Leadership Practice of a School Administrator: A Narrative Inquiry
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Abstract

This paper presents a narrative inquiry into a school administrator of a high school in Kathmandu. The objectives of the study were to explore how an administrator makes meanings of his leadership practice and why he enacts leadership the way he does. Using narrative inquiry as a research method and intersecting the narrative analysis by drawing on Bush's (2010) three dimensions of leadership, the researcher evaluated Rupak's role as an administrator, made meaning of his perceptions and contested his assumed responsibilities with the responsibilities he has been assuming. Among the three leadership dimensions – influence, values and vision, it was perceived from the participant's personal practical experience that all three dimensions did not emerge in a linear sequence. Values and vision may be the driving force of the participant's leadership practice whereas influence may or may not be intentional. By bringing forth the participant's first-hand accounts it is hoped that the findings will facilitate to generate a new understanding of educational leadership, management and administration, gain an insight into the reconceptualization of leadership and may have useful implications for those who are taking up a new role of an organization, be it fledging or well-established, to excel themselves.

Keywords: Narrative inquiry, Educational leadership, Management and Administration, Leadership practice

Introduction

There is a growing controversy about the similarities and differences among leadership, management and administration. This paper is a personalized account of a school administrator who makes meaning of his leadership practice especially after the massive earthquake hit Nepal back in April 25, 2015. The paper starts by offering a brief overview of the definitions of leadership, management and administration. Their similarities and differences are compared and contrasted. It is followed by the report of the narrative interview with the school administrator of a secondary level education institution. Drawing on Bush's (2010) leadership dimensions, the author examined the participant's leadership practice in relation to his job title and actual job responsibilities and discussed how the participant saw his own position. The paper ends with a discussion on the leadership qualities of the participant and it is hoped that her leadership style can add knowledge and interesting insights into the discussion of leadership, management and administration in higher education.

Leadership vs. management vs. administration

A lot of discussions have been made on the distinctions among leadership, management and administration (Bush, Bell & Middlewood, 2010; Bush & Glover, 2003; Yukl, 2010). By means of leadership, Yukl (2010) offers a full list of definitions, of which the following is found to be distinctive: "Leadership is about articulating visions, embodying values, and creating the environment within which *things* [emphasis added] can be accomplished" (p. 3). According to Yukl, leadership is resonated with the articulation of visions and values; and creating a favorable environment for staff which is conducive to making contributions and progress; and accomplishing personal and organizational goals (things). Another useful definition offered by Yukl (2010) is: "Leadership may be a process of creating sense of what people do together in order that people will understand and be committed" (p. 3). By this definition leadership is taken as people-oriented and related to mobilizing people to produce a synergy effect.

Apart from the above, Yukl also emphasizes "influence": "Leadership is that the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization" (Yukl, 2010, p. 3). This definition reflects the importance of influence and alter on people, which echoes Spillane's (2006) definition: "Leaders are agents of change ... Leadership occurs when one group member modifies the motivation or competencies of others within the group" (p. 10). Similar contentions that leadership involves influence and change are further substantiated by Bush and Glover (2003). Spillane (2006) added that leadership is taken as a relationship of social influence.

All the above cited definitions are by no means exhaustive. However, there are some common key points – leaders aim at instilling visions and values in organization, creating an ideal environment, influencing people and initiating change. Management, however, is viewed as a maintenance activity. It was suggested that managers are expected of maintaining current situations and putting organizational arrangements in an orderly manner. However, they are not always expected to make changes.

