

Enriching School Culture and Climate through Leadership in Collectivistic Educational Settings: Cases from Nepal and South Africa

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ABSTRACT Culture and climate are intertwined, but not the same. Anthropologically speaking, culture is related to personality, while climate is akin to attitude, relating to the psychological issue of anthropological problems. Culture and climate reflect a school's environment. A school's culture is often determined by its leadership as they work to enhance a policy system. Open-ended interviews were conducted in schools from Nepal and South Africa with the school actors. Data was analyzed through triangulations, which validated the reliability of interpretations. The findings suggest that educational leadership strategies towards managing the psychological issues arising from anthropological problems create a healthy environment. A single culture may define the uniqueness of a school. However, having one culture for shaping the climate is not necessary. Leadership approaches were limited to a few individuals rather than the entire student body, thus hampering attempts to enrich the school climate. However, school leadership does reach the entire school's professional community.