EDUCATIONAL LEADERSHIP

Daniela, Muraru (Pahome)[1]

Abstract:

The issues presented in this article are aspects subsumed, in the psychoorganizational literature, to the concept of leadership. The knowledge society imposes a multitude of leadership forms: provisional leadership, strategic leadership, dynamic leadership, leadership by objectives and leadership by innovation.

The classification of the leadership forms has been realized taking into account the perspective, the orientation and the finalization of the leadership.

The choice of leadership forms presented has in view organizational efficiency.

The distinctive features of the institutions in the Romanian pre-university education system impose an attentive evaluation and adaptation of the leadership models emerged in non-educational contexts.

1. Introduction

The notion of leadership is polysemic, due to the fact that it has been a research object for several sciences.

The academic analyses have formulated over 350 de definitions for leadership and thousands of empirical investigations on leaders have been made, without having succeeded in establishing clearly what differentiates the efficient leaders from the inefficient ones, the efficient organizations from the inefficient ones (Zlate M., 2004).

„The definitions of leadership vary depending on the accent put on the leader's skills, his personality features, his influence relations, cognitive orientations vs. emotional orientation, individual orientation vs. group orientation, accent on Ego vs. accent on collective interests. Definitions vary according to their nature, descriptive or normative and by the accent put on behavioral styles" (Den Hartog and others, 2001).

By leadership one understands „the capacity of a leader, of a manager to determine a group of persons to collaborate with him in the realization of an objective based on their strong implication" (Păuş, 2006).

All these authors designate leadership as the interface between a leader and the personnel following him. At the basis of leadership „is the team spirit, which is the result of the integration of four processes: construction of trust among the persons involved; establishing a mission and clear goals to which the persons can adhere; unfolding participative decisional processes; strong, individual and group motivation, contributing to the realization of common goals" (Păuş, 2006, citing Cornescu, 2003).

2. Educational leadership

According to P. A Wasley (1991) as well, educational leadership represents „the capacity to encourage colleagues to change, to do things they would not usually consider without the influence of a leader".

The syntagms used to define educational leadership vary from educational administration to educational management and, more recently, to educational leadership (Gunter, H., 2004).

The dimension of leadership includes the concepts of vision, values and transformational aspect (Bush, T., 2015)

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[1] Drd. „Valahia" University of Targoviste, danapahome@yahoo.com

