything is done here, which was not the case in the past.” The nature of things today is not stable so that things change and you need to inform the teachers as fast as possible. One respondent said “My red light is on when I’m preparing my speeches or when I have a special visitor like you.”

The principal carries out organizing and planning with the help of the vice principal which in a nutshell is more or less division of labour which they termed “We divide the work.” The vice principal receives all calls from the teachers who are sick and cannot make it that day at school. The vice then has to inform the students or make arrangements for the students to be occupied.

Affiliated to planning and organizing is budgeting. An imperative role of the school principals is to plan the budget of the school. This budgeting remains the hardest thing they do, which scares many teachers from becoming principals. The respondents of schools B, C and D said “Many teachers don’t apply when there are vacancies for the need of principals because they don’t want to be involved in this hard task.” It was also perceived as a common theme that many teachers don’t want to join the economic group because it is a hard stuff to do. Yet, the respondent of school B said “This is what I normally do with the help of some teachers, the budget stuff.”

5.2.13 Competent and high expectation

In school B, the respondent started by telling me about the expectation of both the parents and the community. The community expects a lot from them as principals in the whole of Finland. “We as principals are considered to be the face of the school. Parents send their children into our schools because they have trust in us and we have to fulfil their expectations”, said the principals of schools B and C. I further asked them what the students’ expectations are. “Students rely on us for competent teachers being recruited for their academics. We select teachers to teach in our schools and with any bad teacher recruited, all the blames come onto you. All good and bad happenings of the school go on the principals but I never wanted to carry all the responsibilities. You as the principal need to keep the good name of your school and show that everyone is important and can make it up to the expectation from both the students and the community.”

Leadership was also perceived by another respondent to be about competence. One of their qualifications for the principals was to be more of a leader and not just a principal like in the past but as a leader you must be competent to be able to meet people’s expectation. It was perceived that one of the reasons why the students come into their office is because they know that as leaders they could solve their problems both academically and otherwise. The respondents also said that competent teachers are recruited for their job and as no one can know everything, they need to recruit competent people to help them in their job. This is the further reason that they have teachers, who are psychologists, or guardian counsellors to help students in case of any problem.

The matriculation exams sometimes reflect what they are able to do, which is what the community examines. I asked him how competent the principals and teachers are. The answer was that when the results are good, it means the community will be satisfied but when they are bad, they consider them not to be doing their job as expected.

However, the respondents identified a few things that impede leadership at schools.

Firstly, the principals cannot alter decisions from the politicians of the municipal government, as such they have to adhere to them, which is not good. Like the merging of

the municipalities was not their wish. How are their schools going to look like, this remains a big question in the principals' minds. The merging of the municipality may bring in many more new regulations. The decision from above cannot be altered which might not be in accordance with what they may like for the development of their schools as leaders but have to adhere to it because the politicians, not the principals decide on what has to be done within the municipality.

Secondly, conflict among teachers from different subjects renders leading the school difficult. Every teacher thinks that his or her subject is the best in the world and that makes them to ask for resources, which might not be available. As the principal, you have to decide which subject needs those things most. When you take such decisions, the teachers might not be happy and this strains the relationship among teachers and principals. Also the respondents said it is hard to lead a group of leaders. Every teacher thinks he or she is a leader, so when you want to suggest something to them, they look at you as a stupid man. They always want to do things in their own way that satisfies them and not the school. "We as the principals stand for the general interest of the students and it also strains the relationship in schools", said the respondent of school B.

Thirdly, the resources more often than not hinder the relationship among the teachers and the principals in the schools. The funding that comes from the city is not enough for the school. "What impedes to envisage plans is the funding that comes from the municipality", said the principal of school D. Many principals complained that the available capital provided for professional development of the teachers is inadequate. Affiliated to that they don't have extra money to hire teachers who could replace them when they go for the in service education or seminars that could last for one week or more. Some equipments in the school are obsolete and old like the computers, they need to be replaced but there is a lack of funds to buy new ones.

Fourthly, the teachers' trade union restricts the way teachers should work. It was rare to hear from one respondent who told me that the teachers' trade union protects the way teachers have to work in their school. The respondent said, there was somebody in their school who reported and had the laws with him, the person would always come in his

office and say this was not the right thing for teachers to do, but was the principal's job. In other schools teachers do extra work within the school hours and when it is weekend, they have to be paid for the job. The respondent also said one day schools would become like industries where the manager adds additional tasks for workers to perform.

Part II

5.3 *Teachers' answering to the research questions*

Question 1 What is the relationship among the teachers and among the teachers and the principals?)

5.3.1 Collaboration

A common theme raised by the teachers in the interview was collaboration. Collaboratively, teachers and the principals were all perceived to participate in the common issues of the school. Collaboration was perceived by the teachers in terms of working together in groups and in teams. There are many groups in all the schools. Such groups are the event planning group, leading group, syllabus group and management group among others. The respondents said almost the same thing in terms of collaboration. Collaboration was also perceived among teachers in encouraging leadership among teachers though they don't have any formal status but do act autonomously as independent teachers. The respondents perceived working together in groups among themselves and sometimes with the principals and the delegation of power by the principal to the teachers to carry out certain task. "We in our groups can decide what we want and the principal together with the rest of the staffs accept, too, because it is our job, they, the other groups have theirs as well", said the respondents of schools B and D.

Subject teachers also collaborated by having meetings about their subjects like in biology, history and geography. These are small learning communities created for collaboration. Two respondents in the individual interview in school D said, "We always talk about our subject, what we teach because students can always swap teachers, we need to know in order not for the students to be behind or confused." In a focus group interview in school A, one respondent said, they collaborate in their subjects by sometimes deciding which textbooks they should use. In another focus group interview in school D, one respondent said, "We as English teachers discuss what we need to teach and which textbooks we can

change if there are new ones which might be better.” Teachers discuss as equals at all levels and even with the principals. Also most respondents said they always have seminars with other teachers within the municipality and what they often discuss is improving teaching of the subjects, new textbooks in their field and if there is something new in their field. The conferences are chaired by teachers who are also colleagues.

5.3.2 Consultation and care

Consultation was perceived as an attribute of leadership that helps to maintain the working relations among the teachers and with the principals. They talk among themselves about how they teach a subject either in the same subject area or a different. They exchange ideas and ask each other how their classes went. Another consultation is a group of teachers, guardian counsellors, the psychologist and the principal in the school who allocate time and consult students who face problems at school. The problems range from family to learning difficulties. They call up the students and give possible advice.

The respondents mentioned that they do take care of their peers and most importantly the students as part of their work in school. “We take care of our school materials and students although they are old, their attendance, and when they are absent we do find out why. We do something to help them by counselling them to see the school nurse and guardian counsellor for more assistance if needed.”

In school D, an individual teacher reported almost the same thing. They also said they perceive students as human beings whom they need to care for, care among themselves and have concern for others. Concern here was a link to passion and compassion in exercising leadership in groups, class and nurturing a relationship among teachers and the principals.

The respondent of school A said, “If a leader is able to motivate you, you too must be good at motivating your peers and students. You don’t need to put on a stern face to anyone. The best way is to always motivate everyone so that they can teach, learn and exercise their duties without problems and live peacefully in the society.” Furthermore, as

part of care you need to talk about many other things apart from teaching among the staffs and to students. Lots of things go on in their lives as well as in students' lives and they are avid to discuss them, such as stress. Students are always tired and unable to do their homework. In school D, one respondent made mention of one of those exciting moments with the students after their trips abroad.

In general, care was not referred only to students in one's individual classes but to the entire school, among teachers, the environment, and with the principals. Teachers and principals must demonstrate care in school as part of their role. Yet, they complained that they do not want to take care of their students and among their peers because the students are almost all mature and teachers are adults. Regarding teachers, they are free and independent to live the way they want and take care of themselves. Considering the recent stabbing in Finnish schools, there is a lot of discussion going on in their schools on how to handle such future problems. Serious discussion has been going on about the idea of care.

