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SCHOOL LEADERSHIP, SCHOOL CLIMATE, AND SCHOOL PERFORMANCE: EXPERIENCES OF SOME ASIAN COUNTRIES

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ABSTRACT

The purpose of this paper is to find out the relationship among school leadership, school climate and school performance. The experiences of five Asian countries: Japan, China, India, Bangladesh, and Nepal have been taken as the pedestal for the study. Review and analysis of the related documents and literatures were the key basis of the information. Study results suggest that there is harmonic relationship between school leadership, school climate and school performance. Role of shared, distributed and team leadership is crucial to improve positive school climate and positive school climate is also a function of strong socio economic situation (SES) of the concerning community. Results also reveal that professional ethics of the entire school team; accountability; and supportive system of monitoring, supervising and evaluation help to accelerate school toward positive direction. Performance of the school depends on the positive school climate. Individual, organizational and institutional capacity development is essential to develop positive school climate.

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INTRODUCTION

The role of school is very crucial to change the society. Today's school is responsible for life skill based and real world applicable relevant education (Goslin, 2010). School not only provides skills, it also develops the positive attitudes in the learner. So, many pushing factors like socio-economic changes technological advances, parents' ambition have been forcing school to develop its capacity to serve best in the society (Crow, 2006). As a teacher, I believe all students can learn. But it is not simple as saying. For this, it is necessary to analyze socioeconomic background, prior knowledge of the learner or educational disabilities (Battistone, Brown, Courtney, and Stewart, 2014). Equally, it is necessary to use multiple or diverse approach to teach every student in a classroom. We have to use diverse discipline approach that works for all students. We have to develop significant relationship among school's key stakeholders. Our ultimate aim is the higher performance of the learner. In my view, positive school climate is essential to achieve higher school performance and role of school leadership is crucial to establish positive school climate. In this paper, the experiences of school leadership, school climate and school

performance of the five Asian countries : Japan, China, India, Bangladesh, and Nepal have been taken as reference to discuss in depth about this argument. The purpose of this paper is to gain experiences of different Asian countries regarding school leadership, climate and performance rather than the comparison. Considering time, resource and diverse background of the country five stated Asian countries have been chosen. Information of the countries have been collected through various documents such as educational policies of the concerning countries, journal articles and other forms of empirical documents. So, methodologically, this paper is the conceptual based on secondary information. At the beginning, the paper discusses about the school leadership. Likewise, the paper equally discusses about school climate and school performance. Moreover, the paper tries to link among these factors in terms of school improvement.

School Leadership

It is obvious that leadership is the influencing process where a group of individual related to school is influenced to set a vision, communicate vision and action towards achieving vision (Northouse, 2010). School leadership also focuses on developing people and developing the organization (Leithwood and Riehl, 2003). The core concern of school leadership is the student learning and for the student learning school leaders are being held accountable for how well

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teachers teach and how much students learn. Considering these realities the school leadership can be contextualized by a typology including technological, economic, social, political, cultural, and learning leadership (Cheng, 2010). Effective school leaders can challenge the process, inspire a vision, enable others to act, model the way, and encourage the heart to make positive school climate (Kouzes and Posner, 2003). As a teacher, personally, I experienced such kind of feeling in my professional career. Conventionally, school principal has been taken as the key leader of the school. But according to contemporary view school leadership spreads from the most senior manager to the classroom teacher (Busher, 2006). Parents and community members may also provide leadership role to improve school (Zepeda, 2013). So, school leadership is the synthesis of collective effort of key stakeholders. A dynamic leadership with multiple capabilities to collaborate with multiple school stakeholders is essential to accomplish the targeted vision. School leadership can help to build learning communities through collaborating and negotiating with their colleagues, students, parents, external agencies, and local community to create conducive learning environment (Busher, 2006). School leaders with varied professional background with collaborative capabilities to motivate teachers are the need of today (Copland, 2003).