As for administration, it is, in fact, defined as "the work of managing the affairs of an organization" (Longman English Dictionary Online). By this definition, we realize that administrators, like managers, are expected of managing the present situations in a manageable manner. Yukl (2010) made similar claims,

he contends that "Managers value stability, order and efficiency, and that they are impersonal, risk adverse and specialize in short-term results. Leaders value flexibility, innovation, and adaptation; they care about people also as economic outcomes, and that they have a extended term perspective with regard to objectives and strategies" (p. 7). Although the distinctions are rather arbitrary, we can come to see authors' favoritism towards leadership and their bias against management, not to mention administration. Based on the above body of literature, the following table showing the differences among the three roles is formulated:

Table 1 *Differences between leadership, management and administration*

	Leadership	**Management**	**Administration**
Status	High	Medium	Low
Accountability	High	Medium	Low
Task requirements	High-order	Medium-order	Low-order
Scope of influence	Wide	Medium	Narrow
Level of change expected	High	Low	Not applicable
People motivation	High	Medium	Not applicable
Responsible domain	Vision Values Quality	Implementation Technical issues	Support

Regarding the similarities, all the three roles involve certain management skills, but at different levels. Bush (2008b) suggests that managers would exhibit leadership skills and administrators demonstrate both management and leadership skills but he has not specified clearly to what extent these skills might be shown.

Purpose of the Study

Even though the term "administration" is more common in educational sector, it has not enjoyed much standing. Many authors even explore a paradigm shift from educational administration to educational management, and then to educational leadership (Bolam, 1999; Bush, 2010; Gunter, 2004), implying that administration is pitched at a lowest level and considered to be of lower order than management or leadership. Bush (2010, p. 8) even uses a word "evolve" to show the different levels, of which "administration" connotes a bottom level among the three. Based on this proclaimed perception, I wanted to explore how an administrator makes meaning of the given and self-ascribed title. I am also curious about whether a person's

leadership practice will be circumscribed by a job title. The research questions guiding this narrative inquiry are as follows:

1. How does an administrator make meanings of his leadership practice?
    (This question seeks to describe the way in which administrator enacts leadership daily, alternating between his roles as an administrator and leader of a team. It affords a perspective of the different roles of the administrator.)
2. Why does the administrator enact leadership the way he does?
    (This question focuses on circumstances leading him to lead his team in the way he does. It seeks to ascertain what factors in his personal and professional lives drives his practice of leadership.)

Theoretical Underpinnings

Whitchurch (2007, 2008a, 2008b, 2008c, 2010) has contributed a great deal to research into the field of leadership, management and administration in higher education, Whitchurch (2008a) conducted a qualitative study by interviewing 35 senior and middle-level administrators and managers in higher education institutions in the United Kingdom. Using a theoretical frame of "soft" and "hard" administration versus "soft" and "hard" management, Whitchurch gained a new understanding into how her participants' professional identities change through their voices. Whitchurch (2008a) suggests that soft administration points to the one-to-one approach to staff. It emphasizes care for the individuals. Hard administration focuses on the system, which is formal, contractual and standard-driven. Soft management, on the other hand, serves the institution. It looks at the broader issues such as policy-making and resource allocation. It allows negotiation and compromise. Hard management, however, is concerned about the market, income generation and competition. Distance between managers and the managed is observed.

In another study, Whitchurch (2008b) carried out empirical research into the changing roles and identities of professional staff in higher education in the United Kingdom. The study drew on the narratives of twenty-four interviewees illustrating the shifting identities by means of a conceptual framework in which three categories emerged – bounded, cross-boundary and unbounded professionals. According to Whitchurch (2008b), bounded professionals refer to people who locate themselves within the boundaries of an organization that they have either constructed for themselves or that have been imposed on them. They act on what have been prescribed. Cross-boundary professionals "actively use boundaries to build strategic advantage and institutional capacity" (p. 377). They are

ready to extend their scope of responsibilities and interact with the external environment. Unbounded professionals, however, are those who do not take boundaries into consideration. They take an open-ended and exploratory approach towards broadly-based projects.

Whitchurch (2008c) extended the scale of her study by interviewing 54 professional managers in the United Kingdom, Australia and the United States. Drawing on the framework of bounded professionals, cross-boundary professionals, and unbounded professionals, Whitchurch additionally introduced blended professionals – a blurred boundary known as the third space between professional and academic domains. These studies are relevant and useful references to me as they offer an insight into how professional identities change according to the lateral movement of staff members, but they have not explained any changes in response to a vertical movement. Indeed, in the course of reviewing this literature, I discovered that the issue of job title in relation to leadership practice in higher education, had been under-researched, hence the originality of my study.