5.3.3 Trust and honesty

Respondents constantly made reference to trust. Trust was seen as an attribute of professional ethics in their relationship to both those in formal and informal leadership positions. Trust was equally equated to acceptance and sharing of ideas among staff members and the principals during coffee break and lunch breaks with confidence in each other, and it was an essential attribute of their relationship. In the four upper secondary schools a common issue raised on their experiences and perception about leadership was trust. The respondents talked of trust shown by the principal and among each other. The principals actually do trust them as teachers and that they can do their job well without supervision. One teacher said, "When I came into this school without any teaching experience, the principal gave me tremendous trust that I could do the job well."

Some teachers said, "In other schools as we have heard, the principals move around to see how and what the teachers are teaching in their various classes which does not happen here." There is trust among teachers, principals and teachers and students and that is why the principals and students rely on them. This is the more reason why they are able to

progress and no one has a bad reputation in their school. Quitting the job is not evident except when one goes on retirement and it is all about trust. That is why teachers remain in their jobs.

Respondents perceived themselves in their jobs as people who are honest among themselves. They looked at their relations and tasks as human beings who need to be honest to one another to create such an atmosphere of a good relationship. They said it is only through honesty in their job that they can do many other things. When they are honest to each other, they can be able to engage in meaningful discussion both with the principal, students and among themselves. “We are always engaged in honest dialogue with each other with new things in our subjects and possible changes needed without imposing. These new ideas are sometimes brought up by young teachers who constantly carry out research at the internet to see new development”, said one respondent from school C.

5.3.4 Teaching

The teachers’ motto is, “We are here because we have to teach the students.” The respondents perceive teaching as their main job. The majority of the respondents said the same thing, “Our main responsibility, occupation and priority is to guard the students’ learning in which they could also learn by themselves by us giving them stimulating exercises and bring them up to be good citizens.” Another respondent in the individual interview said, “Students are the most important elements in the school. You must be positive, encouraging and love your subject, for that is the only way you can motivate the students.” The respondent considered teaching as an arena in which they exercise leadership and it is one of the most powerful areas where their influence is highly felt by students. As part of their role in the school, teaching remains their main job although there are challenges in the job.

Question 2) What opportunities do teachers and principals have for professional development?

5.3.5 Training

Respondents constantly mentioned training as part of their professional development through the various seminars and conferences at regional and national levels and attending courses at the university. Teachers go in for several training opportunities within the country and outside the country. At the moment when I was carrying out the interview, two respondents in an individual interview said they would be going for a training session in Spain. One has been there before and the cost is totally covered by a particular organization. Other teachers receive training programmes organized by the board of education and many other organizations. They are free but most do not take place in Jyväskylä. Sometimes, when these seminars are not organized during summer, they might not go because it is hard to leave the students for a week or more.

Experience at work

Experience was perceived by the respondents as something that comes as years go by and one continues in the profession. One respondent said, “I remember when I came into this school, I never knew how to teach, what to teach, and whether students were able to understand me, but today I know which things I need to lay emphasis on and most important, and I have developed professional over the years.”

The respondent in school D said there has been a tremendous improvement from the time she came into the school as a fresh teacher from the university and now: one who knew nothing at that time but today knows what areas she needs to actually deal with and how to work with the colleagues. The experience is splendid. The respondent said she knew very little as a newly graduated teacher. The colleagues also supported the fact saying that when they compare that time and now, they are very far advanced.

5.3.6 Peer coaching and capacity building

The respondents raised the point of coaching each other in their subject. Although they do not have heads of departments in any subject, they are able to coach each other as equals. In an individual interview, one respondent said they interact among themselves, and share ideas. “I’m an old-fashioned teacher but I like the young teachers’ new ideas about

teaching. We always sit and discuss issues commonly as colleagues and we encourage each other in our job.” Common things discussed abound: normal life, new things in teaching, how to deal with students with learning disability and the merging of the municipality. They said the merging of the municipality was always discussed because they did not know the future of their job but tried to think positively about remaining in the job and who would be those going to be the principals in their schools.

The respondents perceive capacity building in their profession through interconnection and knowledge sharing as part of professional development. This knowledge is shared during their formal meetings and informal meetings that take place during lunch and coffee breaks. When I visited some schools, I met the teachers in the staff room discussing amicably. Another informant cited an incident when she was in a class teaching, and a colleague came in and asked her a few things about a child who had been facing difficulties, and she said they would have to meet with her soon after the lesson and discuss better.

Question 3) What kind of experiences do teachers and principals have about decision making?

5.3.7 Democratic (Decision making)

Respondents spoke of the democratic way that decisions are made in the schools today. It is not a matter of an individual saying that this is the right way but giving each and every one the opportunity to give suggestions and vote in case the need arises. The respondents in school C mentioned a couple of examples on where to install the wireless network in school. Other respondents considered that when you need something either in your subject group or alone, you write the reasons why and your needs will be met. A glaring example was the data projectors that they applied for and it was taken into consideration. Respondents also base their claim on the votes during their staff meeting where the majority wins. One teacher in a focus group interview in school D said there is sometimes no difference between teachers and the principal as they always engage in discussions in decision making. He suggested that maybe the principal might need to be more of a principal and take firm decisions on certain issues without consulting them. Every time

they waste a lot of time in discussing and end up voting. The principal would have preferably made the decision and saved time.

5.3.8 Empowerment

Teachers feel that decision making in school has moved into their hands such that they are more involved and can influence the decision at school today. The respondents claim that there are many issues where they do not seek the opinion of the principals such as the choosing of the textbook, what to teach and how to treat students during their lessons. In schools A and C, the respondents said they are very much active and have a say in running the school. They are constantly consulted on issues concerning the school by the principal, which renders them to think they share the leadership of the school. According to one respondent in the individual interview “The best way to lead schools is through shared leadership and that is how our school is operating today.” The principal listens and brings all teachers together in order to develop the school as one people. Teachers and principals mostly share responsibility in managing the school. There are certain issues that are fully handled by the teachers such as making the schedules, deciding on the textbooks and reviewing applications for the selection of new teachers to be interviewed and it gives them the impression that they are part of the administration.

Question 4) What kind of leadership changes have taken place in their school system in respect to reforms in recent years?

5.3.9 Teamwork

One respondent said, “I perceive leadership by teachers to be a group something where we in different groups meet to discuss ideas and share knowledge, is like we mind map before telling the rest of the staff what we have done in the general staff meeting.” Many other respondents said working with other people is something that they have learned to do as teachers and during their teamwork they communicate with each other. In one school the teachers acknowledge that teamwork started in the last two years. Before that time the situation in their school was horrible in terms of leadership until all of them had to do a course in psychology including the principal. While in many other schools, this

teamwork has long existed and has been working very successfully. Prior to the leadership of the 1980s, there was nothing like teamwork, this is a recent development in the Finnish school system. Teachers are very pleased with it. The respondents concord that their voice is heard in the school today through the teamwork, which has given them the opportunity to know things that are taking place in the school. This is because during their meetings, they discuss other things such as the education in general and individual issues. This has also given them the opportunity to collaborate as teachers and work together in performing joint tasks. Sometimes the principal pops into one of the teams. Apart from the teamwork, they also have common subject meetings in the school and within the city.

Teachers feel that they are empowered by taking an active role in many school issues. In all the four schools, there are groups of teachers who help the principal make preparations for the meetings and each group can decide on particular issues, but nevertheless they have to bring those to the floor to explain that in the general staff meeting. These groups hold meetings to discuss issues concerning their task such as planning the events. In such smaller groups the voice and opinion of every teacher is more clearly heard than in staff meetings, which are sometimes rowdy. These groups are in charge of different issues in the school.

In these schools there are nine team working groups having different names: the administrative group among others.

5.3.10 Independence and autonomy of the teachers

The teachers claimed that they have the freedom in their subject areas and are autonomous. The principals rely on them for their expertise and because they are all qualified with a high level of teacher education. The principal does not move around their classes to see what they are teaching. They are allowed to teach the way they feel is best for them and they can try out new ways without fear. Every teacher is independent even though they might be in the same discipline.