School principal is the focal leader of the school. His/her major leadership role is not only share the lead, but share the load. So, in the global leadership practice the paradigm of school leadership has been shifted from 'super-head' to 'super-team' (NCSL, 2009). Based upon a view of school leadership as increasingly complex and demanding today there is new practice *distributed leadership* as a means of organizing and delivering the management of schools (Coleman, 2011). Though we are in positive direction regarding this concern, even today, most of the Nepalese schools have been facing traditional type of leadership practice in my personal experience. Instructional leadership is specific forms of school leadership. Instructional leader engages teachers in instructional dialogue and encourages teachers in sound teaching and learning process assisting them in developing and growing professional knowledge, skills, and abilities (Glanz, 2006). Instructional leaders provide safe and supportive environment for teachers and include them in decision making process. Instructional leader also try to develop collegial relationship with staff through his/her informal supervisory approach (Gedifew, 2014). Instructional leadership requires principal to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning (Jenkins, 2009). Instructional leadership defines school mission properly; deeply engaged in inspiring, supervising, and monitoring teaching and learning in their school; and model values and practices that create a climate that supports the continuous improvement of teaching and learning process (Hallinger, 2005). In practice, school principals in Nepal have been engaging in administrative task rather than instructional leadership. During my two decades long teaching career I hardly have found my principal as an instructional leader.

School Climate

The term school climate is new to the eastern society. It is taken as the total environmental quality within a school. In general practice, the school culture and school climate has

been taken in the sense of same meaning. However, there is meaningful difference among these two terms. Often the climate is viewed as behavior, while culture is seen as comprising the values and norms of the school (Macneil, Prater, and Busch, 2009). Culture is taken as the shared norms where as climate is the shared perception (Hoy and Feldman, 1999 as cited in Macneil, Prater, and Busch, 2009). Climate is measurable in comparison with culture. So, while describing school, climate is taken as the appropriate construct. School climate is the composition of complex set of elements. There is not the universally accepted list of the essential elements or dimension of school climates. However, there are some elements which are commonly found in various research report and scholarly writings. Environmental; structural; safety; teaching and learning; relationship; sense of school community; morale; peer norms; school-home-community partnerships are the some of the key dimensions of school climate (Cohen, 2006, National School Climate Council, 2007). Loukas (2007) describes three dimensions of school climate: physical, social, and academic. Similarly, safety; teaching and learning; interpersonal relationship; institutional environment and school improvement process have been taken as the essential components of school climate (Thapa, Cohen, Guffey, and D'Alessandro, 2013).

Grounding the above base of literatures for the purpose of this paper physical, social, and academic environment has been taken as the key dimensions of the school climate. Entire structure of school including buildings and classroom falls under physical dimension. Similarly, the school building and all its contents including physical structures, furniture, the site on which a school is located; and the surrounding environment including the air, water, and materials with which children may come into contact directly and indirectly influences the school climate (WHO, n.d.). Social dimension includes quality of interpersonal relationship between and among students, teachers and other school staff. Similarly, equitable and fair treatments of students by the teachers, principal and other staff of the school; cooperation and mutual support between students, teachers and shared decision making practice of the school are the essential components of the social dimension. Quality of instruction; high academic expectation from each students; and monitoring of student progress and promptly reporting results to students and parents are some of key components of academic dimension.

According to Dary, and Pickeral (2013) shared vision and specific plan is essential to promote school climate. School should set the policies to develop social, emotional, civic, and intellectual skills, knowledge and should have the capacity to engage all the students in teaching and learning process. All the stakeholders should welcomed, supported, and feel socially, emotionally, intellectually, and physically safe in school. Thus, school climate is viewed as part of the school environment associated with attitudinal and affective dimensions and the belief systems of the school that influence children's cognitive, social, and psychological development (Thapa, Cohen, Guffey and D'Alessandro, 2013). In this way, school climate is the composition of physical, social, emotional, and intellectual ingredients to accelerate the school in positive direction. In my personal experience, the components of school climate are not new in the context of

Nepalese school system. However, the perception regarding school climate is not as warm as anticipated.

School Performance

Basically performance means an outcome – a result (Ainsworth, Millership and Smith, 2005). In the case of school performance it can be seen as the result of activities of the school over a given period of time. School performance indicates the effectiveness and efficiency of the schooling process (Maslowski, 2001). There are various performance indicators of the school. Specifically, on track to high school graduation status such as school attendance, course success, promotion rates etc.; high school graduation and college and career readiness; and postsecondary participation and success are the key indicators of school performance (Lyndsay and Pinkus, 2009). There are the multiple views about the performance of the school. Basically, student achievement is the paramount of the school performance. Preparing life after school education, post secondary education, work or service in various sectors, social and behavioral outcomes like displaying self-regulating behavior, taking personal responsibility, and developing an ability to work in teams etc. are the performance indicators of school (Heather, Schwartz, Hamilton, Stecher and Steele, 2011).