Neary (2014) looked into how the job title has had an impact on people's professional identities in her paper *Professional Identity: What I Call Myself Defines Who I Am*. It was found that for many the use of job title was an important factor in defining who they are professionally. "Those defining themselves through a job title often felt they had a stronger professional identity than those whose job title was perceived to lack clarity" (p. 14). Another factor contributing to professional identity rested with the engagement in continuing professional development. The findings are interesting but would have been more interesting if Neary had presented the discrepancies between the social identity (one's perceptions on their "selves" in relation to others) and the role identity (job title, job nature and responsibilities). I also wanted to understand whether my participant's leadership practice is determined by his job title and therefore Neary's study was useful to me, in spite of the limitations that I identified earlier.

A study conducted by Ylijoki and Ursin (2013) into the construction of academic identities in the changing context of Finnish higher education can be considered to be the closest research to mine. They collected nine narratives of academics and explored how they made sense of the transformations of higher education. Ylijoki and Ursin (2013) divided the nine narratives into three storylines – regressive storyline, stability storyline and progressive storyline. The regressive storyline reports on deterioration of work, while the progressive storyline tells about improvement and movement towards a promising direction. The stability storyline describes a state in between the two

opposites. It was reported that the identity constructions embedded in the nine narratives presented in the study include "polarized notions of academic roles, duties, commitments and status" (p. 1147). Ylijoki and Ursin (2013) claimed that being a rebel, a loser or a member of the precariat is totally different from being a winner, or a change agent and the identity constructions as a loser and a winner are "mutually exclusive" (p. 1147).

With this understanding, are certain identity constructions really "mutually exclusive" as Ylijoki and Ursin claimed? Besides, if there are no clear-cut boundaries, are there any blurred boundaries, blended-boundaries, or cross-boundaries proposed by Whitchurch? These are the very areas that informed my present narrative inquiry.

In reviewing this body of literature, I noted that there appeared to be an omission in the narrative research on how job title is understood in relation to leadership practice in secondary school. My present study thus contributes to the literature, adding to our knowledge of what it means to be self-ascribed and contingent titles in higher education in relation to leadership, management and administration.

Method

The study context was a secondary level English medium school run by Guthi in northern outskirts of Kathmandu (henceforth the school). They run classes from pre-primary level up to grade ten. The members of Guthi are the local community members. The school and buildings are the school's own property donated by various locals. The chairperson of the school lives in Japan along with his family. So, prime responsibilities of the school come in the head of the school principal and the administrator. After the massive earthquake hit in April in 2015, the post of school administrator was vacant and thus my respondent of this study was appointed as the school administrator after one month of the incident. The school runs basically by fees collected from the students but it accepts donation and support in cash or in kind from the people as it is run by Guthi. It offers free sports training, computer class and English as means of communication to improve and maintain the quality of the school.

The participant in this study, Rupak (pseudo name), is the School Administrator of the School under study. Rupak joined the school in 2015 right after one month after the massive earthquake. At the time of the study, Rupak has been taking up the role for five years. In accordance with the school's job descriptions provided by Rupak, he is responsible for, but not limited to, the following: administer the school, lead and organize teacher deployment, evaluation, teacher management in extra class, manage materials for ECA and CCA, exams, daily materials and stationery etc., consultation with visitors, guardians, students and community, explore the acquisition of external funding and conduct an annual

self evaluation and planning exercise, and provide evidence of quality performance.

Rupak was considered an ideal research participant for this study as he is literally School Administrator in a secondary school. However, the job title conferred to him was, according to what Table 1 indicates, rather basic. This dichotomy has formed a very strong research background for me. I am interested in collecting my participant's practical personal experience and understand how he made meaning of his given and self-ascribed job responsibilities, and whether a job title forms an impact on people's leadership practice especially during the crisis of earthquake.

