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**A Multidisciplinary Peer Reviewed Open Access Journal****Email:** jore.centralcampus@gmail.com**Website:** <http://education.fwu.edu.np/>**Dimensions of Inspirational Leadership: An Exploratory Factor Analysis in the School Settings****Milan Shrestha**

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**Abstract**

*School leadership addresses the challenges and threats of the school regarding the change process by inspiring and motivating teachers. This function of leadership is represented by inspirational leadership, which is composed of five dimensions according to Bass and Bass, 2008. Connecting to it, the researcher aims to determine the factors of inspirational leadership among teachers in a school setting. For this purpose, this study employed a cross-sectional survey and collected data via a structured questionnaire from 502 sample teachers. These sample teachers were identified by employing a multi-stage cluster sampling. Then, the collected data were analyzed through Exploratory Factor Analysis (EFA), and in the end, the results were reasoned with social exchange theory. Then, through EFA, this study retained five dimensions of inspirational leadership as intellectual stimulation, envisioning, managing impression, molding follower's expectations, and Managing meaning. These five dimensions of inspirational leadership are related to the social exchange between schools and teachers. In line with this, the school leadership generates innovative ideas, visualizes the ideal outlook of the school, presents itself as a role model, creates a belief system, and develops a sense of ownership among teachers by inspiring them. In return for this, teachers were inspired and perform a high job in the school.*

**Keywords:** *Envisioning; Inspirational Leadership; Intellectual Stimulation; Managing Impression; Managing Meaning; Molding Follower's Expectation*

**Introduction**

Improving and upgrading is the continuous process to address the newly emerged challenges and threats (Clarke et al., 2000) in the schools. The school

needs to address it for surviving in the competitive edge. So, addressing threats and challenges are one of the prime tasks of effective leadership where leaders influence their followers to engage in the problem for its solutions (Tavokoli & Teimouri, 2010). The leadership inspires and motivates teachers by projecting themselves as a role model and envisioning the futuristic looks of the school (Okinyi et al., 2015). They also develop the affectionate sentiment and commitment towards school by creating hope among teachers. Moreover, the leadership inspires their followers to generate innovative ideas (Hughes et al., 2018) which is more efficient than the traditional ways of solving problems. These all functions of leadership favor the inspiration, motivation, and encouragement process of the organization and it is much more related to inspirational leadership.

Inspirational leadership mainly evokes and encourages followers to move past their concerns and acquire the organizational desires for the advantages of the school (Robbins et al., 2013). It mainly rejuvenates the teachers to envision a futuristic model of the school while reflecting its organizational values in every dimension of their jobs. Likewise, inspirational leadership considers the massive interest in the issues of the teachers and encourages them to perform more work in their job. These all considerations contribute to forming the inspirational leadership with diverse dimensions. In this context, Bass and Bass (2008) determined five factors: Managing impression, managing meaning, envisioning, molding follower's expectations, and intellectual stimulation as the dimensions of inspirational leadership. So inspirational leadership is composed by aggregation of these entire dimensions, which are further associated with the social exchange relations between schools and teachers.

The social exchange between a school teacher and their coworkers is defined as the reciprocal relations between them where both parties are benefited from each other's act (Cropanzano & Mitchell, 2005). This nature of positive exchange relations is the source of inspiration among school teachers. So the social exchange theory is applicable to interpreting the school leadership and it inspires teachers to perform high in their job (Lagowska et al., 2019). This social exchange relation is clearly visible in those schools in which their leaders were effective (Singh, 2017) in terms of envisioning, influencing, and creating aspirations and supportive relations to inspire each other's among teachers. Connecting to it, the social exchange relations between leaders and teachers is vital to identify the

factors of inspirational leadership among teachers in the terms of school set up of Nepal.

