THE IMPACT OF THE CONCEPT OF LEADERSHIP IN EDUCATIONAL MANAGEMENT

Oprea-Valentin BUŞU[1], Valentina-Violeta DRAGĂ[2]

[1]Assistant, PhD, TSTD, University of Craiova, Romania, valentin_busu@yahoo.com
[2]Teacher school counselor, C.J.R.A.E. Dolj, Romania, valentina_draga@yahoo.com

Abstract

The proliferation of leadership policies in education, especially in secondary education, had a major role in transforming schools into complex organizations, with a major impact on the role of teachers and how they carry out their work. Thus, the concepts of educational management, training, leadership, have become very topical, imposing new coordinates such as excellence in education, the teaching act as an end and assuming responsibility for the needs, standards and expectations of the organization. Leadership is an art and a science. There are leaders in management positions who fail to have results due to the lack of expertise and proper management tools. On the other

hand, a manager that has no leadership qualities will always have problems with building and motivating a team.

Developing a school, seen both in terms of decentralization and about the needs and skills of modern society implies a direct and indirect development of the qualities and behavior of the manager, seen as a key element to the motivation and involvement of teachers. So, we talk about a successful leader. If a school is functioning, that does not mean that it is a successful one. It is important in this case the way it is run, the principles and values that are reflected in practice.

1. INTRODUCTION

The most common question that arises on the topic addressed is whether there are differences between management and leadership. What is the difference between a manager and a leader? Can any manager to be a leader? For these reasons, we have developed studies and theories on this topic and opinions are still divided.

Management is a process aimed at achieving the objectives (purposes) using resources: people, materials, space, time. Resources are considered inputs (input) in the process, and objectives are considered outputs (outputs), the success of good leadership (management) being given by the ratio between input and output, which shows the productivity of the organization.

Managers are individuals who, using a series of laws, principles, methods, depending on personal skills, strive to reach the set goals. The leader

is the one who by his personality can inspire others to improve their efforts to achieve a common goal.

There are leaders in management positions who fail to have results due to the lack of expertise and proper management tools. On the other hand, a manager that has no leadership qualities will always have problems with building and motivating a team.

The main difficulty in the management of schools is the complexity of variables involved: students, teachers, curricula, educational technology, partnership relations with other public or private institutions, etc., the new approach to leadership - human resources oriented rather than task oriented (Bush 2003).

2. CONCEPTUAL DETAILS

The literature on the subject uses two approaches to describe mutual relations between leadership and management. One of them perceives these phenomena as incompatible and assess them as either positive or negative, and the other supports the existence of a general agreement between leadership and management as processes that cannot be separated from each other.

Schools need leaders who envision to improve the quality and the outcome of the learning process, and are also effective in managing tasks in progress (Călin & Teodorescu, 2016; Agbo, 2017 Rajović & Bulatović, 2017).

Transforming a manager into a leader, according to Leithwood, is uniformly positive and the effects of applying his studies on some schools showed that leadership practices have a considerable influence on the cooperation leader-teachers, but also between the aspects of leadership and the change in the attitude of teachers towards modernizing the school and their behavior related to professional development (Bush 2003).

In addition to these factors, attention should be paid to maintaining a balance between professional and personal ambitions. A challenge in this regard is the ability to keep on the right track, as conditions change drastically over time.

It is also essential but extremely difficult to encourage the desire for change and modernization and the creation of a working team whose members complement one another.

Facilitating a collaborative environment, change oriented, where the teachers develop leadership skills and competencies by pursuing common goals and maintaining a democratic and collegial workplace is another prerequisite for the implementation of successful leadership.

However, facilitation strategies can create ambiguity and discomfort, blurring responsibilities and forcing employees to adopt new roles and relationships.

These give rise to emotions and great expectations, that may lead to initiatives related to human and material resources and to the fragmentation of collective vision (Conley 1993).

Strategic choices applied by leaders, as drawn in the specialty literature, are based on the following:

1. leaders should use flexible strategies;

2. leaders must balance the short-term and long-term needs of the organization;

3. strategic options should serve institutional values;

4. the same action can serve several strategies to implement a new direction.

The leader is the one who envisions the growth of the organization, and he is the one who solves the problems.

A leader can solve an ethical problem as follows: leaders must act and be willing to act based on a definite set of ethical principles.

One of the ethical principles is the anticipation of the consequences of each choice and thus try to identify its effects and how they influence the organization. The leader can re-evaluate ethical issues and examine the problem from different perspectives, being fully informed in terms of justice, morality, critics.

Schools need leaders with vision to improve the learning environment of the school system, as part of the functional school-based management (SBM). SBM involves a set framework school regarding pupils, teacher development, and the allocation of financial and material resources. An effective management system has an impact on the motivation and commitment of teachers to produce successful students, by facilitating a school management that is both appropriate to the context and to the needs of the school, to the development and implementation of plans to improve the school, to the establishment of fair and effective evaluation systems for teachers, to structure classrooms and schools according to school needs, to the building of partnerships with the community, and to ensuring that there are staff to support school functions of other departments (Smoląg & Ślusarczyk, 2017).

An effective management leads to the creating of learning situations, so that the students learn to be more than (inter)active, to engage motivated, responsibly, reflexively, individually, and / or through collaboration (Ștefan 2014).

Bülach C. Boothe D. and Pickett W. (2007), American education specialists, have identified some categories of frequent mistakes of school managers, the most common being:

- poor skills in human relations;

- poor interpersonal skills;

- lack of vision;

- lack of knowledge about training / curriculum;

- control oriented;

- unethical or lack of character;

- forgetting what it is like to be a teacher;

- inconsistency;

- show favoritism;

- judgment failure, etc.