Methodology

I sought to explore the practical lived experiences of Rupak, a School Administrator, and to understand how he made meaning of his job responsibilities in relation to his job title and leadership demonstration, if any, and connected these meanings with the social world around him. When collecting data from Rupak, I also sought to gain not only his lived experience but also to observe the study context to collect useful information. Narrative inquiry was adopted as a research method. Narrative inquiry, nested under qualitative research, is defined as the study of experience as story (Connelly & Clandinin, 2006), and "the study of experience *through experience* as story" (Yu, 2017). "In narrative inquiry, experience, rather than theoretically informed research questions … tends to be the starting point" (Trahar, 2011, p. 48). This explains why I put strong emphasis on first-hand personal experience but I did not form very explicit research questions at the onset of the paper. This research methodology also enables the researcher to form "thick descriptions" (Geertz, 1973) – sensuous detailing of real-life events occurring in natural settings, portraying in a vivid way so as to leave a strong impact on readers. It also offers the readers a feeling of "verisimilitude" (Webster & Mertova, 2007) and a sense of "being there" (Geertz, 1988). I, however, did not set out this study to make generalizable claims from Rupak's first-hand data.

I personally know Rupak since four years. The school principal is my close friend and I am in touch with Rupak whenever I visit there. I explained the objectives of the narrative inquiry to Rupak face to face. He expressed his interest in the study as he was very excited about the idea that his story would be made known to a wider community. Soon I sent him a formal invitation listing the tentative research title, objectives and details of the interview. To observe the research ethical issues, Rupak was assured that he would be given a pseudonym and some sensitive information would be either removed or masked. He was also informed of my adherence to research ethics. His anonymity and confidentiality and his freedom to withdraw from the study would be protected throughout and after the research.

I conducted one formal one-on-one face-to-face interview with Rupak at his workplace with three on-site visits and small talk before and after the interview. The interview lasted for around two hours. The interview was audio-recorded. Narrative interviews are unstructured in-depth "open-ended" interviews (Punch, 2014, p. 147) with specific features (Jovchelovitch & Bauer, 2000), seeking "*to understand* rather than *to explain*" (Fontana & Frey, 2005, p. 706, original emphases). I did not prepare many questions to ask or seek to elicit certain answers. At times, I just listened attentively to Rupak's stories and sought to re-present as many rich and valuable stories as possible.

Thematic network analysis was used to present, or re-present to be more precise, the co-constructed stories. I played an important role in the interview process and became an active presence in the text. Whilst many researchers claim to be objective, I honored my own subjectivity in this narrative inquiry. The interviews was transcribed and further translated into English by the researcher. The translated version was sent to Rupak for member checking with further revision conducted based on his comments. Informed by the theoretical underpinnings on teacher identities and emotions (e.g. Bloomfield, 2010; Lasky, 2005; Zembylas, 2003, 2005), narrative analysis of the collected data was conducted to interpret and (re)construct Rupak's leadership styles as the units of analysis. Specifically, the data interpretation process consists of three main stages. First of all, the researcher carefully reviewed and coded the interview transcripts, the bunch of codes with common themes were grouped into one and basic theme was created. Group of basic themes were compiled into organizing themes and group of organizing themes were grouped into global theme. As a result, three major themes reflecting Rupak's leadership practice were identified, including (a) 'Do I have this duty?': Leadership as influence, (b) 'Teamwork, seriousness and appreciation': Leadership and values, and (c) 'Hard work: Better school': Leadership and vision. Through the process of deconstructing, constructing, and reconstructing the social meanings in writing mini-stories with reference to the identified themes (Liu & Xu, 2011), the storyline of Rupak's narratives was thus developed, which knitted them into 'story constellations' (Craig, 2007), shedding light on the leadership practice of a school administrator. The constructed narratives were also shared with Rupak, not only to validate the data analysis results, but also to enrich and enhance narrative inquiry by gathering more insights from his further sharing of stories and comments on data interpretation (Barkhuizen et al., 2014).

Findings
'Do I have this duty?': Leadership as Influence

As of different literatures reviewed above, leadership involves a social influence but devoid of authority whereby the influence process is intentional and it may be exercised by groups as well as individuals. When examining Rupak's work, he was in line with some aspects of the above notions.