“I’m motivated today because I feel I can test my own new ways of teaching and nobody will say this is bad. I give the students applied exercises and check if they are able to learn by themselves. We as teachers are really independent nowadays. When I started teaching around the 1984, teachers were highly supervised by the principals but today, there is freedom, independence and autonomy of every teacher no matter the age and experience,” said one respondent.

5.3.11 Extra-curricular activities

Teachers in their responses perceived themselves as having extra tasks to do apart from teaching which has been the traditional job description of teachers. Today it is emphasized that they should carry out some extra tasks besides teaching. Some of the chores the respondents considered to be extra were: providing advice to students, leadership roles in various groups and sports. One respondent in a focus group interview said, “I and my colleague run a group of 30 students.” Another respondent said, “We also have almost the same amount of students in our group and we follow up the academic progress of those students.” One respondent in school A said, “I teach my colleagues computers which is not part of my work but extra and I’m not paid and meet the parents during some special evenings.” These extra activities are done during the school hours without any remuneration but when it is after the school hours, anything that teachers do needs to be paid. Some teachers also want payment for anything that they do at school.

5.3.12 Expertise

A commonly brought up response by the informants was that they perceived themselves as experts in the field. Expertise was equated here to management, considering what they think about their decision making in class as experts having the knowledge, who know what to do. Students and principals are not knowledgeable in their areas of expertise. While in class, the teacher decides on what is good or bad and on what to teach. In this sense, the respondents perceived themselves as directing the students in the learning process. They have the knowledge and qualification as teachers with a Master’s degree in the subject area and some knowledge of pedagogy. One informant in an individual interview said, “Because of our expertise, the principals rely on us. As experts we decide

on the textbooks we have to use and nobody follows you behind on how you teach.” In one group response they said, “We at the end of the year decide on the textbooks we will use for the following year. No-one directs but we all do that as experts in the field.”

5.3.13 Communication

Teachers perceive leadership by teachers to be communicative. This communication takes place formally and informally. In formal communication, they discuss as colleagues during their group meetings and informally during coffee and lunch breaks on issues concerning both the school and the students. An issue that caused me to ponder was the lack of departmental heads, because little did I know that there are no heads of department in the Finnish context, all teachers are on the same peer level. In their group meetings, there is peer coaching, and reflections on improving their pedagogical knowledge. The respondents also believed that communication is a two-way aspect and it engenders trust. When I asked them to tell me precisely the activities they normally do, they said they just talk about things but there is nothing that they planned for as every teacher knows what to do. Teachers express their ideas freely and knowing that they will be taken in consideration. One of the examples was the teacher recruitment where subject teachers review the applications and sometimes recommend certain applicants. One respondent said all teachers are open to talk and so is the principal, too. One experienced teacher said, “Although I’m not in the same age group with the young teachers in my subject area, I like and welcome their new ideas when we engage in discussion concerning our subject, I always tell them how we use to do things and they tell me what is new in the subject today. They go to the internet all the time to get information that is new and they are very good in that.”

5.3.14 Openness of administration

The respondents recalled their experiences when they became teachers about fifteen years ago and during that time only the principal was involved in school administration and he just read the decisions to them. “We as teachers had little say in school administration. We came to school in the morning, taught and found our way home after that. There were few projects we involved ourselves in as colleagues in school like today.” Things changed

about nine years ago with a massive change in teachers' involvement in school affairs. In school A, the respondents took an example of the renovation project of their school as explained above. They give suggestions on what they think should be renovated and on the placement of new equipment. This is a new site for the school as it was relocated from the old location to another, giving the school two campuses. They have projects meetings which was not always the case. One respondent described instances of how things used to happen at school without the knowledge of every teacher like when some teachers visited Russia and Helsinki and when they were asked where they were going, no one answered, which is not the case today. Most teachers could ascertain that they are aware of events taking place in school today. The teachers and the principals often discuss issues concerning the schools, such as administration anywhere like during lunch and in staff rooms. The principals are said to be open today, as a teacher you can pop into their offices at any time without any appointment. Earlier the principals were very bureaucratic, a teacher had to book an appointment in order to see a principal, and the doors were not open as they are today.

The principals encourage teachers to go for professional development, unfortunately there are no substitute teachers and funding is insufficient. They frequently talk with the principals about the development of the teachers and see where opportunities are open for them.

5.3.15 Recommendations

The respondents mentioned that they usually give proposals to their peers and the principals on what needs to be done. They propose things to the principals, for example, the buying of computers and other didactic materials. "We proposed to the principal last time to buy some new textbooks to add in the library and he considered our proposals." Another respondent in school D said, "The principal asks too much, which is not sometimes good or is maybe because we are a small unit. That is why he thinks of satisfying everybody, he needs to make certain decisions without seeking for proposals from us, we talk every time as equals and we forget whether he is a principal."

Teachers get involved in dealing with planning and budgeting by giving recommendations on what they think might be good for the school and their subject among themselves and with the principals. Another common area where teachers give recommendations is the timetables. The schedules are produced by the principals and vice principals but the teachers sometimes get involved or give their proposals. In some schools the schedule is drafted by a particular group of teachers. This task is part of their management activity in the school as a particular group among the teams founded in the schools.

However, the respondents said there are a few things that hinder leadership among teachers and with the principal at school.

First, there are inadequate resources, “leadership to an extent requires resources”, said the respondent. All the respondents said there are many things that they need to have but because of inadequate revenue, they cannot be realised. “There are no substitute teachers in this school and that is because the school has not got adequate resources to recruit them. We needed them so that we could go for in-service training”, said the respondents of schools C and D. Sometimes if there are free programmes organized by the National Society of Teachers in any field, we are not able to go because there are no teachers to replace us except during summer when we are free. They can have an opportunity to exploit but since there is no money to hire substitute teachers, they do miss it. At the same time, they need to buy the latest equipment in Information Communication Technology (ICT) that is used in teaching but since the resources are not there, they cannot, limiting them to rely on the old computers and projectors that always fail them.

Second, the future of the municipality, all the respondents expressed their uncertainty about the Jyväskylä municipality. The merging of adjacent municipalities and schools make their schools and job uncertain. Who is going to be the principal in their school is a big question in their minds. How is the leader going to lead the school? These were a few questions commonly raised by the informants. In many focus groups the respondents said among other things, “Sometimes we don’t feel like engaging ourselves in any decisions making now because we are not sure whether we will remain here and continue to follow

up the decision. Even the principals do not want to overemphasize on anything now; maybe they may be transferred to another school or might not be principals after the process. These big decisions are not made either by us or the principals but by the politicians,” said the respondents of school A. The respondents expressed views about the future of their job if the municipality would merge. Some cogitated whether they would be retained in the school or not.

The third factor is time. The respondents’ perceptions about time is that time is needed for any good decision to be made with leadership practice taking place, which requires collaboration. Decisions made in haste were referred to as lack of time to think over other alternatives, impeding discussion. They also said they need the information beforehand through email, like the agenda of the meeting so that they could think and know what they hope to discuss.

Issues relating to peers’ failure to manage their time, and causing friction were for instance the following: Some other teachers do not have time to be present in the meetings or to take an active part. When some are even present, they leave before the end of the meeting, which antagonizes other teachers. It was also said that some teachers do not deliver exams papers on time and at times come late to come to invigilate during the matriculation examination. Such things have been going on for long but no clear consensus has been reached.

Fourth, leadership is too much based on the principal. The respondents in the two schools raised the point that the leadership is too much based on the principal. It should have been more open in issues like budget. They complained that they do not see the budget of the school and there were many things that if they knew the budget, they could not complain. One cited an example of the computers being old fashioned, they need new ones but the principal was not thinking about that at the moment.

Another focus group said the principal as the leader tells them as subordinates what to do but they cannot tell the principal what to do. According to the respondent, the principal has control over them but they do not. One respondent said he is the one who recruits

teachers in all subjects. The respondents of school A said, “It would have been better for us in our subjects who master the subject and know what we need to carry out the interview instead of the principal and just present the results to the principal for him to sign as the head.” One respondent in a focus group recalled her experience with the principal instructing her on how to work to be a strange behaviour, attributable to the fact that he had been away from school for weeks and did not know what was going on in the school.

