

EDUCATIONAL LEADERSHIP AND GOVERNANCE OF EDUCATIONAL SYSTEMS

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Abstract: *In recent decades, the notions of leadership and governance have become invasive, polymorphic, and polysemous. Among other things, the interest in educational leadership has seen a surprising evolution in a short time. Educational management programs had to evolve until the departments themselves, and often their names, were transformed. It has also become relevant to examine the reality that this notion covers today. In education, some researchers suggest grouping all the management activities of a school within the notion of leadership. For others, everything is a component of leadership, including the context and the school environment. Thus, we can conceive three major phases in the development of the concept in education, which often remain present in hybrid forms: leadership as a personal attribute; leadership as a common process; leadership as part of a new governance of an education system. When it comes to educational success, researches show that teachers / teaching factors have a strong impact on student learning and educational success. Teachers are among the most important actors in influencing student success. Teachers' satisfaction with their relationships with school administration and human and material resources is positively linked to two well-known pedagogical practices to promote student success: teaching learning strategies and cooperative pedagogy.*

Key words: management, leadership, human resources, success

JEL classification: M12, I21, I25

Introduction

Organizational leadership is a team work of the organizational structure, it represents collaborative actions, delegation of authorities and maximization of organizational resources in parallel with strategic leadership, in particular (Scott et. Al., 2008), maximizing leadership capacity, especially in education. .

Diliello and Houghton (2006) encourage school leaders to be more innovative in their transformational leadership in a supportive work environment.

Sheinberg (2005) states that concerned leaders think in a strategic direction.

Organizational leaders need to realign their personal views with organizational philosophy, core values, norms, motivations, and interest in specific tasks and duties (Bess and Goldman, 2001).

In schools where attention has been focused, teaching and learning, training, extension and connections are becoming transformative for everyone.

Leaders need to communicate their vision to their subordinates.

Overall leadership effectiveness is based on clarity of communication skills in line with organizational purpose (Gilley, A., McMillan, 2009).

From a leadership perspective, the vision is "an ideal and unique image of the future." The organizational goal includes mission, vision, strategy, objectives, plans and task.

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Organizational leadership includes creative problem-solving skills and strategic thinking leadership that leads to viable organizational change.

Steinfeld et al., (2008) emphasized: organizational leaders need to build self-esteem. Educational principals need to adopt specific functional organizational roles. In addition, principals have a great responsibility to maintain good working relationships with their subordinates and students (Kenny et al., 2012). The essence of teaching effectiveness is to evaluate the individual abilities and solid judgments of the faculty in the academic organization. Self-efficacy refers to the personal beliefs of individuals who have the ability to learn and perform certain behaviours (Bandura, 2006). Judgments of self-efficacy of individuals differ in three interdependent dimensions: magnitude, power, and generalization. Size refers to the level of difficulty of the task that individuals think they can achieve. The power of self-efficacy refers to the level of confidence of individuals who can perform their specific tasks. The generalization of self-efficacy indicates how much an individual's judgment is limited to a particular field of activity.

Self-efficacy can increase individual readiness for change, employee engagement, and participation in connection with maximizing organizational leadership (Madsen et al., 2005)).

Increasing organizational and individual trust is considered an essential action in organizational leadership. Creating collaborative working relationships between administrators and teachers can both be interpersonal influences (Yukl, 2010). Trust is an interactive, collaborative management style that fuels the innovations that can be applied in the educational organization.

School administrators can establish a transformative professional development program that can facilitate academic standards among students through a variety of results-based and consultative educational approaches.

Mentoring and professional development programs for teachers are considered essential components of success in school operations. The mentoring relationship may be related to school rankings, future promotions, addressing gender differences, and expected job stability (Wasserstein, et al., 2007).

Darling-Hammond, L. et al., (2009) noted that the formal training acquired in the new teacher mentoring program can improve classroom management and improve teaching performance. Education systems must be based on quality training systems in academia, with good intentions for maintaining quality education in the community.

In a school, teacher productivity can be measured in terms of teacher performance. Teacher productivity can be assessed in terms of classroom teaching performance.

Empowered teachers are more motivated to perform their specific tasks, either in curricular or extracurricular areas.

High teacher morale could have positive effects on students' attitudes and learning, improving teacher morale not only made education more acceptable for teachers, but made the process a richer and more effective learning experience for students (Cooper, T. L., 2012).

The challenging responsibility of the administrator is to encourage their school to be more adaptable to the global educational changes that are addressing the learning students. The key to effective leadership is the ability to act in a timely manner in any complex situation.