There are different ways to improve a school performance. The experience of the world's top school systems suggests that to enhance schools performance the management of competent teachers and their best possible instruction for every child could be the first crucial task (OECD, 2007). So, while recruiting and selecting teachers high quality personnel should be searched and should provide series of professional development interventions to promote instructional skills to reach each child of the classroom and school. School principal should provide opportunity to develop professional skills of the teacher and staff. In my experience this part is very weak in the context of Nepal though small attempts have been made in this path. Regarding the performance of the school there is questions about the quality of the education provided by the schools.

School Leadership and School Climate

The role of school leader is crucial in modeling positive, inclusive, and respectful atmosphere in school formulating school vision and mission (Ontario, 2013). Shared leadership in the school is necessary to create positive school climate. School principal, teachers, other non teaching staff of the school, students, and parents collaborate to solve the problem of the school in shared leadership culture (Hughes, and Pickeral, 2013). According to Hughes and Pickeral (2013) shared leadership is a partnership among the key stakeholders of the school which helps to create positive school climate. Shared leadership requires a shared purpose or goal. Shared leadership works when all the participants share responsibility and accountability for the work of the partnership. Each person in the school brings with them experiences, skills and ideas that are valuable to co-create a quality school climate. Shared school leadership builds strong and cohesive team to make positive school climate.

A positive school climate can enhance teacher performance, promote higher morale, and improve student achievement (Freiberg, 1998). School climate is considered as an *outcome* or results of principals' work, such as improved instructional quality, community relationships, and student growth (AIR, 2012). Principal has the power, authority, and position to impact the climate of the school. If the principals are highly skilled, they can develop feelings of trust, open communications, and promote effective feedback mechanism (Kelley, Thornton, and Daugherty, n.d.). The principal can promote or inhibit a positive climate through his/her leadership behavior pattern. Thus, principal's leadership style is significant in creating and sustaining a positive school climate. It emerged that organizational climates vary in schools and that the participating leadership style promotes an open organizational climate (Oluwatoyin, 2006). Principals, through their leadership and management practices, can determine what human, financial, material, and social resources are brought to bear on schools, and how those resources are allocated (Hallinger and Heck, 1998; Leithwood, Louis, Anderson, and Wahlstrom; 2004 as cited in AIR, 2012). These explanations clearly show the relationship between school leadership and school climate. In my personal experience, an effective school principal, surely can promote school climate through his/her shared and distributed leadership practice.

School Climate and School Performance

It is obvious that an effective school should have specific characteristics such as quality classroom teaching, interpersonal relationship among the key school stakeholders like teacher-student, student-teacher and student-student interactions, way of resolving conflict in the class, learning attitude in students etc (Tubbs and Garner, 2008). Teachers' perceptions; their interactions with students; problem-solving strategies; learning habits; perceptions about learning; and how these perceptions are transferred to student are of high importance in creating an effective class (Ozgan and Toprak, 2012). A review of the literature suggests that school climate can affect many areas and people within schools. It further suggests that positive interpersonal relationships and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviors (McEvoy and Welker, 2000).

Socio-economic context of the students will be the critical factor for the students' performance. Students of diverse background come to the school carrying different cultural and economic attribute. School should develop the appropriate plan to enhance overall development of all kind of students. For this, school should manage student friendly class; learning culture; competent and committed teachers; and engaging and interacting class (Grift, Hutveen, and Vermeulen, 1997). The ultimate aim of the school is to develop positive attitude, life skill, and basic skills to fit the learner in the work of world. To achieve these results positive learning climate is essential. Effective classes give a "driving force" to effectiveness of a school (Ozgan and Toprak, 2012). Developing effective school is the long term process. Common values, shared rules and agreed-upon strategies are essential for this.