Mistakes that can be included in the category of poor skills in human relationships are the most common.

Lack of trust and a careless attitude were the two most common behaviors associated with this category of mistakes. These two behaviors tend to go together.

Other mistakes are related to failure to give encouragements to employees, to delegate and the lack of compliments.

All these statistics show us that the manager's focus on the task and not on the human resource is one of the features that distinguishes a leader from a manager.

A clear vision is essential for determining the type and direction of change, but is equally important to ensure effective assessment of innovations and effective execution of other tasks at school. School success requires both leadership and management. Leadership and management are not the same, but both are important. Organizations with a supersaturation of management or with a shortage of management eventually lose their spirit and purpose. Organizations with strong and charismatic leaders whose management is bad, may have a measure of success at first, but will fail soon. The challenge in a

modern organization is to have a manager with an objective perspective and the vision and commitment created by intelligent leadership. Organizational effectiveness depends on the quality of leadership (Jarvis, 2016; DeBo'rah, 2016; Siminică, Motoi & Dumitru, 2017; Forte, 2017).

School managers can contribute positively to the effectiveness of school when they are ready and able to use their extensive knowledge of leadership to solve complex problems related to school, and build confidence through working relationships with school staff, parents, students and local community. Managers may have different and overlapping styles, including: management training, transformation and distribution, with each style having an influence on student outcomes but also on how teachers respond to their style of management. However, it is important for school managers to lead in a way that is appropriate to school culture and context, so they need to be offered training opportunities and support for their management, and that their performance is assessed by inspectors, and representatives of various forums to provide oversight on the quality of school management (Janmaimool, 2017; Frunză, 2017).

School managers who put strong emphasis on leadership training, are focusing on planning issues, evaluation, coordination and improvement of teaching to achieve positive results of learning. School managers should assess the performance of students and teachers and to lead them in a way that is responsive to cultural and educational strengths and adequate to the needs of students and teachers.

School is, as we know, a complex organization and when we come to examine the work commitments in such an organization, we understand that reference is made to teacher commitment to the organization. Commitment to school includes two dimensions: efficiency and consideration and is defined as

the intensity of the teacher involvement in school events (effective dimension) and its assessment of the school, which is the compensation for his stay there (size consideration).

Teacher satisfaction at work is an important factor. It is built on emotions, beliefs and behaviors. It is an important indicator of the feelings of the worker regarding his workplace. It may even be a tool for prediction of various behaviors, such as employee contribution level at work, absenteeism and even predict dropout (Cerban, 2016; Strechie, 2017; Zakerian, Sadoughi, Nabavi & Mahdi, 2017).

Employee commitment to work is associated with the satisfaction of the employee on his job.

The teacher's degree of involvement depends mainly on the manager, who works as a leader with a style, and who must implement creative ideas so that every teacher must feel that the institution where he is teaching is an essential part of his life. When a teacher feels personally responsible for student success, he will dedicate to his work. A happy teacher will make his students happy. The perception on leadership has changed over several years. Educational Leadership is a long-term journey which requires patience and tolerance from those responsible. The most significant long-term contribution of leadership is to protect and help people, institutions and organizations to develop (Popescu, 2002; Kot & Teodorescu, 2015).

The emotions of the manager as a leader regarding his role and the role of teachers will greatly influence their activity. Its role in a modern school is characterized by considerable orientation to task because of the multitude and variety of needs and demands of society as a multicultural society. A manager must, among other things, manage, plan, monitor, measure and evaluate and, in parallel, support students and their teachers in their educational social and

organizational tasks. Normally, engaging in multitasking affects the perception of the manager on its role and its mode of administrating the staff. His managerial style will directly influence the level of satisfaction among teachers, which in turn will affect his role to various degrees (Grabara, 2017). Therefore, it is no less important for school managers to support each other socially, morally and professionally.

When the atmosphere in schools is often measured, and is influenced by managerial style and involvement in decision-making, the work of teachers and their perceptions about the system and when management style is based on openness, trust, personal example and compensation staff, they enjoy more satisfaction. For a manager who is responsible for the direction, guidance and decision making, creativity is an important factor in generating a positive organizational climate.

3. CONCLUSIONS

Leadership is a process of exercising influence, as in persuading others to follow you. The leader must inspire and stimulate group members, convincing them to respect his vision, actions and ideas. Thus, he acquires trust and credibility, demonstrating an extraordinary ability to develop relationships, competence and integrity, an attitude of appreciation / valuing people and his relationship with them, paying attention to them and their problems.

Leadership is now a desirable/required attribute for school managers. In this context, the managers' self-confidence, generates optimism in others because the leadership is in direct relation with the power to influence people's behavior. Around true leaders, employees feel more competent and find work more interesting.

Some specialists like Gerald A. Cole (2004), believe that "manager" and "leader" are synonymous terms, using them alternately, but leadership and management, are distinct dimensions of executives: leadership means the ability to cause people to act; manager instead is the individual providing organizational objectives by planning, organizing and guiding the work. Most executives believe that leadership and management are two different roles but the most effective executives are those who know how to combine both. And because most schools today are more manageable and less driven, they need to develop their capacity to exercise leadership. We conclude that it is extremely important to pay more attention to orientating managers to obtain better results in leadership because the real purpose of an organization is to help ordinary people to accomplish extraordinary things.

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