Moreover, the inspiring leadership is the key factors for improving and upgrading the schools. It can also crack down the newly developed problems in the school by motivating the teachers. The highly inspired teachers were also equipped with the high level of satisfaction and commitment in the job which leads to the high organizational performances. Thus, inspirational leadership is one of the perquisite factors for advancing school and achieving high academic results of the schools. Subsequently, the employment of inspirational leadership is crucial in the school to achieve the desired organizational success. However, there are poor performances of school leadership (Singh & Allison, 2016) in terms of low inspiration and motivation among teachers in the school premises of Nepal (Khadka, 2021). This situation of poor inspiring leadership in the schools of Nepal leads to stagnancy with low academic achievement, which is seen in the results of SEE exams. In SEE exams, there is only 37.55 percent of total students achieved above C grades in Nepal (Ministry of Education, Science and Technology [MOEST], 2017). This situation elevates the concern that the low educational achievement in the schools was due to the neglected school leadership. So in these circumstances, the researcher raised the question “What are the dimensions of inspirational leadership in the school setting?” to identify the dimensions of inspirational leadership as the crucial issue of this study.

### **Study Purposes and Research Questions**

The researcher aims to identify the dimensions of inspirational leadership in the school settings. Furthermore, the researcher also formulated the following research questions to achieve the purposes of this study as:

1. What are the factors of inspirational leadership among school teachers?

### **Literature Review and Conceptual Framework**

#### **Inspirational Leadership and Its Dimensions**

The motivating relationship to job between leaders and followers is referred to as inspirational leadership (Awade, 2018). Inspirational leadership plays a role of inspiration among followers and encourages them for high performance. It means that leaders influenced their followers (Block, 2003) is the crucial feature of inspirational leadership. It refers to a "compelling vision" (Hergueux & Kessler,

2021, p. 2), conveys a common identity (Elsbach & Kramer, 1996), leverage emotions (Toplinski & Strack, 2008), and finally appeared confident and resolute (Barling et al., 2000). Moreover, Bass and Bass (2008) sum up managing impression, managing meaning, envisioning, molding follower's expectations, and intellectual stimulation as the five dimensions of inspirational leadership. Firstly, managing impression is referring to the process of developing a good impression among followers by their leaders. Secondly, meaning-making is referring to the process of spawning the sentimental attachment and sense of ownership among employees to their organization. Thirdly, envisioning is the ability and propensity of an inspirational leader for portraying the opportunities (Kantabutra, 2020) in the organization. Fourthly, molding follower's expectation is the process of creating belief and hope among employees in the organization. Fifthly, intellectual stimulation is the encouraging behaviour of leadership to their followers for thinking and re-thinking about every issue to derive its best solution (Antonakis, 2012). Overall, the sum of these five dimensions collaboratively forms the inspirational leadership.

### **Social Exchange Theory in Relation to Inspirational Leadership**

Social exchange theory advocates a theoretical model which explains the series of social relations between teachers. The sequences of developing relations arise some obligations (Carpanzano & Mitchell, 2005) among the teachers with each-others. The emergence of obligations is depended on the "give and take" (Cooper-Thomas & Morrison, 2018) as well as the "cost and benefits" (Cook et al., 2013) approach. Connecting to it, leadership inspire (gives) their followers as the forms of cost and they were inspired (take) in the organization. In this scenario, school leaders invested the cost as a form of inspiration and get inspired teachers as a benefits. Thus, teachers were inspired due to the inspiration of their leaders as the part of social exchange relations between them which further contributes them to perform high job in the school.