That's why; it is possible to argue that safe, task-oriented, orderly learning environment with useful teaching strategies will create desirable behaviors in students in my experience. Some specific characteristic such as a clear school purpose; academic and administrative leadership; dedicated and qualified teacher and staff; teacher development, high expectations from the students, focused on relevant curriculum; monitoring student progress; safe and orderly environment; home school relations; motivating teachers, engaging students etc. play crucial role to enhance the school performance (Townsend, 1997). These all components are the content of positive school climate. Role of classroom context is very crucial for this. Classroom context refers to instruction quality, knowledge structuring strategies, socio-economic status of the students, cognitive prerequisites, ethnic composition, instructional styles, subject matter, and lesson segments and so on (Rapti, n.d). Although from the point of view of many school leaders, academic outcomes such as test results are the ultimate indicators of effective classes, schools are bound to achieve some social/affective outcomes, as well. In that sense, a very "powerful learning and teaching" have to be achieved in classes (Hopkins, 2001). Studies have been indicated that educational outcome of school climate is learning and academic achievement. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning (Freiberg, 1998). Some of these relationships between school climate and student achievement remain significant after students' background characteristics are controlled (Kuperminc, Leadbeater, and Blatt, 2001).

Experiences Observed in Selected Asian Countries

Although the construct of school climate has been studied extensively in the United States, and other western countries, a small attempt have been made to observe relationship among school leadership, school climate and school performance in selected Asian countries: Japan, China, India, Bangladesh, and Nepal. The following matrix tries to clarify the situation of school leadership, school climate and school performance including the philosophy of school education of the selected five countries. In China and Japan, due to strong professional preparation for school principals and the practice of shared leadership the overall performance of the school has observed praiseworthy. In the case of India, Bangladesh and Nepal comparatively inadequate professional preparation of the principals was perceived. Moreover, the reflection of socioeconomic condition and the role of cultural transformation have also experienced strong variables regarding the performance of India, Bangladesh and Nepal. It is obvious that the school performance is the result of multidimensional constructs. The physical school environment encompasses the school building and all its contents including physical structures, infrastructure, furniture, school location, surrounding environment directly and indirectly influences the school climate (WHO, n.d.). A safe and orderly environment for learning, safe and sufficient play ground; and school greenery are the key physical feature of the Japanese school. In China, there is comparatively large classroom with adequate and appropriate furniture and other physical setting which are conducive to learning. The condition of physical school environment of most of the schools of India, Bangladesh, and

Nepal was found comparatively weak. In India, the most of the public schools have low physical school environment. The situation of physical school environment of Bangladesh and Nepal is also perceived pitiable. In Bangladesh, there is great fear of flood and cyclone. Schools have been affecting these natural calamities. In Nepal, specifically, in rural areas the physical infrastructure is meager and there is the fear of landslide in hilly region. Nepal lies in sever seismic zone as well. The classroom management practice has undergone through a paradigm shift from control focus to participation focus. A classroom management design targeting the students' learning demands a holistic approach that builds on different variables like discipline management, diversity management, internal seating management, and class size management (Kafle, 2013). Positive interpersonal relationships and optimal learning opportunities in all demographic environments increase school achievement levels and reduce maladaptive behaviors (Zahid, 2014). In Japan, well equipped classroom with appropriate learning materials was found.

Students are taught according to their ability. Engaging and interacting learning with hands on activities in the classroom are the specific feature of the Japanese schools. Teachers play the role of facilitator in Japanese schools. It is said that in Japanese schools there is the culture of learning and facilitation rather than reading and teaching. One a little negation is that there is strict discipline in Japanese school and students take burden for their examination. Due to this sometimes unwanted devastation like suicide has also been observed. Despite the large class size in Chinese schools there is higher academic achievement and less disruptive and aggressive student behaviors. It is due to the strong cultural background of the students in their family. In China, there is sound triangular relationship among teacher, student and parents which has helped to promote the emotional safety of the students as well as school performance. Due to large number of teacher absenteeism and comparatively low socioeconomic status of the students, most of the Indian school's classroom activities are not satisfactory. Same sort of situation has been observed in the case of Nepal and Bangladesh. However, these three countries have also found serious to make classroom more inclusive and techno-oriented. Condition of parental involvement in India, Bangladesh, and Nepal is in pitiable condition. One of the factors might be due to low socioeconomic and socio cultural situation of parents.