2.1. Forms of leadership

In psycho-organizational literature, numerous forms of leadership have been foreseen. The forms of leadership have in view their efficiency in the pre-university education system (Fig. no.1):
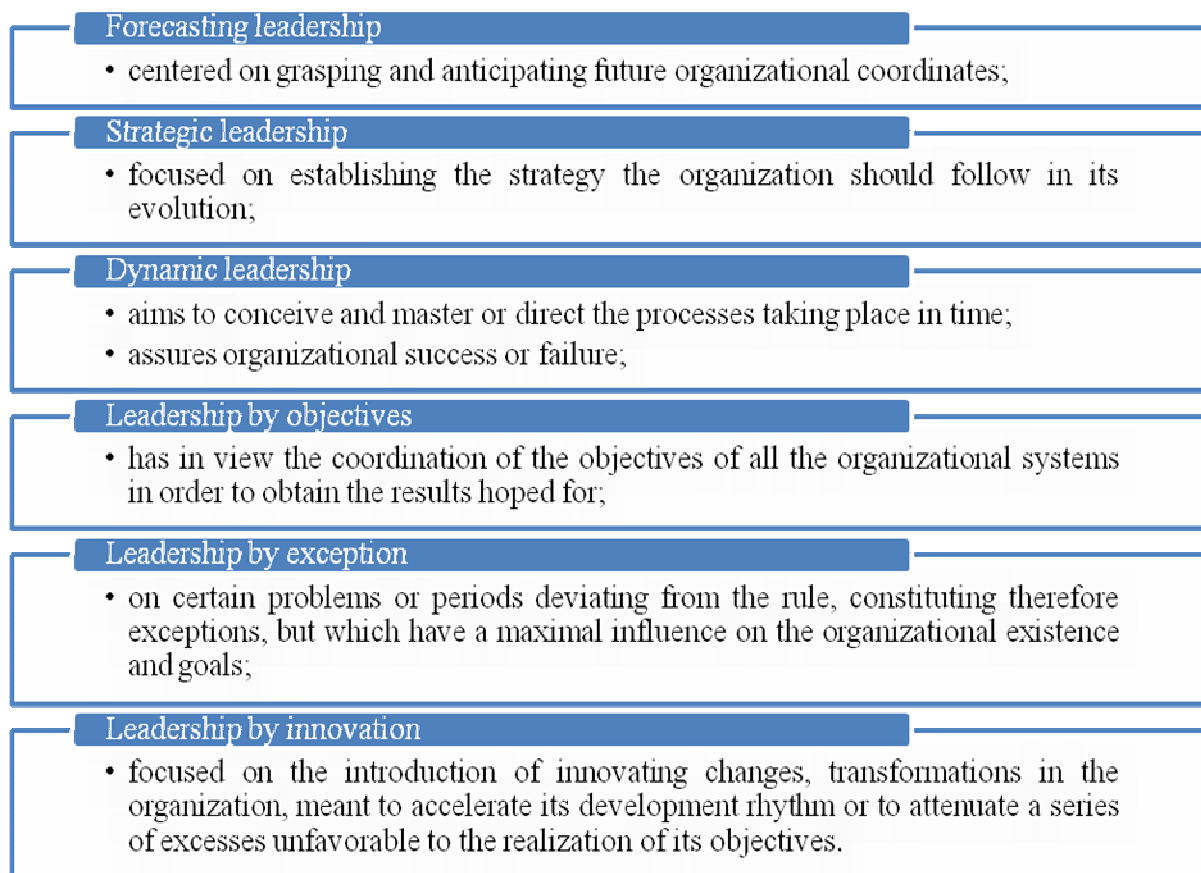
Forecasting leadership
- centered on grasping and anticipating future organizational coordinates;

Strategic leadership
- focused on establishing the strategy the organization should follow in its evolution;

Dynamic leadership
- aims to conceive and master or direct the processes taking place in time;
- assures organizational success or failure;

Leadership by objectives
- has in view the coordination of the objectives of all the organizational systems in order to obtain the results hoped for;

Leadership by exception
- on certain problems or periods deviating from the rule, constituting therefore exceptions, but which have a maximal influence on the organizational existence and goals;

Leadership by innovation
- focused on the introduction of innovating changes, transformations in the organization, meant to accelerate its development rhythm or to attenuate a series of excesses unfavorable to the realization of its objectives.

Fig. no. 1. *Forms of leadership*
Source: processed after Zlate M., 2004)

Numerous studies highlight, therefore, the positive role of leadership on operational performance by organizational involvement (Lowe, K. and others,1996), satisfaction and motivation (DeGroot, T. and others, 2000) reducing absenteeism (Judge, T. A., Piccolo & R. F., 2004), the quality of the collaborators results or citizenship (Wang, G. and others, 2011).

The authors define leadership generally as a process by which a person exerts an influence on others, in order to reach a common objective (Northouse, P. G., 2012).

One of the leader's fundamental tasks is to motivate subordinates and teams to realize important things (Grant, A. M., 2012) by promoting a virtuous circle of good practices permitting the mobilization of the individuals, their responsibilization, motivation, the restoration of the trust among the leader and the members of his team.

Educational leadership can also be seen and understood as improvement and extension of the teacher's professionalism by authorizing him to exert leadership, i.e. to manifest his leader skills in his current activity process, as part and parcel of it (Frost D., 2011).