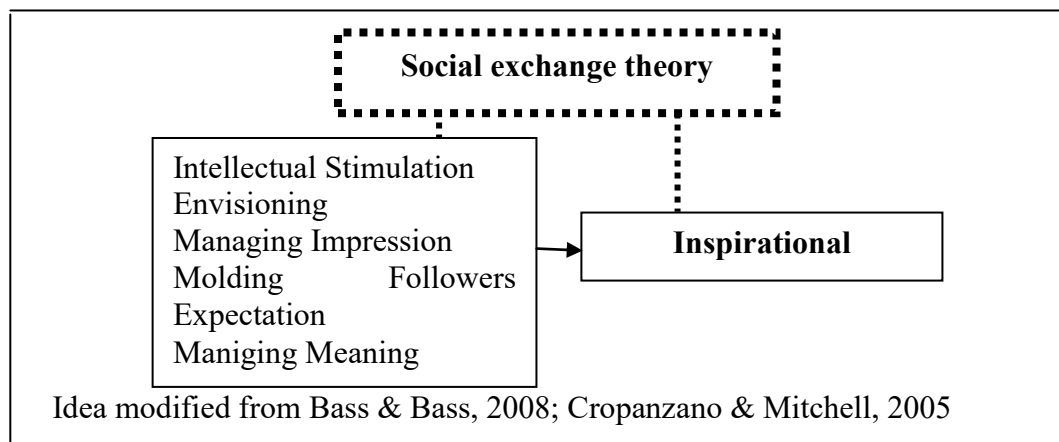
### **Research Gap**

The researcher found only a few studies in the field of inspirational leadership regarding a school (e.g. Hudson, 2013; Smith, 2016) while reviewing the literatures. However, there are many studies were done about school leadership (e.g.) and transformative leadership in the globe. Similarly, some scholars (e.g. Adhikari, 2019; Kandel, 2020; Pokharel, 2014) had done study about

transformative leadership among school teachers in the context of Nepal. These studies assess the factors of transformative leadership and some of these factors (e.g. inspirational motivation and intellectual stimulation) are related to inspirational leadership. However, the majority dimensions of inspirational leadership (e.g. envisioning, managing impression, molding follower's expectations, and managing meaning) are not associated with transformational leadership. Furthermore, the researcher also didn't found studies that stated dimensions of inspirational leadership in the arena of school while surfing database like Google scholar and Pro-quest. Therefore, all the previous studies regarding inspirational leadership and transformative leadership were not able to capture the inspirational leadership of school teachers in Nepal. Concerning it, there is a necessity of doing an extensive study about elucidating dimensions of inspirational leadership on overall school leadership. For this reason, this study is considered as a milestone in reshuffling educational leadership via addressing the research problem of inspirational leadership among school teachers in Nepal.

### **Conceptual Framework**

From the reviewed literature of inspirational leadership (e.g., Bass & Bass, 2008) and social exchange theory so far, the researcher conceptualized that intellectual stimulation, envisioning, managing impression, molding follower's expectations, and managing meaning are the dimensions of inspirational leadership. These dimensions among school teachers are the independent variables that contribute to identifying the overall inspirational leadership as the dependent variables. The researcher designed the conceptual framework for this study as shown in Figure 1.

**Figure 1.***Conceptual Framework*

Moreover, social exchange theory is carried to explain the amass data associated with inspirational leadership and its dimension among school teachers.

**Methodology****Research Design**

The cross-sectional survey is carried as research design to deductively confirm the dimensionsofinspirational leadership in this study.

**SampleSize and Sampling Procedures**

The researcher confined the area and population of this study as Bagmati province and its entire school teachers. The school teachers were 79,911 in numbers within Bagmati province (MOEST, 2018) and all its individual school teachers were refers as the unit of analysis regarding this study. Then, researcher employed Cochran's corrected formula to identifying the sample size of this study (Bartlett et al., 2001). For this purpose, researcher took 0.05 level of significance ( $Z=1.96$ ), 50% of the proportion of success ( $p=0.5$ ), design effect ( $deff = 1.25$ ), and 5% non-response rate (United Nations [UN], 2008) to determining sample size in equation 1.

$$n = \left[ \frac{Z^2 p(1-p)}{e^2} \times deff \times NR \right] \dots \dots \dots (1)$$

This Cochran's corrected formula derived a 502 numbers of sample size in this study. Then, researcher employed the multi-stage cluster sampling in five stages within Bagmati province. More specifically, the researcher categorized the Bagmati province in Mountain, Hill, and Tarai based on the geographical regions(e.g. Central Bureau of Statistics [CBS], 2014). Then, the obtained sample size concerning these three geographical regions is calculated according to their weightage in Table 1.

**Table: 1**

*Calculation of Sample Size according to the Geographical Regions*

Geographical regions	No. of teachers (N)*	Weightage (Wp)	Sample (n)	Adjusted (adj n)	Sample
Mountain	10200	0.1	64.08	64	
Hill	61155	0.8	384.18	384	
Tarai	8556	0.1	53.75	54	
Bagmati province	79,911	1.0	502.00	502	

\* MOEST (2018)

After this, the researcher selected each district from these three geographical regions based on lottery approaches. Then, each municipality is randomly picked from those three selected districts. It is followed by a random selection of each ward from those three selected municipalities. Finally, the researcher enlisted all the schools and their teachers within that selected ward with the helped of the ward office within those wards. After this, the researcher continuously picked one by one school and available teachers until the anticipated numbers of sample were not fulfilled in this study.