6 Discussion

This chapter discusses how teachers and principals viewed teacher leadership from the reduced categories. It will start with what emerged in step II (Figure 8, p. 74 and Figure 9, p. 74) as reduced categories that were analyzed in the previous chapter and as common categories from both the principals and the teachers. It will proceed with some differences into how they perceived teacher leadership (Figure 10). This discussion links the findings and the literature that was selected for this study. The nature of teacher leadership was to illuminate the understanding of principals' and teachers' perception combined with their experiences about the leadership exercised in their schools. This part carries the discussions and it is important in qualitative study to deepen the understanding and to give authenticity of the study. Patton (2002, p. 476) suggests that "as you struggle with finding the right language to communicate themes, patterns, processes, keep in mind that there is no absolute right way of stating what emerges from the analysis. There are no more and less useful ways of expressing what the data reveal."

6.1 *Teamwork*

Teamwork emerged as a theme for both the principals and teachers. Conley and Muncey (1999) found that in teamwork everyone is a leader. As in this study, teachers took up leadership roles in different situations. One teacher was teaching others how to use Information Communication Technology (ICT), he has the expertise and thus was given the opportunity to lead. Others who had information on opportunities for professional development did that by sharing the ideas with their colleagues. Lambert (2003) argues that in teamwork there are dialogues among members as experts and as a community who share the same identity. Through this process, there is networking at national and municipal level. The fact that teachers and principals also share the perception that teachers are experts and as experts they can mentor each other, which corresponds with the way in which Hargreaves, Halasz and Pont (2007) described Finnish teachers as experts in the field.

Principals and teachers had a common understanding of leadership exercised by teachers. This was seen in teamwork where teachers collaborated during teamwork. Teachers and principals perceived leadership by teachers in their teamwork. Leadership by teachers was perceived to take place when working together in the team, in designing projects for the school like renovating the school building of school A in their new site, festivals teams, syllabus, scheduling and planning, professional development and recreation among others. Muijs and Harris (2006) described this as a collective agency where different teams take different responsibility.

During this teamwork, professional learning communities take place. Teachers share their ideas and envisage the future of the school. The vision of the school is therefore constantly touched in their groups and during the general staff meetings as mentioned in chapter five.

6.2 Collaboration

Collaboration was seen to be interaction among teachers and principals. With collaboration, there is constant communication laterally and horizontally. At the same time it is top down and bottom up. Teachers listen to each other, advise, suggest new ideas, empower, share information formally and informally during coffee breaks and lunch breaks. Teachers collaborated in groups during the teamwork. Print and Marks (2006) support this finding that collaboration is based on peer control and not hierarchy or position like in the past. Authority is dispersed and there is trust (Collinson and Cook, 2007) and honesty, supporting one another, which provides the opportunity for teachers to act freely. Teachers in these schools said they have the right of choosing their textbooks, using different methods of teaching, which Print and Marks (2006) describe as experimenting with new pedagogy. They also support that collaboration through the social interaction takes place in the form of regular meetings within the school and outside in social interactions. Within the school the informants have working groups, and subject groups and general meetings, and outside the school, they have the subject teachers' meeting within the municipality of Jyväskylä. Harris and Muijs (2003b) also support this finding: during such meetings ideas are shared and new knowledge is generated through peer control, being a tool for change.

Teachers cooperated and worked together within and outside their school during the various subject meetings in the municipality. Within the school, teachers worked with principals in developing the vision and the goal of the school; taking part in decision making, sharing opinions and empowering each other. Nevertheless, schools were said to remain structured as organizations where you have one person as the leader. They are striving towards fluid leadership. Sergiovanni (2006) describes this type of relationship among the staff as congeniality. Teachers and principals can operate collectively in a good relation established with trust and loyalty and can converse with each other freely without fear. A higher level of collaboration among teachers and among teachers and the principals constituting respect, shared values, cooperation, dialogue, where professional culture emerges in school about teaching and learning is referred to as collegiality (Sergiovanni, 2006). The aforementioned elements describe the relationship among teachers and principals in this data. Principals and teachers perceived leadership to be participative, collaborative and their own position as teachers and principals but independent.

What the literature fails to provide, which might be unique to teacher leadership in Finland, is that teachers are highly educated with a Master's degree, which is not the case in many countries in the world. Based on the high level of education and professionalism, it makes their collaboration very professional and is the reason teachers and principals look at each other as colleagues and no heads of department are to be found. Teachers are autonomous and independent; hardly do you find this type of system where there are no heads of departments. Although the schools have the same structure as many other schools elsewhere, the level of teachers autonomy is different, as revealed by this study.

6.3 Empowerment

The respondents perceive teacher leadership as something that empowers teachers. Principals and teachers fervently argue that teacher leadership is empowerment orientation. Nevertheless, teachers need to be independent, but collaborating with one another. The literature about teacher empowerment suggests that empowerment among teachers and principals is the release of power (Murphy, 2005) and not the transfer of

power. Terry (1999) also argues that empowerment is a big tool for teachers because it helps teachers decide on their own. Muijs and Harris (2006) concord that leaders who think of empowerment must be ready to relinquish and share power with others. Teachers are empowered to act individually. Hargreaves, Halasz and Pont (2007) cite Mintzberg (1979) that "operations are based on an autonomous personal decision and professionals who might follow various protocols and standards but typically make independent judgement' (p. 40). This is what one principal said as what is taking place in his school with the teachers. An example cited in the findings was a teacher who admitted a student in a class although the student exceeded the accepted number of absenteeism by school rules. Gonzales and Linda (2004) say, empowerment is a key to maintain good teachers at work by relinquishing power to teachers and participation in school affairs. At the same time, teachers feel motivated and a sense of belonging. The teachers feel like there is no boss. Frost and Durrant (2003, p. 176) state "there is need to develop schools as communities in which all members have a voice and are allowed the space to fulfill their human potential and exercise leadership." The literature from Yukl (2002, p. 107) suggests that empowerment gives the subordinates a strong commitment of the task to, responsibility, feeling of belonging in an organization, optimism about their job and a greater initiative.

6.4 Trust

The findings indicated that both teachers and principals perceived teacher leadership with personal values of trust, care, empathy, love and honesty in building a relationship. With these personal qualities, it is possible for teachers to exercise leadership roles as perceived by both the principals and teachers in the findings. Harris (2003a) and Northouse (2005) reveal that for a collaborative culture to prevail in a school, there must be trust between the members. Hargreaves, Halasz and Pont's (2007) study revealed that Finnish teachers have a high reputation in 'pedagogical conservatism'. This is partly because of their level of education. The collaboration that members strive for is founded on the fact that they trust each other. In the findings presented in the previous chapter five, one respondent recalled how she came into the school without any experience as a teacher but the principal had trust in her and other teachers without doubting what she was doing. If there

had been doubt, then it would have been hard to remain in the school. Hargreaves et al (2007) also suggest that the fact that teachers remain in their schools for long without quitting and transfers are all indication of trust that exists among the staff and it is partly embedded in the ethic of the Lutheran religion. The fact that the teachers and principals of this data remain at school for years supports Hargreaves et al (2007) statement.

6.5 Shared decision making

Shared decision making was perceived to be something new. Leadership has shifted from one person holding the power to be shared with others. Hierarchy does not exist in the Finnish system as the findings indicated to the extent that staff share decision making as equals. Teachers and principals share decision making and manage the school. Principals are now sharing the responsibilities with teachers. The literature supports this by indicating a shift from management to leadership (Owens, 2001). One respondent said that in the past you were termed a good leader if you could management well but today you are termed a good leader if you can lead well. A change has taken place from an individual leading the school to others participating and sharing ideas before decisions are made. Howey (1988); Mayrowetz (2008); Yukl (2002, p. 326) and Greenlee (2007) support that leadership is shared in schools today. Their literature also adds that decisions are made more democratically when teachers share their opinion with the leader, take an active participation, engage in meaningful communication and commitment. The literature also suggests that leadership has changed from strong management to transformational leadership (Pounder, 2006). The transformational leadership idea here brings in teachers to take part in leadership by themselves. Leadership was equated to position (Spillane, 2005), but the changes that took place from 1980 onwards transferred leadership no longer to be equated to one person but fluid, emergent and spread (Gronn, 2000). The reforms in the Finnish schools that took place in the 1990s made the principals to see new leadership ideas that are prevailing in their schools today and highly demanded.