> *Rupak: I just got this job in front of my door ... I don't know what is that they have seen in me. But I am inspired to give my fullest energy. So, I will do as much as I can for justifying my position ... I asked myself, "Do they want me to run the school? Do I have this duty?"*

To Rupak, he was not looking at the literal meaning of the title, or perhaps the official job responsibilities stated on the contract, but the perceived responsibilities he was going to take on. In accordance with Bush (2008b), the central concept of leadership is "*influence* rather than *authority*". Although both influence and authority are dimensions of power, authority is concerned with formal positions whereas influence can be exercised by anyone in an organization. Leadership is independent of positional authority while management is linked directly to it. Bush's interpretations may not be widely accepted, but it echoed Rupak's perceptions in terms of his job position:

> *Rupak: I have not thought about what the title has brought about ... I have not thought about authority ... I only thought I should be responsible for the school ... later I realized that I should be responsible for staff management ... I should make the school as successful as possible ...*

When Rupak was appointed as School Administrator, he was rather confused. He studied the given job descriptions but not sure how much he should do, or if the title or the job responsibilities are major. However, he came to realize that the post was a major position when he received the following response from his father:

> *Rupak: My father talked to me and said, " I a proud of you" ... he shared with relatives and neighbors ... chorole ghar payek parne jagir bhetyo padhai sakne bitikkai ... school ko prashashak bhako cha ... ramrai gardai cha ... I was happy, nervous as well as motivated by this ... I think my job is not only my matter ... it is the reason of happiness for my family...*

If identity is defined as "who am I?", this interview extract led me to think that identity indeed implicates "who am I in relation to others?" because self and society are inextricably intertwined – "self mirrors society" (Pratt & Kraatz, 2009, p. 389). Rupak's identity is ascertained when his father boasted about his job title. Lasky (2005) defined teacher professional identity as "how teachers define themselves to themselves and to others" (p. 901). To Rupak, it may mean that his professional identity is defined by his self-ascribed job title and the recognition from others.

In the first departmental meeting, Rupak presented his vision, mission and goals for the department incorporating with the main framework of the school. After rounds of deliberations at departmental meetings, the framework was eventually finalized. For quality assurance, he assigned experienced teachers to pair up with new teachers. He also assisted the principal for teacher's training and chairperson for motivational class. To Rupak, his job duties exceeded regular administration work. At the interview, he confessed that he had not expected to have an influence on staff deployment:

> *Rupak: After the meeting, one of the senior teachers came and asked me what she should do for the department ... I was confused ... She was working there for many years and I was just new ... I didn't understand why she asked me ... Did she think that I am I high profile? ... but I respect her feelings and eagerness to do for the school ... I told her lets work together, lets support each other, lets develop habit of giving feedback ... this is critical condition in school so we must work from our heart and brain ...*

This thought is suggestive of Rupak's internal conflict between his given job title and his self-ascribed responsibilities. It is also a conflict between his awareness of being a new and young member of the School and his leadership practice as a School Administrator.

'Teamwork, seriousness and appreciation': Leadership and Values

Value is an integral part of leadership and also an important backbone for any institution. In accordance with Bush (2010), "leadership is increasingly linked with values" (p. 6). By values, they can mean personal or professional values, "self-awareness and emotional and moral capability" and "values are asserted, chosen, imposed, or believed" (ibid.). This idea contained much truth when I examined Rupak's existing role.

In the interview with Rupak, he repeatedly mentioned that he is serious about his work.

> *Rupak: I am serious in my work ... it is my habit since I was a student ... I take my work seriously ... when I teach tuition also, I did it with my full spirit ... so my students love and respect me ...I also love and respect my work ...*

Rupak's seriousness about work can be exhibited from the way that he took a proactive role as a School Administrator. Rupak did not only work hard, he also worked smart. Understanding that there is a good mix of staff in the School, he instilled a sharing culture.