### **Tools and Data Collection Procedures**

I constructed a survey questionnaire in theGoogle forms by organizing Delphi approaches. Itwas conducted by employing the group discussion between experts of inspirational leadership(e.g. Mitroff & Turoff, 2002). Finally, the discussions of these expert contributed in development of the scale which incorporated 30 items to measuring inspirational leadership. These all items incorporated the five responses which are arranged in the numerical order (never, rarely, sometimes, often, and always) from lowest to highest extent for

quantifying purposes. Then, researcher carried pilot testing where 5% students (26) of total sample size were identified as number of pilot sample (e.g. Hertzog, 2008). In pilot testing researcher obtained more than .719 Cronbach's alpha value of all factors regarding inspirational leadership which consisted only 25 numbers of items due to deleting 5 items. The 5 items were removed while establishing the assumptions of Exploratory Factor Analysis (EFA) in this study. So the derived results from the pilot testing helped researcher to ensuring the internal consistency of the scale. The establishment of internal consistency helped researcher

**Table: 2**

*Result of Pilot Testing: Obtaining Cronbach's Alpha Value*

Indicators	Cronbach's Alpha	N of Items
Intellectual Stimulation	.924	6
Envisioning	.926	6
Managing Impression	.910	6
Molding Followers Expectation	.908	5
Meaning Making	.719	2
Overall Inspirational Leadership	.922	25

Table 2 illustrates that the derived Cronbach's alpha value were more than 0.7 which means that the items in this Likert scale were highly consistent with each other's (Santos, 1999). Then, the researcher finalized the survey tool and carried it in the data collection process through enumerators. For this data collection purposes, I appointed three enumerators, each for three selected districts. Then, I oriented them about the survey forms, selected municipalities, schools, and the process of selecting sample teachers. After this, selected enumerators went to the selected schools and requested to sample teachers for filling the survey forms and send them back while its completion. Moreover, the data collection process ended when the required number of sample teachers returned the survey forms to the researcher.

### **Data Analysis Procedure**

The research employed the Exploratory Factor Analysis (EFA) as the part of data analysis for exploring the dimensions of inspirational leadership of school teachers. Before performing EFA, I ensured all its assumptions e.g., continuous forms of data, large sample size, selecting relevant items, absence of missing values, normal distribution of data, absent of high correlations, sampling



appropriateness for all items, retaining of Eigen values, communalities of average extraction, and minimum retention of items (Cohen et al., 2018; Field, 2017; Kline, 2016).

## Results

### Demographic Attributes of School Teachers

This study gathered locale as rural and urban, gender as male and female, the age group in youth (below 40), middle-age (40-59), and old age (above 60) as the personal attributes of school teachers in Table 3.

**Table: 3**

*Personal Attributes of School Teachers*

Personal Attributes	Category	Number	Percent
Locale	Rural	260	51.8
	Urban	242	48.2
	Total	502	100
Gender	Male	300	59.8
	Female	202	40.2
	Total	502	100.0
Age group	Youth	299	60.6
	Middle age	203	40.4
	Total	502	100.0

The Table 3 display that there is slightly more rural locale (51.8%) than urban locale in this study. Moreover, the male (59.8%) were a bit more than female respondents in this study which is analogous to the national data of Nepal. In the context of Nepal, Male teacher comprises 63.12% parts of a total number of teachers and 53.73% regarding Bagmati province of Nepal (MOEST, 2017). Furthermore, there are no old-age teachers in this study. So there are only two age groups; youth and middle age teachers where youth were the majority (N=299, %=60.6) in numbers than middle age groups (N= 203, %= 40.4).