The basic principles of educational leadership promoted internationally now are as follows (Fig. no. 2):

assuring a viable partnership between school and external agencies (continuing training centers, higher education institutions, representatives of the associative sector);

offering mutual support in leader teachers networks / communities;

consolidating a professional culture offering support and feedback to educational leadership;

opportunities for open discussions (values, strategies, leadership);

instruments for recording and highlighting reflections and plans;

instruments to exemplify and illustrate actions;

encouraging teachers to identify their personal development priorities;

facilitating access to relevant literature;

guidance in the domain of educational leadership strategies;

guidance to collected methods and data leading to change;

mobilizing organizational leadership to offer support;

offering professional framework to support teachers in documenting leadership activities;

opportunities to create networks outside school;

opportunities to construct knowledge based on the leadership activities;

recognition by certification

Fig. no. 2
Source: processed Frost D., *International Teacher Leadership Report*, November, 2011, p.11.

In the educational system, leadership is a multilevel phenomenon (Bliese, P. D., 2000).

Moreover, school institutions are in essence a system of multi-levels, being made up of chairs, commissions, services and interdependent individuals. These persons' behaviors and attitudes can influence the teams' functioning and results. Inversely, teams are contexts developing the teaching and non-teaching staff's attitudes and behaviors. Thus, studying the individuals without taking into account this larger context can lead to incomplete models and tendentious evaluations in point of relations (House, R., Rousseau, D. M., Thomas-Hunt, M., 1995).

„Activities undertaken on multi-levels allow highlighting the context surrounding the individual processes, especially when and where they appear. At the same time, they allow identifying individual features, behaviors, attitudes and perceptions contained and forming the collective level. Finally, this allows highlighting actions that ought to be undertaken by the actors, individually and collectively, to obtain organizational benefits" (Klein, K. J., Tosi, H., Cannella, A. A.,1999).

Considering these stakes, it is therefore necessary to rethink the leader's role in the educational system, because they occupy an ideal position for influencing individuals and work teams (Yukl, G. A., 2002).

Analyzing the theories dealing with approaching the leader from the perspective of educational leadership, we shall highlight the following definitions of the teacher-leader (Table no.1):

Table no.1. *Definitions of the teacher-leader*

Authors	• Definitions of the teacher-leader
P. A. Wasley (1991)	• Teacher-leaders have the capacity to inspire and encourage other teachers and colleagues in the domain to change and to start to reflect and get involved in activities they would not normally consider.
D. Childs-Bowen et al. (2000)	• Teachers become leaders when they function efficiently in the learning professional community, managing to: have impact on students' learning, contribute to school improvement, inspire to all the educational actors excellence in their activity and empower / responsibilize all the stakeholders to participate to the improvement of the educational process.
M. Katzenmeyer & G. Moller (2001)	• Teachers-leaders lead inside and outside the classroom. A teacher-leader is a member and active collaborator of the learning professional community. They influence the continual improvement of the educational process.
J. Murphy (2005)	• Teacher-leaders have influence outside the classroom as well and are autonomous in their own activity. However, they do not commit to managerial or surveillance activities.

To be able to exert his leadership attributes, the teacher is invested with power and authority.

Authority and *power* are two concepts that have received very many connotations.

Authority is described as „a relation with three terms instituted between a bearer, a subject and a domain" (Arendt H., 1997).

Referring to authority „…since authority always asks for submission, it is usually confounded with a certain form of power or of violence. Yet, authority excludes the use of external means of constraint; where force is used, actual authority has failed. On the other hand, authority is incompatible with persuasion, which supposes equality and operates via a process of argumentation. Where arguments are used, authority is left aside. Against the egalitarian order of persuasion goes the authoritarian order, which is always hierarchic. If one really has to define authority, then it must be opposed to both constraint by force and persuasion by arguments" (Arendt H., 1997).

The model offered by H. Arendt situates authority between power and persuasion, tacitly establishing a relation of a certain type between „authority bearer" and „subject" (Arendt, H. 1997)

To highlight the teacher's role in the educational process, one must make a distinction between the teacher as a source of authority and the teacher as a source of power.

Power and authority are two key concepts in approaching the control the teacher should exert.