UNESCO (2009) commented that in many countries of the South Asia like India, Bangladesh, and Nepal secondary education is seen as ineffective, of poor quality and ill-adapted to contemporary social and economic needs. The curriculum is too discipline centered, too knowledge-based and too partitioned. Teaching methods have changed little, remaining based on the pupils passively absorbing the teacher's words. Teachers are poorly qualified and the heads and their teams lack training suited to the growing diversity and complexity of the tasks facing them. Schools need to transform themselves by creating conditions that not only attract and retain students but also ensure that student survival in schools is guaranteed. For instance, a friendly school climate, where student's values and beliefs are respected can go a long way in mitigating the problem of the students (Machingambi, 2012). Researches on school climate from different parts of the world clearly say

Countries	Philosophy of School Education	Situation of School Leadership	School Climate	School Performance
Japan	<p>The basic philosophy of the present standards is to enable children to achieve a balanced development and to equip them for coping with social change (UNESCO, 1999).</p>	<p>More experienced teachers are recruited and selected as principals (Brady, 2014). There is teacher leadership practice (Bjork, 2009). There is the mid and long term school leadership preparation plan.</p>	<p>Safe and sound physical infrastructure; proper management of the classroom with teaching aids; safe and sufficient play ground; and school greenery are the key features of Japanese school (Gautam, 2006). Japanese schools have been maintaining participation focused student discipline (Tamura, 2004). School started working to foster caring attitude, a safe and orderly environment, shared decision making culture and set clear goal and anticipate high expectations from all the students (Willis and Bartell, 2009). Students are taught according to their individual ability consulting with their parents (MoESSC, 2006). They learn from interacting with their peers, engaging in action, and taking support from their teachers in difficulty and focused on value creating pedagogy (OECD, 2010) Even in the small grade there is the practice of small group discussion in the classroom (T.N Khanal, personal communication, July 20, 2015). Despite the sound education system, continuous assessment and liberal promotion policy in lower grade some suicidal cases of the students due to the stress of examination has recorded in upper grade (Gautam, 2006).</p>	<p>Satisfactory enrollment rate in school (Brady, 2014) Students in Japan remain higher performers in mathematics, reading, and science in PISA test 2009 (OECD, 2012) Japan is ranked second in mathematics performance and first in both reading and science performance in PISA test 2012 (OECD, 2014).</p>
China	<p>Confucianism, Buddhism and Taoism are three main classic Chinese philosophy schools, which all deal with the question of how one should live (Veenhoven and Guoqing, 2008)</p> <p>The status of education remains high in Confucian heritage cultures; this is reflected in the degree of parental interest in education, in pressure on children to succeed at school and in the priority it receives in family expenditure.</p> <p>Specific culture influenced by Confucian values grounded in the society directly influences the behavior of the learner (Hui, Sun, Chow, and Chu, 2011, as cited in Yang and et al. 2013).</p>	<p>Principals and teachers play crucial role to balance administrative accountability, client accountability and professional accountability in China. This sense of accountability is built into programmes of teacher preparation, teachers' continuing professional development and training for school leadership (OECD, 2011). There is the practice of distributive leadership (Tian, 2011). Learner's autonomy, and developing creative thinkers and problem solvers are the key concerns of the Chinese school (Cheng, 2014).</p>	<p>In China there is the appropriate physical infrastructure of the school though the size of the classroom of the Chinese school is comparatively large (Yang, George, Bear, Chen, Zhang, Blank, and Huang, 2013). There is the sound emotional bond among students, teachers, and parents in China (Jia, Way, Ling, Yoshikawa, Chen, Hughes, and Lu, 2009). Equally, the effective role of teachers provide support to the student which directly helps to foster learning and development of the student (Yau, Smetana, and Metzger, 2009; Jia et al., 2009). Social support and structure are recognized as important dimensions not only of effective classroom management and school discipline but also of school climate (Bear, Gaskins, Blank, and Chen, 2011; Stockard and Mayberry, 1992 as cited in Yang and et al. 2013). In China to make effective instruction in large class some key approaches such as establishing student-centered teaching philosophy, changing traditional teaching mode, making use of modern teaching means, and applying multi-evaluation system have been considering (Qiang and Ning, 2011).</p>	<p>China has been performing well in school education in international arena. China's Shanghai province, which participated in PISA test for the first time, scored the highest in reading. It also topped the charts in mathematics and science as well (OECD, 2014). This academic performance proves the relationship among school leadership, school climate and student performance.</p>
India	<p>Indian school education philosophy can be divided into two specific categories: (a) directly based on Vedic influences and (b) Schools based on independent grounds other than Vedic influences. In constitution there is clearly written that "In a school situation, it ensures to every child the right of life, liberty and security and to freedom from any form of cruelty, inhuman or degrading treatment in any way". What is most important in this is that the students must have faith in him and in the universal self-underlying his own individual soul (Pushpanathan, 2013).</p>	<p>Numbers of efforts have been made to promote leadership capabilities to improve school education system. However, the instructional practices of the most of the public schools of India have been suffering from high rate of teacher absenteeism. About 25 percent teachers of public sector were absent during a survey (Kremer, Muralidharan, Chaudhury, Hammer, and Rogers, 2004).</p>	<p>In India the overall infrastructure of the public school in rural areas is not satisfactory (Kannan, 2014). Kannan (2014) noted that due to weak political will and shortage of resources school system has been facing numbers of problems like high student – teacher ratios, poor infrastructure of the school, and poor level of teacher training. A significant feature of Indian's secondary education is the emphasis on inclusion of Disadvantaged Group (DAG) of the society (Dunar, Beteilla, Ribound, and Deolalikar, 2011). More focused has been given for technology based education specifically in urban areas. The quality of its education has been questioned particularly in its government run school system. Some of the reasons for the poor quality include absence of teachers and students (Jeevan, and Townsend, 2013; ASER, 2015).</p>	<p>India has been showing its educational performance in international educational arena. In 2009, two states in India, Tamil Nadu and Himachal Pradesh participated in the international PISA exams. Both states ranked at the bottom of the table, beating out only Kyrgyzstan in score, and falling 200 points (two standard deviations) below the average for OECD countries (OECD, 2010). For the strong preparation India decided to not participate in PISA for 2012, and again not to for 2015. India's decision to participate in international assessments of student achievement is an extremely positive sign (Pritchett, 2012).</p>