### Testing Assumptions of Exploratory Factor Analysis

Considering the key assumptions of EFA, I collected data via a 5 point Likert scale which meets the criteria of continuous forms of data. Similarly, I collected data from 502 which is more than 300 sample sizes to ensuring the large scale sample size (e.g. Comrey & Lee, 1992) of this study. Moreover, I checked all data and ensured that there is no presence of missing values in my datasheet. Then, I

performed the Skewness (.32 to -1.44) and Kurtosis (1.77 to -.814) which values were between  $\pm 2.0$  among all dimensions of inspirational leadership which ensure data is normally distributed (e.g. Garson, 2012) in this study. After this, I ensured the absence of high correlations ( $>0.8$ ) between dimensions of inspirational leadership. The derived values of correlation are lesser than 0.8, which means it allows to perform EFA (Field, 2017) in this study. Also, the yielded values (.925) via Kaiser-Mayer-Olkin (KMO) is greater than 0.6 which means (in Annex) that there is sample adequacy (e.g. Field, 2017). Furthermore, Field (2017) explains that the indicators whose Eigen values are higher than 1 were retained as the dimension for performing EFA in the study. Considering it, I obtained the Eigen values of five indicators were higher than 1 (in Annex). So I retained five dimensions for performing EFA in this study.

Then, I derived scores of communalities of average extraction of 30 items which were greater than 0.5 except 5 items. The derived values which were lesser than 0.5 didn't support to perform EFA (Field, 2017). So, I deleted those 5 items which obtain lesser values than 0.5. After this, I again performed communalities of average extraction of the remaining 25 items which values were in between .780 to .522 (in Annex). Thus, the obtained values of communalities of average extraction supported me to perform EFA. As well as, the obtained values of items loading in the Varimax Rotation (0.66) were greater than 0.60 (in Table 4-8) which disappeared the cross-loadings (e.g., Field, 2017) when carrying this value. Thus, ensuring these all assumptions permits to run of EFA in this study.

### **Dimensions of Inspirational Leadership**

This study incorporates entire 25 statements (items) relating to inspirational leadership while performing EFA and obtained five factors which is also supported by a literature review (e.g. Bass & Bass, 2008) related to inspirational leadership. Then, the researcher named these five factors of inspirational leadership in sequence are; Intellectual stimulation, envisioning, managing impression, molding follower's expectations, and managing meaning. While loading these five factors, I consider only those factors in which a minimum of 2 items is retained while ensuring assumptions of EFA. The factors of inspirational leadership were grouped based on the derived correlational values of items derived by EFA, particularly from the rotated factor matrix.

### ***Factor First: Intellectual Stimulation***

Intellectual Stimulation is the first factor of inspirational leadership that encourages teachers to generate innovative and creative ideas for mitigating the problems. It incorporates six items that were assembled by EFA. The factor loading values of intellectual stimulation were range between .700 and .846. The output of the rotation component matrix is divulging in

**Table: 4**

*Rotated Factor Matrix of Intellectual Stimulation*

Items	Factor				
	1	2	3	4	5
IS 2 I encourage co-staff for doing new assignments.	.846				
IS 6 I re-analyzes the critical assumptions to questions before taking action.	.788				
IS 5 I encourages co-staffs to think about old problems from multiple perspectives.	.783				
IS 3 I use to rethink ideas that I had questioned.	.765				
IS 1 I emphasizes the use of intelligence to overcome obstacles.	.719				
IS 4 I suggests co-staffs to look at puzzling things from different angles.	.700				

Table 4 shows that the items related to factor one which encompasses the features like encouraging the school teachers for taking new tasks and analyzing issues via several world views, re-thinking the old issues and ideas, using an innovative way to addressing problems inefficient ways, and inspired co-staffs for thinking from outside the box. So, the group of these six items as intellectual stimulation refers to encouraging followers to think and rethink particular issues to mitigating them on their ideas (Antonakis, 2012). The overall themes of this chunk of items were developing the positive effect in the team via motivating followers to achieve organizational goals.

### ***Factor Second: Envisioning***

Envisioning is associated with developing optimism by visualizing the picture of the school in the forthcoming days. It is the second factor of

inspirational leadership which includes six items assembled by EFA. The derived values range from .757 to .866 from the output of the rotation component matrix while loading the factors in EFA in Table 5.