The teacher-leader is the one who possesses epistemic authority. The sources of the power out of which the teacher can derive methods of influence are diverse.

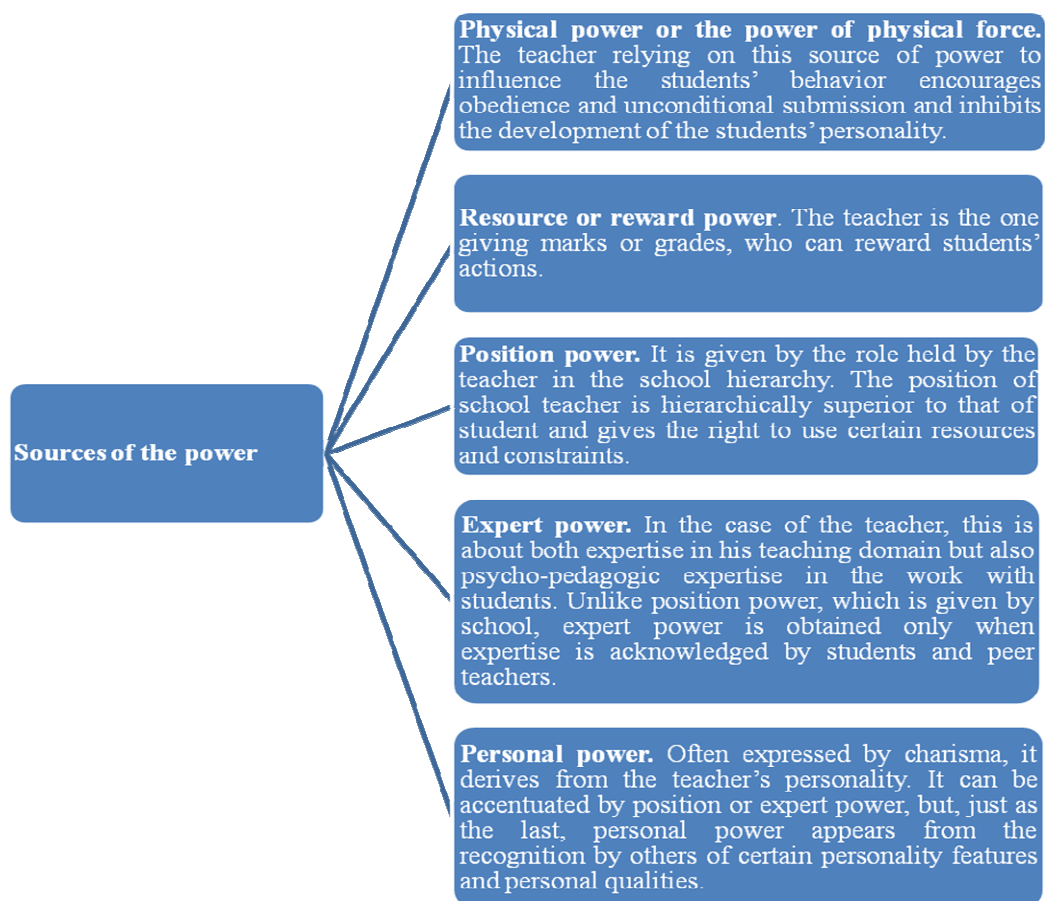Thus, among the best known, there are (Fig. no. 3):

Physical power or the power of physical force. The teacher relying on this source of power to influence the students' behavior encourages obedience and unconditional submission and inhibits the development of the students' personality.

Resource or reward power. The teacher is the one giving marks or grades, who can reward students' actions.

Position power. It is given by the role held by the teacher in the school hierarchy. The position of school teacher is hierarchically superior to that of student and gives the right to use certain resources and constraints.

Expert power. In the case of the teacher, this is about both expertise in his teaching domain but also psycho-pedagogic expertise in the work with students. Unlike position power, which is given by school, expert power is obtained only when expertise is acknowledged by students and peer teachers.