The challenging responsibility of the administrator is to encourage his or her school to be more adaptable to the global educational changes that are addressing students who are learning. The key to effective leadership is the ability to act in a timely manner in any complex situation.

The importance of studying leadership style is due to the significance of the success of an institution and the achievement of the educational goal.

The higher productivity result in cross-sectoral jobs is access to new social networks and scientific and technical human capital efforts.

Competence means that individuals have the competencies that required employees to be more involved in their task in the organization. Four factors have a major impact on the retention of potential employees. These factors are: (fig. no. 1)

FACTORS WITH IMPACT ON EMPLOYEE RETENTION	•global demographic and economic trends
	•increasing the mobility of people and organizations
	•transformational changes in educational environments, skills and cultures
	•increasing levels of labour diversity

Fig. no. 1 Factors impacting employee retention

Review of the literature

In recent decades, the notions of leadership and governance have become invasive, polymorphic, and polysemous. Among other things, the interest in educational leadership has seen a surprising evolution in a short time. Educational management programs had to evolve until the departments themselves, and often their names, were transformed (Pelletier, 2009; Oplatka, 2010; D'Arrisso, 2015). It has also become relevant to examine the reality that this notion covers today. In education, some researchers such as Leithwood (2012, 2013) suggest grouping all the management activities of a school within the notion of leadership. According to this researcher, management is too associated with the status quo, while leadership is associated with change, which he considers more noble. For others, however, everything is a component of leadership, including the context and the school environment.

The notion of leadership deserves to be rediscovered, being developed to better differentiate the respective and complementary contributions of management and leadership practices. It has its own historical framework and covers different realities that overlap or collide. Thus, we can conceive of three major phases in the development of the concept in education, which often remain present in hybrid forms.: (fig. no. 2)

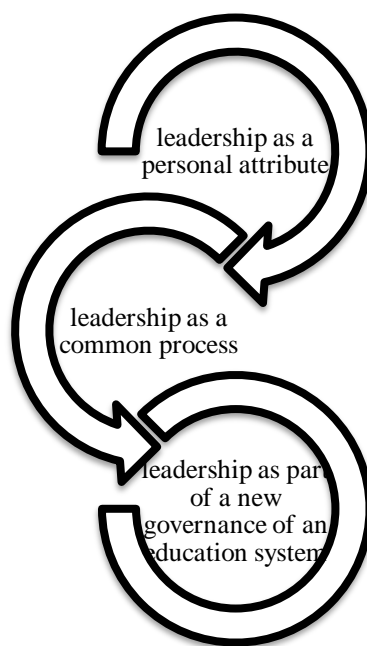


Fig. no.2 Representation of the phases in the development of the concept in education

1) Leadership as a personal attribute

Studies on the art of driving are numerous and diverse, and the notion of leadership is part of this trend. Etymologically, "leadership" is composed of the words "leader" and "ship", and derives from English to lead, which means "to lead" and, upstream of the English term from a Germanic verb derived from a noun, "Convoy". The suffix -ship associated with the word "leader" is related to the old Germanic root skap, which means "to create, to model", which is found in English to model, "to form, to shape" (Le Robert, 2000, p. 1195-1196).

From the beginning, the word "leadership" therefore expresses both the art of leadership and the art of creating forms. Consequently, directing is also an aesthetic activity. Many research papers have addressed and still address the personal and aesthetic dimension of leadership; this is especially the case for research that has been dedicated to the initial and ongoing training of leaders, the skills to manage change, the development of innovations, the "art of leadership" in complex situations, etc. Historically, various theories of leadership have approached him primarily from the perspective of a personal attribute.

2) Leadership as a common process

Theories dedicated to transformational leadership have attracted special attention in education for their contribution to change and reform. Very early on, Michael Fullan (2010) was probably the one who focused most on the interest of the contribution of transformational leadership in educational change. But a decade earlier, Leithwood and Jantzi (2000) noted some of the effects of this type of leadership on the collective functioning of the school and its potential contribution to the commitment to leadership and governance of education systems: a plural vision of students for success.

We can hypothesize that transformational leadership theories are the ones that have gradually contributed to the interest in leadership as a process and its decline for "distributed leadership" or "shared leadership." Some papers refer more specifically to participatory management, collaborative work, sharing the exercise of authority and influence.

Some believe that the notion of leadership approached as a process would contribute to student success. The subject has been widely debated in recent years. Several contributions to this thematic issue refer to this. It is important to note the importance of systemic

leadership, so that each leader in education pays attention to the development of other sectors of the system that are not under his responsibility. This has been taken over, among other things, by certain education systems that have had policies that encourage strong competition between their institutions to mobilize as many resources as possible or even to select the best students (Pelletier, 2016). The notion of leadership, approached as a process, is often associated with an attempt to determine what are the contributions to the academic success of the "effects" of classes, teachers, school administrators, school boards, ministry and more ... Some leadership practices have effects on the success of students, especially local supervision, as is the case with school principals.