**Table: 5**

*Rotated Factor Matrix of Envisioning*

Items	Factor				
	1	2	3	4	5
ENV4 I articulate school vision, regarding the future.		.866			
ENV6 I speak optimistically about the future.		.819			
ENV3 I have a clear picture of the school in achievable goals.		.801			
ENV2 I encourages groups work to perform better to achieve vision.		.786			
ENV5 I design solutions to address risks which will arise in future.		.778			
ENV1 I encourages co-staffs to focus on ideas to make their dreams come true.		.757			

Table 5 illustrates the six items related to factor two of inspirational leadership. The items of this factor overall encompass characteristics like; projection of vision for future, optimistic to future, clear and achievable vision of the school, expressed vision motivates coworkers to achieve goals, develop ideas which will prevent upcoming risk and challenges, and motivate co-staffs for concentrating only in the ideas to achieving visions. Thus, based on these features, I named envisioning to this factor which overall represents all six items derived by EFA. The envisioning refers to the tasks which create the future possibility in the organization (Kantabutra, 2020). It means that inspirational leadership envisions the goals, creating optimism and motivate co-workers to achieve that goal.

***Factor Third: Managing Impression***

Managing Impression is the task of leaders to present self as the role model in the school and influence others. It is the third factor of inspirational leadership and incorporates six items which were grouped by EFA. The factors loading in EFA obtains the output of the rotation component matrix ranged from .661 to .824 in Table 6.

**Table: 6**

*Rotated Factor Matrix of Managing Impression*

Items	Factor				
	1	2	3	4	5
MI 3 I am a good model to follower.			.824		
MI 4 I go beyond self-interest.			.762		
MI 2 I focus on the effect of personal integrity while making decisions.			.756		
MI 5 I love to do the challenges works.			.752		
MI1 I focus on the group work rather than individual work.			.731		
MI 6 I feel happy to be around with co-staffs.			.661		

Table 6 depicts six items in factor three which collectively sketch the impression of leaders to their followers. The overall features of factor three were projecting a leader as a good model, prioritizing organizational goals rather than self-interest, focusing on the integrity of followers, doing challenging work to become an idol, preference to teamwork, and stay with the team for impressing them. So I name factor three as managing impression based on its above features. The managing impression is the process where leaders attempt to influence followers by projecting themselves as an icon (Schlenker, 1980 as cited in Rozell & Gundersen, 2003) and develops good impression among them. So managing impression is that dimension of inspirational leadership which includes that all tasks relating to developing a good impression among followers.

***Factor Fourth: Molding Followers Expectation***

Molding follower's expectation is the fourth factor of inspirational leadership which creates belief and hope among teachers towards school. It clusters five items that were derived by EFA. The factor loading values of the fifth factor were range between .614 and .736. The result of the rotation component matrix is enlisting in Table 7.

**Table: 7***Rotated Factor Matrix of Molding Followers Expectation*

Items	Factor				
	1	2	3	4	5
MFE 4 I expresses appreciation when co-staffs do a good job.				.736	

MFE2 I suppose an individual having different needs, abilities, and desire in application.	.730
MFE 5 I provide constructive feedback about the work.	.710
MFE 3 I inspires co-staffs for self-development.	.686
MFE6 6 I utilizes free time on teaching and coaching co-staffs.	.614

Table 7 illustrates that the items related to the fourth factor of inspirational leadership's nomenclature as molding follower's expectation. It incorporates the characteristics like encouraging the school teachers by appreciating them for their excellent work, accept that every individual has their different abilities and desires, providing constructive suggestions, inspiring individuals for their self-development, and using leisure time to helping co-staffs, and inspiring individuals for their self-development. Overall, molding follower's expectation refers to creating belief in followers to give high performances in the organization. It rises the high expectation among followers by inspiring them (Bass & Bass, 2009) and mobilizes them to accomplish tasks.

#### ***Factor Fifth: Managing Meaning***

Managing meaning is the process of creating sentimental attachment towards school among teachers by developing a sense of ownership. It is the fifth factor of inspirational leadership that incorporates two items derived from the output of the rotation component matrix while loading factors on EFA. The values of these two items were .673 and .736 in Table 8.

**Table: 8**

#### ***Rotated Factor Matrix of Managing Meaning***

Items	Factor				
	1	2	3	4	5
Meaning 3 I feel the problem of this school is my own.					.736
Meaning 4 I feel as a part of the family at my school.					.673

Table 8 illustrates the features related to taking ownership and responsibility of the school. They feel that school belongs to them and perceive the school's problem as their problem. So based on these features, I nomenclature this factor of inspirational leadership as meaning-making. The managing meaning states the

civic virtue where leadership inspires their followers to relate them with the organization as a member (Varney, 2009). Furthermore, Varney (2009) claims that the managing meaning related activities contribute to the survival and longevity of the organization. So, meaning-making is the factor of inspirational leadership that enables teachers to take ownership of the school and address its issues as their problems.