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Bangladesh	<p>The constitution of Bangladesh mandates the state establishing a uniform mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law. Likewise, constitution mandates the state relating education to the needs of society and producing properly trained and motivated society to serve those needs (MoE,2004)</p>	<p>In Bangladesh, each school has a principal along with the assistant principal and the School Management Committee. In large secondary schools, senior teachers also come within the leadership position. But due to financial and other reason, about one – fifth schools do not have assistant principals. Principal is the member secretary of the SMC who plays the role of academic manager and administrator (Kandasamy and Blaton, 2004).</p>	<p>Inadequate resources, insufficient and unqualified teachers, low level of community involvement, and corruption all contribute to the poor state of education in Bangladesh (MIPA, 2008). Research shows that the absenteeism of teacher and principal in Bagaladesh is the serious problem (HAQ, and Islam, 2005). There is traditional types of teaching methods till now (Israt, Farhan, and Shamin, 2014). Low teacher motivational part; overloaded curriculum and text book and prevailing learning culture are the some other critical issues and challenges of the schools (Kabir and Akter, 2014). However, there is a growing interest among educators and policy-makers in providing education for all children in an inclusive setting (UNESCO, 2003). Large class size, high workloads for teachers, inflexible curriculum policy and inadequate experiential learning facilities of teacher education program are identified as barriers to inclusive education reform in Bangladesh (Malak, 2013). More attention has been paid to educate girls (Raynor and Wesson, 2006). To build a relationship with parents, schools used limited strategies like organize parents' convention and form parents committee. Schools also often used telephone and email to communicate with parents in few cases (Kabir and Akter, 2014). However, parental involvement with secondary schools is a relatively new concept in the Bangladeshi education perspective.</p>	<p>There is not any public examination system in the end of primary education cycle (MOE, 2004). In Bangladesh, on completion of grade 8, the best performing students are selected to take an examination entitled <i>junior scholarship examination</i>. Successful students are awarded scholarship until the end of the secondary cycle. At the end of grade 10, students are required to sit a public examination entitled <i>Secondary School Certificate</i> in order to achieve this level's completion certificate. However, the performance of the students in these examinations is not satisfactory (Kandasamy and Blaton, 2004).</p>
Nepal	<p>The current educational goals of the nations are to nurture and develop the personalities and innate abilities of each individual; to instill respect for human values and the will to safeguard national and social benefits; to enhance social unity; to help the individual develop his/her identity in both national and international context and lead a socially harmonious life in the modern world; to aid the memorization of the nation by creating able human resources for its development; to teach the thoughtful protection and wise use of Nepal's natural resources; and to help disadvantaged citizens to enter the mainstream of national life (MOE, 2004).</p>	<p>To build effective school leadership decentralized leadership agencies such as School Management Committee (SMC) and Parent Teacher Association (PTA) has been working from the side of community. There is the provision of principal and assistant principal in most of the community secondary school of Nepal. Certain short term training packages have been conducting to improve the leadership skill for the SMC, PTA and school principals. However, there is the question in effective leadership in most of the schools. Parents have not been satisfied from most of the community school. There is the question of quality education.</p>	<p>The weak management of safe and joyful learning environment of the school; inadequate child friendly physical and psychosocial environment; poor home environment of the children such as economic crisis, uneducated parents, poor involvement of the parents in the school have been directly or indirectly influencing the learning achievement of most of the students. Moreover, due to the problem of student absenteeism; the poor management of competent and motivated teachers; minimum level of supportive supervisory mechanism; and poor instructional leadership practice of the principal the constructive classroom intervention and part of formative evaluation have been negatively affected. The current educational policies, act and regulations have strongly emphasized the appropriate school infrastructure. But, due to weak management of scarce resources and ineffective school leadership, in most of the cases, the physical condition of the school is unsafe. Unfortunately, the devastating earthquake of April/May, 2015, around 10,000 schools has damaged badly and an estimated one million Nepali children came on the ground. Students now have been studying in temporary learning centers (TLCs) facing numbers of problems. School related problems such as unmanaged infrastructural facilities, loose bound among teachers, students and parents; teacher absenteeism, weak monitoring, and poor coordination between school teachers, parents and students, conventional teaching methods are the noticeable reasons for low performance (CERID, 2002, Wagley, 2012, DOE, 2014a, 2014b, 2014c, 2014d). In Nepal, the initiation for ICT in school education is progressing (Wagley and Jha, 2013).</p>	<p>The results of public examination, school leaving certificate (SLC) is not satisfactory. The practice of standardized test is in the phase of inception. The report of National Assessment of Student Achievement (NASA) (MOE, 2013) of grade eight has indicated numbers of variables responsible for the low performance of the students. According to the report inadequate numbers of study days in the school, high volume of students in the class, homework irregularities, absenteeism of the students, low level of parental education, socio economic conditions of the parents were the some crucial variables to influence student performance. Moreover, low capacity of current education system to produce equal educational opportunities for all students was also equally responsible for the low level of achievement.</p>