Teachers and principals perceive that principals' leadership style has changed. This change is described in Owens (2001) as transformational leadership. With the

transformational leadership style, followers are encouraged, supported and their needs are considered. It also gives opportunity for followers to perform beyond their expected goal.

6.6 Professional learning communities

According to the results, professional learning communities are present in the study and it was evident from the various formal and informal discussions that they hold during coffee breaks and lunch breaks (Driel, Beijaard and Verloop, 2001). The collaborative atmosphere created in the school in the form of teams serves as an arena where teachers meet regularly to learn among themselves and share personal practice. This was evident among the subjects' teachers when discussing about the curriculum (textbooks) and what they teach the students at the same level so that it does not cause harm or discontinuity if teachers are changed. In order to avoid confusion and to achieve a common goal, they decided on what must be taught to the students. As one teacher indicated in the interview, he welcomes and admires the young teachers' idea and he likes them although they are not of the same age. This collaboration existing among teachers and the teachers and the principal is indicative of professional learning communities (Stoll, Bolman, McMahon, Wallace and Thomas, 2006). Almost all principals do teach, there was only one who told me he stopped teaching the previous year because of the dual administrative function he had. The rest do teach about two hours every day. As a matter of fact, teachers and principals do interact freely and hence it is hard to distinguish teachers from principals on many occasions. There is no strong hierarchy in the four Finnish schools.

The literature from professional learning communities (Fenell, 2005; Driel et al 2001) argues that peer coaching, collaboration and learning takes place in a form of networking. Murphy (2005) posits that in a professional learning community, there is something that members share together. He refers to it as a shared ingredient and problem solving. Harris (2003a, p. 231) argues that in a professional learning community like the one found in this study, teachers and the principal build a general school culture that enhances improvement and effectiveness. Hargreaves et al. (2007, p. 8) describe this as "successful learning communities being places where people care for each other as individuals and commit to the moral purpose of the organization in pursuing."

6.7 Support and care

Teachers and principals perceive leadership exercised in their schools among teachers and principals to be supportive and caring. Support was also equated with care. The respondents said that after the two shootings in Finland, there has been an emphasis on how they should incorporate support and care in their work. According to the principal of school A, many families have problems with divorce, some parents are not working, so they do not give their children money, many students think of working, some are overstressed with their personal lives. To find solutions, teachers and principals as part of their work was to openly talk to such students and sometimes advise them to go to the rehabilitation centre. The literature suggests that teachers and principals do act like servant leaders (Murphy, 2005; Fullan, 2002; Noddings, 2005; Greeleaf, 1977). Teachers and principals do teach but as principals have few hours, they commonly discuss students with learning disabilities and possibilities of helping them as teachers and as principals at the same time. Some respondents in the focus group interview said that although their students are mature, they still show some concern for their wellbeing.

6.8 Using situational leadership model to add to the above discussion

As presented in chapter 3, the situational leadership model seems to explain the way the principals and teachers operate in Finland as studied in Ohio state high school. As the principals know that their duty is to manage the schools and lead at the same time, they consider that they work with people. The model has four quadrants (figure 3, p. 34). Quadrants S4 and S3 suit teachers and principals as teachers do take an active role in decision making, collaborate and are confident about themselves. The confidence was two sided, the principals have confidence in teachers and teachers also have confidence among themselves and in the principals. In these two quadrants the teachers are able and confident; they can direct and participate in the decision making of the school. They support each other at work and this is done during their group work where they share ideas.

The relationship among teachers and principals is high, they are said to engage in a multifaceted communication of listening, facilitate, support and provide socio- emotional support. At the same time in the four schools, the teachers are very ready and have the ability to act on their own. This is because they are considered to be skilful, and have the knowledge needed for their work. With that they do make decisions on their own and are autonomous without heads of department unlike in many other contexts.

Quadrants S1 and S2 (figure 3, p. 34) show the former leadership which was autocratic. In the analysis above one principal said the time has passed for autocratic leadership which implies that they are at a higher level of democratic leadership as was perceived by both teachers and principals using different words. It also shows a shift in leadership from an individual to a group but when the followers are not mature, leaders could switch to the S1 and S2 depending on the situation. Leadership is determined by relationship, structure and power that are vested on the principals and teachers.

A few differences arise in the way teachers perceived themselves as leaders which was not the same way principals view them. Below are some of the perceptual differences concerning leadership as thought by teachers.

From the analysis in chapter 5, teachers perceived themselves as non leaders because they do not possess any formal authority in school issues as compared to principals. This is because they do not have any formal leadership position in school and according to most of the teachers, they perceived themselves as teachers and not leaders (Bennett, Wise, Woods, and Harvey, 2003). “The leadership of this school is only between the principal and the vice,” said one respondent. On the other hand principals see teachers as mediators in school. They are those who are in charge of children and know their students so well. They are the link between the school and the administration.

Moreover, teachers perceived that school leadership is based on the principals such that they have little to contribute because the principals have the final decisions in almost all issues (Frost and Durrant, 2003, p. 184). A good instance was the teachers’ recruitment where the subject teachers review the application files but the principal does the

interview, who they think does not master the subject. For teachers if the principals' view them as leaders then they could do everything and just present the applicant recruited to him or her. The literature supports this by saying that teacher leadership is just in words and not in action. The organizational structure presents one person as the leader where the principal represents the school as the only formal leader (Murphy, 2005, p. 98; Harris, 2003a). The respondent doubts their position as leaders in such a case. If they were leaders then they could also have a formal leadership position like principals. Their perception here is that they perceive themselves as teachers under one leader who is the principal. Contrary to this, the principals think that leaders like teachers are hard to lead because they are experts.

Furthermore, the teachers are perceived by principals to be more interested in their subjects, "every teacher feels that his or her subject is the most important in the school" whereas they pose to look at the general interest. The principals perceive that teachers are more concerned with their subject like making demands for what is needed only for their subjects. They ask questions mostly in regard to their discipline and not concerning general interest, which does not make a good leader. According to teacher respondents, students' inadequate performances are attributed to them, so they try to protect the interest of their subjects, which leads them to fight for self interest in the school, although they share a common interest.

The change that took place in the 1990s affected both the principals and the teachers. As a new obligation for principals' selection or appointment, one of their requirements was to do leadership courses at the university (Värri and Alava, 2005). These new requirements broaden the principals' scope on how to deal with human beings and teachers in particular. This reform actually shaped the idea of collaboration in Finnish schools and from then, many schools in Finland talk of collaboration, autonomy of teachers, municipalities and professional development. In one school, the teachers and the principal took a course in psychology to help them because the situation at school was very bad (Chapter 5).

Nevertheless, teachers are not yet comfortable with their situation in school because the school still remains the structure like it has always been. The principal remains the only recognized leader of the school (Bennett, Wise, Woods and Harvey, 2003). He or she has the power to recruit teachers and the many other staff in the school. This still stands as an impediment to teacher leadership according to some respondents' perceptions, also reflected in the literature from Murphy (2005) and Harris (2003a).

Furthermore, the principal needs to set the lead by collaborating and creating a climate that nurtures collaboration in school. If he does not set the pace, many others might not follow. The teachers do not have any position of their own where an individual could take the lead like the principal.

7 Validity of the research

Gall, Gall and Borg (2003, p. 462) argue that the validity and reliability of the interpretative paradigm is problematic if every researcher arrives at his own reality. The researcher becomes the central focus of the constructs and no knowledge has authority over the other. In considering this, many researchers came to a conclusion that the reliability and validity do not apply for case studies, rather they apply authenticity, plausibility, credibility and relevance.