### **Discussions: Outline of Inspirational Leadership**

This study ensured the five dimensions of inspirational leadership by EFA which is similar to the explanation of Bass & Bass (2008). Then, the researcher nomenclature these five factors as the five dimensions of inspirational leadership as intellectual stimulation, envisioning, managing impression, molding follower's expectation, and managing meaning alike Bass & Bass (2008). The first dimension of inspirational leadership is nomenclature as intellectual stimulation which refers as the encouraging behavior of school teachers to their coworkers for generating the innovative and creative ideas. In line of this, Kandel (2020) identified the high level of intellectual stimulation among school teachers of Nepal. Moreover, this study derived that the intellectual stimulation is composed by the items regarding inspire to handling new tasks, seeing the new problems from many world views, repeat the thinking and analysis process, and using of intelligence among school teachers. This finding is also supported by Antonakis (2012) and Sanchez-Cardona et al. (2018) in their studies. They revealed that the generation of innovative ideas are spawned by inspiring to view the same issues from multiple perspectives through the process of thinking, rethinking, and critical analysis. It means that the school teachers inspired their coworkers to carrying the creative and innovative ways to handling the problems because it is more efficient and effective than traditional ways of addressing issues. These all tasks collectively determines the intellectual stimulation which gives priority for sharing the values, ideas, and thoughts (Abdullah et al., 2018) via self-engagement to mitigating problems (Bolkan et al., 2011).

The envisioning is derived for nomenclature of the group of issues like creating hope and articulating the vision for future among employees. The creation of hope and projecting vision encouraged teachers for perform high in the work by focusing on idea to achieve it. So this derived ideas of envisioning is analogues to the Bryington (2016) who incorporated the clear visions, portraying

the dreams of opportunity, and encouraging followers to make it true by working hard in the organization. In line of it, the envisioning refers as the process of creating optimism and inspire followers to achieve the pre-determined goals (Kantabutra, 2020). Furthermore, the obtained results regarding envision is supported by Mascareno et al. (2019) which mentions that leadership visualized the opportunity which inspires their co-staffs to invest their efforts and indorse goal alignment among employees. Moreover, the visualizing the sketch relating an organization helps to grow creativity and innovativeness among employees. Then, ensuring of creativity and innovativeness contribute to conceptualizing the ideal school in terms of pedagogy, ideology, and internal and external environment of the school (Leshem, 2015). These all activities related to envisioning concerns to developing plans like School Improvement Plan (SIP), Five year plan, and annual plan etc in the school settings of Nepal (Dhungana, 2020). These plans are formulated by taking the collective decision of all stakeholders (e.g. teacher and parents) which are helpful to encourage leaders and teachers for envisioning to solve the problems of school. So envisioning is the one of the dimension of inspirational leadership which visualize the upcoming picture of the organization.

Managing impression is ensuring as the third dimensions of inspirational leadership which is composited of being the ideal among followers, going beyond self-interest, personal integrity, prefer challenging tasks and group works, and feeling happy with coworkers in this study. These derived data is similar to the perspectives of Schlenker, 1980 (as cited in Rozell & Gundersen, 2003) and Golfman (1959) who advocates the self-presentation as role model for developing good impression to others. While presenting self as an icon, the leaders tried all tasks of inspiration, motivation, and tactics that can influence followers. Aligning this finding, Dhungana (2020) supports it by revealing that the school leaders of Nepal appreciates and provides the incentives for good workings, and present self as an icon to their teachers. It is also referred to as the “self-presentation” (Golfman, 1959) where leaders try to influence others about the perception of their images. Besides the findings of this study, Dhungana (2020) further adds that putting the right person in right place by school principal also impressed their teachers towards them in the school of Nepal. So that all tasks and tactics which can influence and motivate followers for developing good impression are collectively incorporated within the dimension of managing impression.