that a positive school climate has powerful influence on the motivation to learn, mitigate the negative impact of the socioeconomic context on academic success; contribute to less aggression and violence and less sexual harassment and bullying (NSCC, 2014). There is a significant relationship between school climate, performance and productivity (Adeogun and Olisaemeka, 2011). This can be clearly seen in the case of Japan and China. Due to the impact of positive school climate students in Japan remain higher performers in Programme of International Student Assessment (PICA). Similarly, China has also performed well in PISA. India tried to attend PISA for a single trial but due to the poor performance India postponed its involvement in PISA. In the case of Nepal and Bangladesh there is not any possibility to attend in PISA till date. They are struggling to enhance their performance at their domestic assessments.

Conclusion

From the analysis and discussion made above it is clear that there is harmonic relationship between school leadership, school climate and school performance. Experiences showed that shared, distributed and team leadership is essential to improve school climate. For this, recruitment and selection of leadership with sound professional skills and strong personality with positive attitude is the fundamental task of the education system of the nation. Commitment and efforts are the two key qualities of the school leader which help to accelerate the school towards positive direction. The country which has this sort of quality in school leader found positive school climate and notable school performance. Socio Economic Situation (SES) of the country is the powerful construct of the school climate. Strong socio-cultural foundation of the family of the children and constructive schooling is the base of noteworthy performance of the learner. For constructive schooling, safe physical, social and emotional environment of the school; warm relationship among the layers of the stakeholder of the schools, appropriate classroom management and facilitation of learner with productive and hands – on approach is essential. Additionally, professional ethics of the entire team of the school; accountability; and supportive system of monitoring, supervising and evaluation promote school toward positive direction. So, development of individual, organizational, and institutional capacity is the basic requirement for improving schools.

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