Patton (2002, p. 93) argues that the credibility of the qualitative method depends on the rigorous methods that are used in carrying out the research, such as how credible the researcher is and on the philosophical values of the inquiry. In this study, the knowledge of experts in the field of educational leadership was used to avoid inconsistency, to reduce bias and to be able to carry out the research in this context in a trustworthy way. My supervisors gave me their suggestions during individual meetings and debriefings, and during seminar presentations I received critique from my peers (Cohen, Manion and Morrison, 2007) and lecturers. The interview questions were designed and carefully checked to see they suited my interest, literature, and context and to ensure a rich collection of the data from the fieldwork in the field of educational leadership and teacher leadership from both the principals' and teachers' perspectives. My supervisors saw the data in the rough draft that had been transcribed to ensure that they accorded with my interest. Patton (2002, p. 401) suggests that "a major reason for actively intended evaluation users in methods decisions is to deal with trade-off threats to data quality before data are collected."

Patton (2002, p. 93) adds that "you try to make any biases explicit, take steps to mitigate their influence through rigorous field procedures, and discuss their possible influence in reporting findings." Yin (1994, p. 98) argues that the reliability in a case study is a chain of evidence, from research questions to the conclusion or from conclusion to research question that allows the external observer to follow the steps taken to give enough evidence like in court so that no evidence is lost or biased. Yin (1994, p. 98) states further, "A case study will also have addressed the methodological problem of

determining constructs' validity, thereby increasing the overall quality of the case.” Cohen, Manion and Morrison (2007, p. 149) concord that the degree of accuracy and comprehensiveness in the qualitative method renders the reliability of the study. I took all the steps as to mitigate biases and a rich data collection (Paton, 2002) which are presented in figures 6, 7, 8, 9 and 10.

The facts that the principals had trust in my research liaisons indicate that their information is trustworthy and authentic. As in many research protocols, no authorization was required from me. This adds significant credibility to the study.

8 Conclusion

In this qualitative case study of four upper secondary schools in Jyväskylä, Finland, teacher leadership's characteristics were identified from teachers' and principals' perceptions and experiences. The research questions were: 1) What is the relationship among teachers and teachers and the principals? 2) What opportunities do teachers and principals have for professional development? 3) What kind of experiences do teachers and principals have about decision making? 4) What kinds of leadership changes have taken place in the Finnish school system in respect to reforms in the recent years? The interview questions for both the principals and the teachers can be found at the appendices B and D below. There were three focus group interview with the teachers, four individual interviews with teachers who were not able to participate in a focus group interview and four individual interviews with the principals (Schools A: 4 females and 1 male; B 2 females and 1 male; C 3 females and 1 male, and D 2 females and 1 male and all principals were males). The data was collected by semi-structured interviews. Although the data was limited to teachers and principals, the interview questions were structured in a way that made the data very rich and consistent to reflect the value of the topic.

The findings indicated that there is a shift in the four Finnish schools from positional leadership to fluid, teamwork, collaborative and emergent leadership that is spread across teachers. This was evident from teachers' and principals' perspective, which described the leadership as collaborative, supportive, trusting, participatory, democratic decision making, empowering, shared management and professional learning communities as discussed in chapters five and six.

Findings revealed that leadership performed by teachers in these schools was formal and informal. Authority is not feared, and sometimes there is no distinction between teachers, support staff and principals. These four Finnish schools with the embedded culture of collaboration and trust among others can be termed as professional learning communities. Leadership by teachers was evident in their professional everyday practice with no formal leadership process but strongly facilitated by the schools' culture, and they have the

capacity to lead students' learning, influence and work collaboratively for school development. This collaborative practice of working together as colleagues is described as collegiality and congeniality by Sergiovanni (2006). Teachers have the opportunity to lead, which is supported by the principal, and it is evident in these schools. This was not the case prior to the reforms that took place in the 1990s. Teachers were not given such opportunities to take leadership roles.

In my definition of the concept of teacher leadership (p. 42), collaboration, professional development, active participation in decision making, emergent and fluid could be found in this study as perceived by the teachers and principals.

The literature of professional practice suggests that there is a shift in teachers' professional practice of working in isolation. The teachers claim to be sharing ideas and good practical experience which is more of professional development and communities of learners. The literature also suggests that principals are more of transformational leaders who empower and recognize that many others have the potential to lead. Teachers are engaged in decision making, collaborate and take an active role in curriculum development. Principals do recognize that the reforms in their school system have made it possible for teachers to work independently but recognize interdependence to develop the school. Collaborative work is always witnessed during the subject meetings, teamwork, and different group work. Shared responsibility creates a positive learning school culture (Greenlee, 2007).

Teachers are researchers always taking a risk to try new ideas, mentors, and reflective practitioners. This was well evident in this study and supported by the literature (Harris, 2003a). Teachers and principals perceive professional development as being imperative for teachers as they gain skills and learn new things about their subjects and matriculation examination. Nevertheless, this was inadequately supported by the system and the reasons were beyond their control. The municipality provides few resources for the professional development of the teachers.

Empowerment was perceived as a means of sharing power informally as a leadership role to teachers without formal authorities. The meetings and various teamwork gave teachers the opportunity to freely lead and provide motions which are proposed to the principal. Every teacher is also considered to be an expert and because of their level of education, there is trust and hence little interference in their professional work. They are autonomous to make decisions concerning their subject, to review applications and propose anything they feel to the principal either individually or in a group by writing groundings for it.

Leadership by teachers is perceived to be hindered by the organizational structure of the school. The teachers' trade union also hinders leadership by teachers as perceived by the principals. It was highly supported by evidence from the literature (Harris, 2003a; Murphy, 2005) and findings of this study.

Teachers and principals have different perceptions about teacher leadership: 1) Teachers consider themselves as non leaders because they don't have any formal leadership position like the principals, 2) Teachers perceived the leadership is too based on the principals, 3) Principals perceived that teachers are not interested in leadership, they are more concerned with their subjects, and 4) The training of the principals that took place in the 1990s shaped the way principals perceived leadership exercised by teachers.

Teachers' and principals' differing perceptions concerning teacher leadership summarized above are visualized in figure 11, on page 119.

	Principals' answers	Teachers' answers
Question 1	Collaboration Support Empowerment Trust	Collaboration Consultation and care Trust and honesty Teaching
Question 2	Mentoring and coaching Networking and sharing personal information Short courses while at service	Training Peer coaching and capacity building
Question 3	Participation	Democratic decision making
Question 4	Leading Teamwork Shared management Planning and organizing Competent and high expectation	Teamwork Independence and autonomy of teachers Extra-curricular activities Expertise Communication Openness of administration Recommendation

Figure 11 Main research questions and answers from the teachers' and principals'

9 Recommendations

The recommendations concern two lines of action: enhancing teacher leadership and further studies.

Teacher leadership could be enhanced by providing enough resources for teachers' professional development and in-service training for teachers and principals with more than five years teaching experience to allow them to go for professional training to renew their knowledge of their field. Such professional development programmes would enhance teachers and principals to improve their leadership practice at school.

Teacher leadership should be studied in relation to school improvement and effectiveness as it has a significant effect on school improvement. A large sample of teacher leadership in a form of a qualitative study should be carried out including all levels and not only upper secondary schools in Jyväskylä, to gain a better understanding of the phenomenon. The municipal education managers (superintendents) could be included in the study.

Another study should be carried out on the gender distribution of principals in Finland. Why is it that women occupy 65% of teacher positions but there are very few female principals? Even The "glass ceiling theory" (Northouse, p. 269) may be supported by the fact that in this research there were many females in the interview but no one was a principal.

A longitudinal study on teacher leadership could be carried out with new cohorts of teacher students who enrol into the university, to find out if their programme has an influence on their perceptions on teacher leadership.

A national study could be carried out to be able to determine the type of leadership found in Finnish schools. At the national level the information will be rich and render more insights into teacher leadership in Finland.