Personal power. Often expressed by charisma, it derives from the teacher's personality. It can be accentuated by position or expert power, but, just as the last, personal power appears from the recognition by others of certain personality features and personal qualities.

Sources of the power

Fig. no. 3. *Sources of teacher power*
Own adaptation after Baciu S., (2007)

Power sources give the teacher the possibility to use different methods of influence in class: rules and procedures, conviction, personal power.

S. R. Covey (2001) considers that „being honorable means having power" and proposes ten principles by which to develop a leader's honor and power: persuasion, patience, gentleness, willingness to learn, tolerance, goodness, sincerity, understanding debate, consistency, integrity.

Analyzing the roles of the leader teacher, we can notice the delineation of a distinctive portrait, referring mainly to the teacher's leadership activity.

N. Gehrke (1991) underlines the specific of the mission of the leader teacher:

• continual improvement of teaching in class;
• organization and realization of the analysis of the practical activity;
• transmission and promotion of the knowledge concerning curriculum elaboration;
• participation to decision making in school;
• providing continual training services to peers;
• participating to teacher performance evaluation.

A. Harris (2003), suggests that there are four distinct dimensions of the role of teacher-leader (Fig. no. 4):
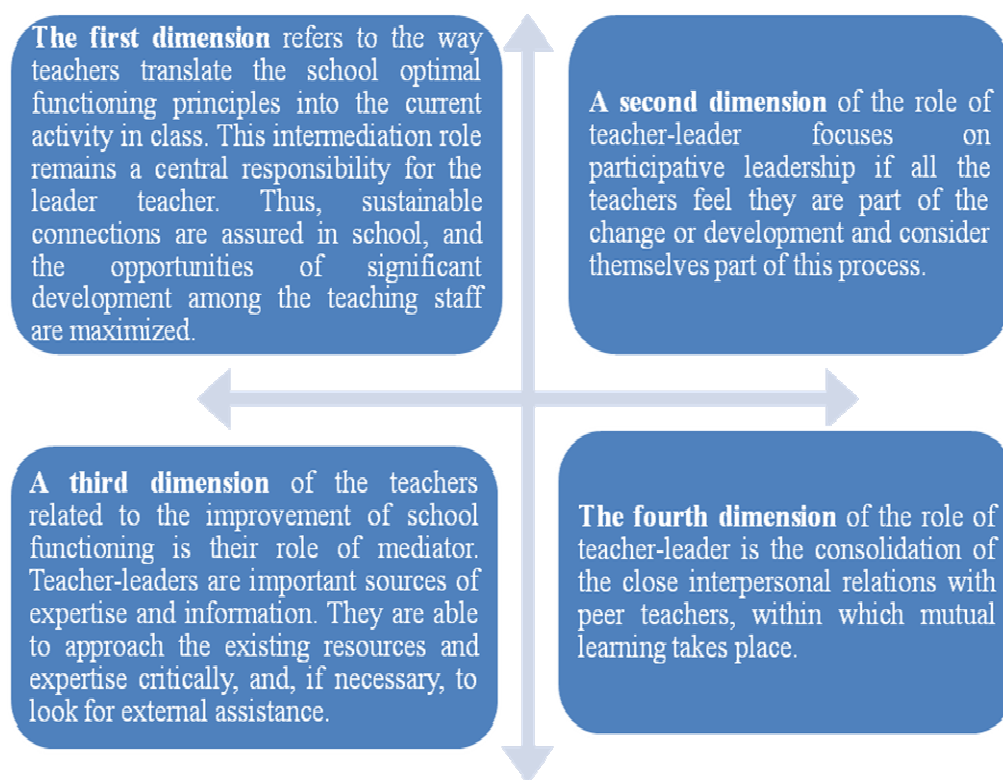
The first dimension refers to the way teachers translate the school optimal functioning principles into the current activity in class. This intermediation role remains a central responsibility for the leader teacher. Thus, sustainable connections are assured in school, and the opportunities of significant development among the teaching staff are maximized.

