DISTRUCTIVE LEADERS AND THEIR IMPACT ON THE SECONDARY EDUCATION IN DÂMBOVIȚA COUNTY

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Abstract

To achieve performance, some leaders disregard the feelings and emotions of others. Also, they do not take into account the relationships that are formed. In many situations, they reject messages that do not match their views. This causes the failure of real goals. In the current educational environment there are not only constructive leaders (those who contribute to the achievement of the performance). The destructive ones are increasingly coming out and through their behavior generate the emergence of conflict situations.

This category of leaders present in schools inhibits their collaborators (colleagues and students), demotivates them, contributes to maintaining a permanent state of frustration. In many cases their behavior generates chaos in the organization.

The present scientifically elaborated study aims to highlight the existence and impact of the destructive leaders in the secondary education, and in this sense a theoretical and practical approach of the concepts takes place. The first part presents the stage of the awareness of the notion of destructive leader. In the second part we present the results of a survey applied to teachers in Dâmbovița.

Key words: leder, destructive leader

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1. Theoretical aspects

An effective leader must take care, first of all, of the impact of their states and behavior on those around them, those with whom they interact, they must always be: **optimistic, sincere and realistic** (Goleman D, 2015, pp. 142-146).

This can be an important source of stress. Psychologists believe that the onset of stress prepares people for the short-term crisis, which makes the body susceptible to more diseases (McCullogh E, 2003, p. 56):

- **intestinal pain;**
- **infections;**
- **sleep disorder.**

The destructive behavior of the leader is defined as being systematic, repetitive and it violates the legitimate interest of the organization. In the specialized literature, three types of destructive leaders are spoken about: (Posner B, 2010, , p. 45):

1. tyrannical;
2. derailed;
3. unfair.

This type of leader, destructive, is harmful, and this category includes those who have deceived, who engage in acts of violence, the bad people and those who cause crises, through a series of bad decisions. In the absence of constructive leaders, the destructive ones abound.

Destructive leadership has the following characteristics (Callan S, 2003, pp. 1-14):

- involves, rather, control and coercion, than persuasion and commitment;
- the destructive leadership has a selfish orientation;
- the effects of destructive management are seen in the organizational results that compromise the quality of life.

Specialists in the field have expressed concern about evaluating leaders who have the potential to exhibit destructive behaviors. In an attempt to define toxic leaders, finding a

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comprehensive definition is difficult because it is used to describe a range of dysfunctions, from lack of honesty, to cruelty.(https://jonestown.sdsu.edu/wp-content/uploads/2013/10/06-07-EdmondsDissertation.pdf).

2. Study on the destructive leader and the impact on secondary education
2.1. Purpose, objectives and hypotheses
Purpose of the research: to identify the perception of the teachers regarding the destructive leaders of the school

Objectives:

O1. Awareness of the existence of destructive leaders in the educational environment, but also their particularities;
O2. Observing the attitude of the teachers on the destructive leaders;
O3. Framing the link between school performance and the destructive leader;
O4. Highlighting the way in which the destructive leaders' behavior can affect the students.

Hypotheses:
H1: In the Romanian secondary educational environment, there are destructive leaders, and their main characteristic is tyranny;
H2: A very small percentage of respondents do not react to the destructive behavior of leaders;
H3: There is a direct link between school performance and the leader's behavior ;
H4: The destructive behavior of leaders generates a decrease in school performance.

2.2. Research methods, sample and instrument
This is a direct field research, a survey applied to the teachers from Dâmbovița county who work in the secondary educational environment. The researched collectivity - the teachers. The sample consists of 100 teachers from several high schools and vocational schools. Sampling method - non-random.
The selected instrument was the questionnaire (elaborated by the authors) because it has a high degree of objectivity and ensures a better interpretation of the obtained results. It was pretested on a group of 10 people. The pretesting has led to the elimination of unclear questions.
Only questions with a default answer were formulated, and thus a series of open and mixed questions were dropped.

2.3. Analysis and interpretation of results
1. Are there destructive leaders at school level nowadays?

Table no. 1   Destructive leaders

Answer	Percentage
Yes	100
No	-

The study participants unanimously confirmed that there are destructive leaders within the schools.
1. What is the main characteristic of the destructive leader?

Table no. 2   The peculiarity of the destructive leader

Answer	Percentage
Tyrant	60
Disloyal	20
Both	20
I do not know	

Over half of the respondents believe that the destructive leader has tyranny as its main feature.

2. Care este atitudinea dvs. în fața unui lider distructiv?

Table no. 3 Attitude towards the destructive leader

Answer	Percentage
I try to show them that they are wrong, but also the ways to change their behavior	30
I let them know that they are a role model for children	30
I ask the management to solve the problem	30
I leave things as they are	10
I do not know	

Of the respondents: 30% take the necessary steps to show them that they are wrong, 30% rely on the behavioral model, 30% ask for help from the management, and 10% do not intervene.