References

- Anderson, Kirk (2004). The nature of teacher Leadership in Schools as Reciprocal Influences between Teacher Leader and Principals. *School Effectiveness and School Improvement*, 18 : 97-113.
- Allix, N (2000). Transformational Leadership: Democratic or Despotic. *Educational Management and Administration*. Vol. 28.
- Best John and Kahn James (1986) *Research in Education (5th edition)*. Englewood Cliffs: Prentice Hall.
- Bennett, N., Wise, C., Woods, P., and Harvey, J. (2003). *Distributed Leadership. National College for School Leadership, Full report*.
- Blase J. and Blase J. (1999). Principals' Instructional Leadership and Teacher Development: Teachers' Perspectives. *Educational Administration Quarterly*, 35, 394 (31) Available online: <http://eaq.sagepub.com>.
- Bolman, L. and Deal, T. (2003). Reframing Organizations. *Artistry, choice and Leadership*. San Francisco: Jessy Bass.
- Borg, Walter R., & Gall Meredith D (1989). *Educational Research: An Introduction (5th edition)*. New York: Longman.
- Carson, J. Tesluk, P. and Marrone, J. (2007). Shared leadership in Teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 19: 1217-1234.
- Cohen, L., Mansion, L. and Morrion, K. (2007). *Research Methods in Education (6th edition)*. London and New York: Routledge.
- Cohen, L., Mansion, L., and Morrion, K. (2000). *Research Methods in Education (5th edition)*. London and New York: Routedge.
- Collinson, V. and Cook, T. (2007). *Organizational Learning: Improving Learning, Teaching and Leading in School Systems*. Thousand Oaks: Sage Publications.
- Conley, Sharon and Muncey, Donna (1999). Teacher Talk About Teaming and Leadership. *Theory into Practice*.
- Creswell, J. (2005). *Educational Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research (2nd edition)*. Upper Saddle River, NJ: Merrill.

- Creswell, J. (2003). *Research Design; Qualitative, quantitative and Mixed methods Approaches (2nd edition)*. Thousands Oaks, London: Sage Publications.
- Denzin, K. and Lincoln Y (2000). *Handbook on Qualitative Research*. London: Sage Publications.
- Dinham, S., Aubusson, P. and Brady (2006). *Distributed leadership through Action learning*. Australian Centre for Educational Leadership. 5th International Educational Leadership Conference.
- Driel, J., Beijaard, D. and Verloop, N. (2001). Professional Development and Reform in Science Education: The role of Teachers practical Knowledge. *Journal of Research in Science Teaching*. Vol. 38 No. 2 pp. 137-157.
- Edgerson, David, and Kritonis, William (2006). *Analysis of the influence Principal-Teacher Relationships on student academic achievement: a national Focus*.
- Gall Meredith, Gall Joyce and Borg Walter (2007). *Educational Research: An Introduction (8th edition)*. Boston: Pearson/Allyn & Bacon.
- Gall Meredith, Gall Joyce and Borg Walter (2003). *Educational Research: An Introduction (7th edition)*. Boston, MA: Allyn & Bacon.
- Gall Joyce, Gall Meredith and Borg Walter (2005). *Applying Educational Research: A Practical Guide (5th edition)*. Boston: Pearson/Allyn & Bacon.
- Gonzales, L. D., and Behar-Horenstein, L. S. (2004). Sustaining teacher leadership in enabling to inchoate cultures. *Journal of School Leadership*, 14(2).
- Greenlee, B. (2007). Building Teacher Leadership Capacity through Educational Leadership programs. *Journal of Research for Educational leaders* vol. 4 no 1, pp 44-74 (31). Available online: <http://www.education.uiowa.edu/jrel>.
- Greenleaf, R. (1977). *Servant Leadership: A Journey into Nature of Legitimate Power and Greatness*. New York, USA: Paulist Press.
- Greenleaf Center for Servant Leadership. Home page: <http://www.greenleaf.org/whatis/>. Retrieved on July 26, 2009.
- Gronn, P. (2000). Distributed Leadership properties. A new Architecture for leadership. *Educational Management and Administration*. Available online: <http://ema.sagepub.com>.
- Fennell Hope (2005). Living Leadership in an era of change. *Int. J. Leadership in Education*, 22:145-165.

- Fielding, N. Qualitative Interviewing. In Gilbert, Nigel (1993) *Researching Social Life*. London: Sage Publications.
- Frost, David and Durrant, Judy (2003). Teacher leadership: rationale, strategy and impact. *School Leadership and Management*, vol. 23, No. 2, pp. 173-186.
- Frost, David and Harris Alma (2003d). Teacher Leadership: towards a research agenda. *Cambridge Journal of Education*.
- Finnish National Board of Education (2006). Education in Finland.
- Fullan, Michael (2002). The Change Leadership. *Educational Leadership*.
- Harris, Alma (2003a). Teacher Leadership as Distributed leadership: heresy, fantasy or Possibility? *School Leadership and Management*, 13: 313-324.
- Harris, A. and Muijs, Daniel (2003b). Teacher leadership, *A Review of Research*. GTC, NUT (websites) [Reports].
- Harris, A. and Muijs, Daniel (2003c). Teacher Leadership: Improvement through Empowerment? *Educational Management, Administration and Leadership*, 31 (4), 437 – 449.
- Harris, Alma and Spillane, James (2008). Distributed Leadership through a Looking Glass. *Management in Education*, 31-34. Retrieved on the 1st February, 2008. Available online: <http://mie.sagepub.com>.
- Harris, A., Day, C and Hadfield, M. (2003e). Teachers' perspective on effective school leadership. *Teachers and Teaching: theory and practice*, Vol. 9, No. 1, 2003, 48. Available online: <http://dx.doi.org/10.1080/1354060032000049913>.
- Hargreaves, A., Halasz, G. and Pont B (2007). *School leadership for Systemic Improvement in Finland*. A case study report for the OECD Activity Improving School Leadership.
- Hatch, J. (2006). *Organization Theory: Modern, Symbolic, and Postmodern Perspective*. Oxford University Press, USA.
- Howey, K (1988). Why Teacher Leadership? *Journal of Teacher Education* 39; 28. Retrieved on the 28th April, 2008, at: <http://jte.sagepub.com>.
- Hough, David and Cruz, James (2003). Teacher Leaders: Middle School Mathematics Classrooms. *Online Research in Middle School Mathematics*, Vol. 26, No.2, 17.

- Insch, G, Moore, J and Murphy, L (1997). Content Analysis in Leadership research: Examples, Procedures, and Suggestions for the Future. *Leadership Quarterly* 8 (1), 1-25. Retrieved on 8th April, 2009.
- Kotter, P. John (1988). *The Leadership Factor*. New York: Free press, Collier Macmillan Publisher.
- Kotter P. John (1990). Good Management Controls Complexity; Effective leadership produces useful change. What Do Leaders Really Do? *Harvard Business Review*.
- Lambert, Linda (2003). Leadership Refined: An evocative context for teacher leadership. *School Leadership*, 11: 421-430.
- Laub, Jim (2004). *Defining servant leadership: School of Leadership studies*. Servant Leadership Roundtable, Regent University. Available online at: http://www.regent.edu/acad/sls/publications/conference_proceedings/servant_leadership_roundtable/2004pdf/laub_defining_servant.pdf.
- Leithwood, K., Louis, S., Anderson, S., and Wahlstrom (2004). Review of Research: *How leadership influence student learning*. Available online: <http://www.cehd.umn.edu/carei/Leadership/ReviewofResearch.pdf>.
- Leithwood, K., Jantzi, D., and Steinbach, R. Fostering Teacher Leadership. In Bennett Nigel, Crawford Megan and Cartwright (2003). *Effective Educational Leadership*. London: The Open University Press.
- Lord, B. and Miller, B. (2000). *Teacher Leadership: An Appealing and Inescapable Force in School Reform?* <http://www.ed.gov/inits/Math/glenn/LordMiller.doc>. Retrieved on November 10th, 2008.
- Macdonald, K. and Tipton, C. Using Documents. In Gilbert, Nigel (1993). *Researching Social Life*. London: Sage Publications.
- Mayrowetz, D (2008). Making Sense of Distributed Leadership: Exploring the Multiple Usage of the Concept in the field. *Educational Administration Quarterly*, 44. Available online: <http://eaq.sagepub.com>.
- Miles, M. and Huberman, M (1994). *Qualitative data analysis* (2nd ed). Thousand Oaks: Sage Publications.
- Moxley, Russ S. (2000). Leadership and Spirit: San Francisco: Jossey-Bass. Hamilton, A and Schriesheim (2001) Breathing New Vitality and Energy into Individuals and Organizations (book review). *The Leadership Quarterly* 12. 373-375.