> *Rupak: Every Friday, I developed an hour Chiya Time with teachers ... it is in fact evaluation session ... we discussed frankly and freely about each other ... sips of tea add the flavor (ha-ha...) In these sessions I find my colleagues serious too ... it is very inspiring ... they also take their work seriously ... I thought I can work with comfort and ease in this team ...*

He understood that it will benefit the school if a channel is provided to draw out their strengths since "collective learning is more than the sum of individual learning" (Leithwood et al., 1999, p.167). In this respect, a 'Chiya Time' has also become a platform for professional exchange and to develop a culture of sharing expertise. Good practices were shared and communicated to the teachers. Many teachers remarked that they enjoyed the Chiya Time as they were free to express their ideas no matter how airy-fairy they were and they enjoyed listening to people's ideas, many of which were intellectually challenging and, most importantly, attainable and feasible. In addition, he particularly honored initiatives where members were highly encouraged to take risks and try out innovations (Harris, 2008).

A number of initiatives were put forward by Rupak, as the engineer of many new tasks to overcome the challenges. First and foremost, he submitted the first proposal to the Municipality asking for grants to renovate the school. The first proposal failed to capture funding but failure, however, was taken as "a learning experience" (Yukl, 2010, p. 467). Rupak understood that "much of the skill essential for effective leadership is learned from experience rather than from formal training programmes" (ibid.). Later the ward office granted the school a sum of Rs. 16 lakhs for renovation. The team managed to earn the funding in the second submission.

Rupak values initiatives but his approach is practical. He added the following: "I am a serious person... but my approach is down to earth... I don't insist on change for the sake of change..." He managed to mobilize and motivate his colleagues, and produced a synergy effect within the school. His personal and professional values are vivid, be they asserted, chosen, imposed, or believed. If Bush is right in suggesting that values is an important element for leadership, Rupak has exhibited his leadership through the core values he believes.

'Hard work: Better school': Leadership and Vision

Leadership and vision are closely associated with each other. One component supplements the other and a clear gap can be observed in any one's absence. Many authors point to the relationship between leadership and vision (Bush, 2008a, 2010; Harris, 2003; Leithwood, et al., 1999; Yukl, 2010). Though some authors, such as Fullan (2001), are critical of visionary leadership, vision is "increasingly regarded as an essential component of effective leadership". The crucial element of vision is that it helps portray "a better future" and more importantly, it links up "past events and present strategies to a vivid image of a better future for the organization" (Yukl, 2010, p. 310). In this regard, it is important that a clear vision will take people to work according to a longer foreseeable path and timeframe – from the past to the present and then to the future – and the path is made known to all members clearly. At the interview, Rupak explained that the vision statement of the school has been spelt out as 'To be one of the best schools in northern Kathmandu'.

> *Rupak: Teacher management, teacher evaluation etc were my basic roles ... due to lack of teacher I started taking some extra classes ... My prime concern is to make the school the best school in this northern part ... whenever people think about quality education, they think of our school ... this is my dream ...*

This vision has been communicated to the teachers very clearly in almost every meeting. To work towards this vision, the school has developed various port folios like log book, school diary and various learning items. The school has also started computer classes for interested students as non credit program with the help of some volunteers.

Rupak did not only articulate vision for his department, he also centralized every positive aspects into the school's vision. The school has always put students' ICT proficiency as the prime concern. To further accomplish the broad vision, computers were received from Japan and classes were also started with the help of some volunteers. Also, Rupak himself took accountancy class two periods a day. Regular guardian's meeting, cross checking of students with the help of different tools and moreover, willingness to move forward has driven the school in the right track. All the hard work paid well for the better future of the school. Rupak tried not only to articulate an appealing vision, but also to translate the vision into feasible and

attainable strategies. Most importantly, the vision is in line with a broader vision spelt out by the school.