3. The behavior of the destructive leader has an impact on:

Table no 4. Impact of the behavior of the destructive leader

Answer	Percentage
Teachers' performance	10
Students' performance	10
Both	80
I don not know	

A considerable percentage of the respondents chose both the first and the second variant (80%).

The correlation between school performance and leaders' behavior is reflected in the table below.

Table no 5 The correlation between school performance and leaders' behavior

		School performance
Leaders' behavior	Pearson Correlation	**,876****
	Sig. (2-tailed)	,000

The previous table outlines the type and intensity of the connection between the items the behavior of the leaders and the school performance. For this purpose, Pearson's correlation coefficient was used, which denotes the existence of a strong and direct link.

4. How do you think the destructive leader's behavior is affecting the students?

Table no 6. The reflection of the destructive leader's behaviour on the students

Answer	Percentage
Regression in terms of individual performance	30
Class performance is diminished	50
There is a decrease in self-esteem	20

According to 30% of the respondents the behavior of the leader causes the regression of the school results, 50% are of the opinion that it diminishes the performances of the class, and 20 states that it generates the diminution of the self esteem.

5. What do you consider to be the most effective way to transform the destructive leader into a constructive one?

Table no. 7 Transforming the destructive leader

Answer	Percentage
Psychological counseling	50
Support from colleagues and the community	10
Accepting the fact that their behavior is inappropriate, problematic	40

Half of the respondents say that counseling is an effective way, 10% believe in the support of their colleagues, and 40% think of accepting the fact of having inappropriate behavior.

7. Express your opinion on the following statements

I am optimistic and believe that the ways of transforming the destructive leader into a constructive one are efficient.

Table no. 8 The level of optimism regarding the transformation of the leader

Answer	Percentage
Totally agree	50
Agree	40
Indifference	10
Disagree	
Totally disagree	

Most of the respondents are optimistic and think that these methods of action are effective.

Because in this case the Likert scale was used, it is necessary to calculate the average score.

P= (50*2+40*1+10*0)/ 100, a result of 1.4 shows agreement

The change will only yield if the person concerned is aware of its necessity.

Table no. 9 Awareness of change

Answer	Percentage
Totally agree	50
Agree	40
Indifference	10
Disagree	
Totally disagree	

90% of the respondents show a positive attitude.

P= (50*2+40*1+10*0)/ 100, a result of 1.4 shows agreement

Each school has the necessary resources to implement the change regarding the leader.

Table no. 10 Owning the resources needed to implement the change

Answer	Percentage
Totally agree	40
Agree	40
Indifference	20
Disagree	
Totally disagree	

80% of the respondents agree with this statement.

P= (40*2+40*1+10*0)/ 100, a result of 1.2 shows agreement

8. What is your gender?

Table no 11 Gender

Answer	Percentage
Female	75
Male	25

Female gender predominates.

9. In what environment do you live?

Table no 12. Environment

Answer	Percentage
Urban	30
Rural	70

Most of the teachers participating in the study are from the rural area.

10. In what environment is the school where you work?

Table no 13 The environment in which the school is located

Answer	Percentage
Urban	90
Rural	10

In the case of 90% of the respondents, the school where they work is located in the urban environment.

11. What studies did you graduate from?

Table no 14 Graduated studies

Answer	Percentage
High School	-
Bachelor Degree	30
Master Degree	50
PhD	20

Of the respondents: 30 graduated from the bachelor's degree, 50 master's degrees and 20 PhD.

12. Do you intend to attend a leadership training course?

Table no. 15 Attenting a leadership training course

Answer	Percentage
Definitely yes	30
Probably yes	40
Definitely no	10
Probably yes	10

70% of the respondents are willing to attend such courses.

The table below outlines the hypotheses made and the extent to which they have been verified or not.

Table no. 16 The hypotheses formulated and their verification / invalidation

Hypothesis	Description of the hypothesis	Verification
H1	**In the Romanian secondary educational environment there are destructive leaders, and their main feature is tyranny;**	*YES*
H2	**A very small percentage of the respondents do not take the attitude towards the destructive behavior of the leaders;**	*YES*
H3	**There is a direct link between school performance and leader behavior;**	*YES*
H4	**The destructive behavior of leaders generates a decrease in school performance.**	*YES*

It can be seen that all hypotheses have been verified.

Conclusions

In many situations, leaders in the educational environment are perceived as rescuers of organizations / institutions in crisis, but there is also a dark part of leadership, where they are not constructive. Thus, behavior that can lead to a state of stagnation or decline is ignored.

The ethical factor distinguishes between constructive and destructive leaders. Identifying them can cause behavioral disruptions at the organizational level.

The study carried out among the teachers from Dâmbovița county revealed that the current society faces a very important problem, the existence of destructive leaders. They are and will remain one of the causes of school failure.

All the hypotheses formulated in the beginning part of the present study were verified by means of the percentage of participants' answers, but also of Pearson's correlation coefficient.

The most relevant conclusions highlighted the fact that the participants would take on an attitude if facing a destructive behavior, and an effective way of transforming the leader into a constructive one is psychological counseling.

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