This study also derived molding follower's expectation as the fourth dimensions of inspirational leadership. Molding follower's expectation is collectively formed by tasks like appreciating coworkers while they do good work, providing constructive feedbacks, inspiring coworkers for their development, utilizing free time to groom their job performance, and accepting the diversity regards individual needs and abilities in the school. This result about molding follower's expectation is in the line of Dhungana (2020) and Qu et al. (2015) who explains that creating of expectation is the trigger point of the inspiration among employees to perform the high job in the organization. Besides this results, Dhungana (2020) further explored that teachers observed the consistency and integrity about what principal says and do about the issues of school in the context of Nepal. The coherence and integrity shown by school principal also inspired to develop preferences and expectation among teachers. Moreover, the development of expectations helps to set the target of the organization (Walker, 2015). Considering it, the possibilities of achieving the target inspire followers for their job performance (Vance, 2006). The performance of these tasks generates the expectation among followers which transforms them to be more creative and critical thinkers to perform their job. So the molding of follower's expectations encourages the followers to employ their efforts in the job for getting organizational success.

Finally, this study derived managing meaning as the fifth dimensions of inspirational leadership which incorporated the feeling of the school teachers as they are essential parts of the school and also they took the problems of the school as their own problems. This derived findings shows that they are sentimentally attached with the school, taking ownership and giving more preferences to the school work rather than their personal tasks. This fact is also explored by Varney (2009) as a term of "civic virtue" which creates an inspiring environment for followers to feel them as a member of an organization. The ensuring of sentimental attachment among followers contributes to the organization for its survival and longevity which is the crucial part of managing to human resources (Varney, 2009). It is also stated as the meaningful work of leadership as sensitizes the values of the organization among followers (Walumbwa et al., 2013). The articulation of the organizational values is the prime element of managing meaning as part of inspirational leadership. It contributes to developing emotions among employees to feel ownership of the organization. The feeling of ownership

is developed from the culture of appreciation for the good performances of employees (Hastwell, 2021). It also upsurges when the leaders provide the values to their works which sentimentally bonded them with the organization. Furthermore, the feeling of ownership inspires employees to make efforts to solve organizational issues as their problems. So managing meaning as the one dimension of inspirational leadership is associated with the existence and durability of the organization.

Furthermore, the social exchange theory also explains educational leadership as the give and take relations between two parties (Duger, 2020). Relating to the social exchange theory, leadership inspires teachers, and in return, teachers highly perform their job (Elstad et al., 2011) in the school. It means that social exchange theory contributes to generating meaning in the context of analyzing inspirational leadership in school settings. In school, social exchange relations advocate the mutual benefits and give and take relations between teachers and their coworkers (e.g., Cropanzano & Mitchell, 2005). More specifically, the inspirational leadership regard critical and innovative thinking, projecting the ideal school, developing self-image as an icon, creating expectations, and feeling of ownership among teachers collectively helps to developing innovative ideas, trust, and confidence, believing in leadership, satisfaction, and sentiment attachment to the school are example of social exchange relation between teachers and their colleagues. So, these exchange relations contribute to determining the intellectual stimulation, envisioning, managing impressions, molding followers' expectations, and managing meaning as the five dimensions of inspirational leadership in the school setting of Nepal.

## **Conclusions**

Inspirational leadership is the collective form of innovativeness, creative and critical thinking to generating new ideas, construction of plans, projecting the visual of ideal school, presenting self as an icon, giving preferences to the other's need, fulfilling teachers expectations, taking ownership of the school, presence of sentimental attachment to the schools and appreciating teachers in the setting of the school. This study categorized these entire ingredients of inspirational leadership into five broad dimensions; intellectual stimulation, envisioning, managing impression, molding follower's expectations, and managing meaning. More specifically, generating innovative ideas formulate intellectual stimulation,

planning the futuristic outlook of school, and presenting self as a role model creates envisioning and managing impression. Moreover, molding follower's expectations and meaning-making are materializing respectively by a belief system and a sense of ownership with sentimental attachment. Identification of these all dimensions of inspirational leadership is connected to the social exchange as inspirational leadership between school teachers and their coworkers. That's why inspirational leadership is not only limited to the inspirational motivation of teachers. It also covers all the functions of leadership as planning, organizing, leading, and controlling regards the setup of school. Thus, establishing these five dimensions of inspirational leadership assists policymakers in designing programs and measures to inspire and motivate school teachers in their jobs. This move could boost the job performance of school teachers. Furthermore, the elucidated data might be used to review literature for forthcoming researchers who will study school leadership.

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