- Mulford, Bill (2003). *School Leaders: Challenging Roles and Impact on teacher and school effectiveness*. Available at: <http://www.oecd.org/dataoecd/61/61/2635399.pdf>. Retrieved on November 14th, 2008.
- Muijs, D. and Harris, A. (2007). The teacher leader (In) action. Three case studies of contrasting schools. *Educational management administration and leadership*, 25 Vol. 35 (1) 111-134 available online: <http://ema.sagepub.com>.
- Muijs, D. and Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK. *Teaching and teacher education*, 22 (961-972).
- Murphy, Joseph (2005). *Connecting Teacher Leadership and School Improvement*. Thousand Oaks, California: Corwin Press.
- Newell, R. Questionnaires. In Gilbert, Nigel (1993). *Researching Social Life*. London: Sage Publications.
- Noddings, N (2005). *The Challenge to Care in Schools: An Alternative Approach in Education*. New York: Teachers College Press.
- Northouse, Peter (2007). *Leadership: Theory and Practice* (4th edition). Thousand Oaks California: Sage Publications.
- Owens, R (2001). *Organizational Behavior in Education: Instructional leadership and School reform*. Allyn and Bacon- Pearson.
- Patton, M (2002). *Qualitative Research and Evaluation Methods* (3rd edition). Thousand Oaks, California: Sage publications.
- Pfeffer, J. Understanding the role of power in decision making. In Shafritz, M., Ott, S. and Jang, S. (2005) *Classics of Organization Theory* (sixth ed.) Belmont, CA: Thomson and Wadsworth.
- Pounder, J. (2006). Transformational Classroom Leadership. The Fourth Wave of teacher leadership? *Educational Management Administration and Leadership*, vol 34 (4) 533-545. Retrieved on the 18th December 2008.
- Printy, Susan and Marks, Helen (2006). Shared Leadership for teachers and Students. *Theory into Practice*, 9: 125-132.
- Robbins, S. and Judge, A. (2008). *Essentials of Organizational Behavior* (9th edition). Prentice Hall.
- Rost, J. (1993). *Leadership for the Twenty –First Century*. Westport: Praeger.

- Sergiovanni, T. (2006). *The Principalship: A Reflective Practice Perspective*. Boston, USA: Pearson.
- Smith, W. and Andrews, R (1999). *Instructional Leadership. How Principals make a difference*. Library of Congress: Edwards brothers Publication.
- Spillane, J. Halverson, R and Diamond, J. (2006). Distributed Leadership: Towards a Theory of School Leadership Practice. *Journal of curriculum studies*.
- Statistics Finland. Available online: http://www.stat.fi/tup/suoluk/suoluk_vaesto_en.html.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M. and Thomas, S. (2006). The Professional Learning Communities: A review of the literature. *Journal of educational change*, 7: (221-258).
- Taylor, F. The Principles of Scientific Management. In Shafritz, M., Ott, S. and Jang, S (2005) *Classics of Organization Theory (6th edition)*. Belmont, CA: Thomson and Wadsworth.
- Terry, P. Empowering teachers as leaders (1999). [Electronic Version]. National Forum of Teacher. *Education Journal*. Vol. 10E, No. 3. Retrieved on 12 April 2008.
- Väljärvi, J. Linnakylä, P. Kupari, P. Reinikainen, P. and Arffman, I (2002). *The Finnish Success in PISA-And Some Reasons Behind it, PISA 2000*. Kirjapaino Oma Oy, 72.
- Värri, Kyösti and Alava, Jukka (2005). *Country Report Finland: Center for Education Management Research: School Management Training*, 29.
- Yin, R (2003). *Case Study Research; Design and Methods (3rd edition)*. Thousands Oaks, California: Sage Publications,
- Yin, R (1994). *Case Study Research; Design and Methods (2nd edition)*. Thousands Oaks, California: Sage Publications.
- Yukl, Gary (2002). *Leadership in Organizations*. Englewood, New Jersey: Prentice Hall.

Appendix A : Cover letter for the teachers

Good day and welcome to this interview session for my research. Thank you for taking off your precious time. I am *Ngaajieh Ransome Nnane*, a student at the University of Jyväskylä, studying at the Institute of Educational Leadership. This research is to help me go through my studies for a master's degree thesis entitled 'The principals' and teachers' conception on teacher leadership' in Finland, case studies of four upper secondary schools in Jyväskylä municipality. The purpose of this interview is to understand how you work in school with your colleagues and the principal. The interview will focus on your work in school. The information will be used confidentially and anonymous. I am more interested in knowing about certain issues in your school such as collaboration with teachers and the principal, pedagogy and management of the school, decision making in school, issues that hinder decision making, trade union factors that favour good working conditions for teachers.

Appendix B: Interview questions for the teachers

- 1) Can you tell me about yourself(ves) (age, profession, gender, how many years of experience as a teacher)?
- 2) Describe your perception about leadership in school and as a teacher.
- 3) How is leadership exercised in this school?
- 4) What are your major responsibilities as teachers?
- 5) Describe your activity as a teacher outside the classroom.
- 6) Can you tell me about your experiences as a member of a group engaged in participating in decision making in issues like management, pedagogy, teachers' recruitment?
- 7) Tell me how successful decisions are made in your school?
- 8) Tell me your experiences when decision making has not been successful.
- 9) What are some of the factors that help/hinder you to arrive at decision making easily?
- 10) How are teachers who are not holding a formal leadership position (department heads) involved in leadership, can you give me examples?
- 11) Have you noticed any changes in leadership since your being in this school?
- 12) Describe your relation with the teachers and the principal in your school.
- 13) Can you tell me how the principal works with you individually and when you are a part of a group of teachers.
- 14) Describe your experiences on how teachers develop professionally, and the opportunities for such professional development programmes?
- 15) Do you have any additional comment?

Thanks for taking part in this interview and for your valuable contribution.

Appendix C: Cover letter for the principals

Good day and welcome to this interview session for my research. Thank you for taking off your precious time. I am *Ngaajieh Ransome Nnane*, a student at the University of Jyväskylä, studying at the Institute of Educational Leadership. This research is to help me go through my studies for a master's degree thesis entitled *The principals' and teachers' conception on teacher leadership in Finland, case studies of four upper secondary schools in Jyväskylä municipality*. The purpose of this interview is to understand how you work in school with your colleagues and the principal. The interview will focus on your work in school. The information will be used confidentially and anonymous. I am more interested in knowing about certain issues in your school such as collaboration with teachers and the principal, pedagogy and management of the school, decision making in school, issues that hinder decision making, trade union factors that favour good working conditions for teachers.

Appendix D: Interview questions for the principals

- 1) Can you tell me about yourself(ves) (age, profession, gender, how many years of experience as a teacher)?
- 2) Describe your perception about leadership in school and that of teachers.
- 3) How is leadership exercised in this school?
- 4) What are your major responsibilities as a principal?
- 5) Describe your activity as a principal outside the office.
- 6) Can you tell me about your experiences as when you engaged teachers to participating in decision making in issues like management, pedagogy, teachers' recruitment?
- 7) Tell me how successful decisions are made in your school.
- 8) Tell me your experiences when decision making has not been successful.
- 9) What are the aspects that help/hinder you to arrive at decision making easily?
- 10) How are teachers who are not holding a formal leadership position (department heads) involved in leadership, can you give me examples?
- 11) Have you noticed any changes in leadership since your being in this school?
- 12) Describe your relation with the teachers in your school.
- 13) Can you tell me how you work with teachers individually and when they are in a group?
- 14) Describe your experiences on how teachers develop professionally, and the opportunities for such professional development programmes?
- 15) Do you have any other comment or something to add?

Thanks for taking part in this interview and for your valuable contribution.