Discussion

By bringing forth Rupak's first hand accounts, how he perceived his roles, the three dimensions of leadership: leadership as influence, leadership and values, leadership and vision are vibrant in his leadership styles. These dimensions are the cornerstones of any leadership practice or leader practice. However, it has not been specified whether the three elements are of equal weighting, or whether which element would come as a prerequisite to others. In this respect, the three dimensions can emerge in four different ways as follows: The three dimensions of leadership can go in linear fashion one after another. Since the sequence and the inter-relationship of the three dimensions are not specified, they could go hand in hand in an inter-connected manner with one element affecting the others. Besides, certain element can appear to be more dominating than others and therefore it engulfs the other elements. In addition, the three elements can also be displayed in a way that certain dimension appears to be an outcome of the team-up of the other two dimensions.

When examining Rupak's role as a School Administrator, I started to think that the three dimensions are not in a form of linear line as stated. To Rupak, his values, seriousness about his work, abiding love of his job, and unwavering belief in initiatives and risk-taking came first and has become the driving force of his work. He is determined to articulate the core values to all members, gain the collective wisdom of members and form togetherness. His core values helped him move forward towards a big picture – the vision for the school – turning the school into a self-directed educational hub in northern belt. He wanted to revive the school with positive momentum to a more successful future and to create a better future. This better-future journey lays a fountain for Rupak's work. All the work done for the school revolves around the shared values and clearly-defined broad vision. In this case, his leadership practice could be understood by inclusiveness dimensions in which dimension 'values' is more dominant on other two values 'influence' and 'vision'.

However, when referring the three dimensions of leadership closely, the influence process is observed intentional. From the interviews, it was understood that Rupak did not set out to influence people in the first place. He was not too eager to influence people, not to mention exercising his authority, if any. He even felt that it was inappropriate to impose his ideas on others. He was confused when an experienced teacher approached him to ask her for job assignments. He kept on asking himself if he was "too high profile". The process of influence seemed to come as a natural process, or in Rupak's case, as an outcome, when the core values and

broad vision are articulated clearly, and above all, agreed upon members. In this regard, contrary to Bush's (2010) notion, the process of influence in Rupak's situation is unintentional rather than intentional. Influence may emerge as an outcome of the joint venture of values and vision. It led me to think that Rupak's practice could be more appropriately represented by the notion mutually-inclusiveness dimensions in which influence comes in between values and vision sharing intercepts to both the dimensions.

Title wise, Rupak is an Administrator, but when examining his actual responsibilities, he was literally a leader with leadership practice involving values and vision. The influence on people and/or the school may appear as a perk in Rupak's practice. We understand that title inflation exists in many organizations, for instance, the current titles Vice-President and President of certain commercial firms were formerly known as Manager or Senior Manager. However, title deflation is practiced in Rupak's situation. If "leadership is thought of as a behavior rather than as a role or position in a hierarchy" (Morrison, 2002, p. 72), it is fine to consider what Rupak has performed to be leadership practice but not leader practice. It is also fair to regard Rupak as an administrator with leadership style.

Conclusion

In this paper, a narrative inquiry was conducted into a School Administrator of a secondary school in Kathmandu. The School Administrator's assumed responsibilities and the responsibilities he has been assuming were compared and contrasted. By drawing three dimensions of leadership as influence, values and vision, it was observed that a specific post/title can display leadership in many contexts – by instilling positive values such as a sense of responsibility and a sharing culture into the department and articulating institutional vision to all members. The leadership practice involving values and vision innovates positive changes. A person not only receives orders and executes them but also opens a horizon for innovation. If Tony Bush was right in saying "Administration should be regarded as a function that supports, not supplants, the educational purposes of the school" the findings of this research have reservation on this as the statement might not have done my participant justice. In this regard, actual job responsibilities and actual performance are not matching with the title and general expectations. Leaders are not all about "what your title is", but more about "you are who you see
you are". This paper also explored Bush's three dimensions of leadership through a narrative inquiry which argued that the three elements may not be of equal weighting or exhibited in a linear sequence. Values and vision may be the driving force of leadership whereas influence may or may not be intentional. Such

exploration could help people rethink about their perception, develop a new understanding of educational leadership, management and administration and gain an insight into the reconceptualisation of leadership practices. Feelings of dedication and giving the fullest, thus, can be enriched by incorporating influence, values and vision in one's job responsibilities and do justice for the assigned title in any institution.

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