A second dimension of the role of teacher-leader focuses on participative leadership if all the teachers feel they are part of the change or development and consider themselves part of this process.

A third dimension of the teachers related to the improvement of school functioning is their role of mediator. Teacher-leaders are important sources of expertise and information. They are able to approach the existing resources and expertise critically, and, if necessary, to look for external assistance.

The fourth dimension of the role of teacher-leader is the consolidation of the close interpersonal relations with peer teachers, within which mutual learning takes place.

Fig. no. 4. *Dimensions of the role of teacher-leader*
Own adaptation after Harris A., 2003

The specialized literature states that educational leaders transform schools into learning professional communities, thus contributing to school democratization and improvement. The teacher-leader does not replace the school manager, but collaborates with him in order to make decisions concerning specific aspects of school policy (Gehrke N., 1991)

Teacher-leaders should be capable of collaborating and cooperating with their colleagues, assisting one another mutually in curricular and extracurricular activities, and discussing them later on in a constructive and professionally friendly atmosphere (Seashore Louis K., Marks H., Kruse S, 1996).

The teacher-leader inspires, intrinsically motivates the students, but also his colleagues, maintains the interest for what they are doing and for the values they promote and reward, assuming responsibility and initiative. By all the teaching strategies they apply, they promote meaningful learning and preparation for action. All these facilitate instituting an efficient mentorship system and a continual non-formal training. The respective activities stimulate individual learning and its extension on the level of the academic community, the influence on the changes on the level of the institution and of system. By approaching the teacher in his quality of leader and empowering him, we consolidate his professional status and continuing training becomes a natural process, a process the teacher is profoundly aware of, and intrinsically determined (Goleman D., Boyatzis R., McKee A., 2005).

The stylistic matrix of the activities these teachers are undertaking reflects the relation between leadership and pedagogy, although the phenomenon is not yet totally clarified.

The teachers' daily actions permanently call for making decisions.

A stylistic matrix is therefore necessary to delineate, by plaiting variables from several disciplinary fields. The combinations lead to eight educational leadership styles (Fig. no. 5.):

laissez-faire (permissive) style	• it is characterized by a permanent presence of the teacher inside the school organization, without his special involvement;
paternalist style	• is characterized by underestimating one's own exigencies in relation to knowledge, in general, and especially to thinking;
authoritarian style	• rigid, excessively directive, triggers demotivation.
autocrat-benevolent style	• neglects active participation.
purely formal style	• expresses the teacher's trust in the institutionalized normative framework, with its different reference levels (central, territorial, local);
friendly style	• promotes a pleasant and flexible matrix; in the context of an excessive permissiveness, this style can slide into non-functioning festivism, not structured as values;
manipulative style	• its accent falls on tasks and formative participation.
mediator style	• favors an efficient work climate; assures the permanent opening of the educational context towards self-improvement.

Fig. no. 5. *The style of the teacher-leader*
Own adaptation after Cristea, S.

A leader in a school organization, by his **personal features**, **hierarchic position, leadership style** and influence of the **external and internal factors** related to the organization in which he is functioning, **permanently acts in a difficult environment**. He is faced with a multitude of situations of diverse natures. By his **competences**, his **experience**, the leader acts and makes decisions that will influence his **performance** in the educational environment.

Conclusions

Leadership belongs to the sphere of the social influence phenomenon.

Leadership forms are classified according to: leadership perspective, orientation and aim.

Leadership activities contribute to the teacher's continual training, providing solutions to the different situations he is faced with, and assure the development of the professional skills in a natural context.

In the framework of all school organizations, considered social microsystems, one can meet persons exerting a certain influence, recognized as *teacher-leaders,* people formally leading the institution or people having the status of leader accredited by other peers but also by the respect and admiration of the community.

Educational leaders turn schools into professional learning communities, thus contributing to school democratization.

The teacher-leader does not replace the school manager but collaborates with him in order to make decisions on specific school policy aspects.

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