3) Leadership as a component of a new government

Leadership in education is increasingly focused on the need for a collective dimension of leadership in schools with more autonomy (current of shared or shared leadership) and shows that the commitment of each of the educational actors at the institution level can have an impact on success. students, even on the overall improvement of the system. This notion of leadership thus approached focuses more on establishing the conditions that best promote student learning than on the hierarchical functioning or personality of a single leader. How does this translate for teachers? Is there a specific leadership for this profession, located at the heart of students' learning problems, but which are often retained individually? Are all existing or future leaders teachers, do they really want to be and have difficulty being like that? How to develop this leadership and connect with the professional development of teachers?

Research methodology

Educational challenges require a training system for a leader to adhere to administrative functions requiring an increased emphasis on maximizing organizational leadership capacity in academia (Safferstone, 2005). A qualitative research design was used to investigate and fulfil the purpose of this study. The design of the qualitative research was used to independently examine the relationship between the leadership indicators of school principals and their role in maximizing the organizational leadership capacity within the schools they lead.

This study has significant contributions for executives in terms of maximizing organizational leadership capacity. Maximizing organizational leadership capacity encourages school leaders to be more innovative in their transformational leadership in a supportive work environment. Principals can find significance in the study as they improve their educational qualifications and understand their roles in evaluating organizational systems.

The qualitative method was designed to examine the leadership of principals in maximizing organizational leadership in school management operations. The leadership of the directors was followed in terms of clarity of vision, working together and mentoring.

Result

Teachers' vision of leadership is based on influence and interactions rather than power and authority. Indeed, this leadership is not necessarily linked to a role or responsibility of teachers, but to a collective action for pedagogical purposes, an action that includes formal and informal dimensions.

Many works in the literature focus on the evolution of the missions of school principals, who focus especially on their role as agents of change or promoter of pedagogical leadership, which adds to the other missions (management, responsibility).

There is a link between the quality of the teacher's teaching and the country's economic performance. Hence the idea of promoting excellence in teaching through continuous improvement, recognition of teachers' professional knowledge and increased participation of teachers in decision-making regarding their work in the classroom and at

school, as an isolated teaching culture does not seem to encourage the professionalism of teachers. Thus arose the notion of teacher leadership.

The leadership activity then moved to a collaborative approach of school management, which implies that most teachers develop leadership responsibilities in their institution. Teachers are in the best position to exercise leadership that is not based on and influenced only by indicators, such as school management.

There is no completely clear consensus on the definition of teacher leadership in research, which is quite rare on this specific topic. Definitions indicate two objectives of teacher leadership, sometimes focusing on one focused on student learning or other on the other focused on teacher professional development.

For Muijs and Harris (2006), teacher leadership is "the ability of teachers to exercise leadership in and beyond the classroom, to improve the teaching-learning process." They indicate five dimensions of teacher leadership that take place at the school level: (fig. no. 3)

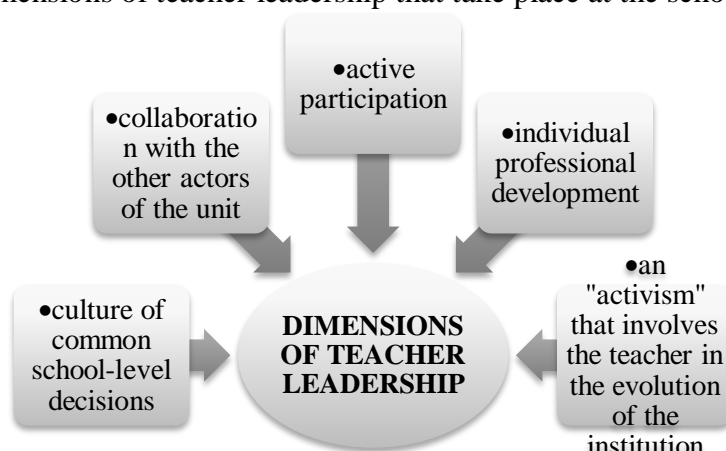


Fig. no. 3 Representing the dimensions of teacher leadership

The leadership of the teacher must be understood as the influence that the teacher exerts on his colleagues, principals and other members of the school community for the "positive transformation of the educational and work dynamics of an institution". It differs from the leadership seen as the influence of the teacher in his class on his students, considering the class as an autonomous learning community, which I call rather "didactic leadership".

To further conceptualize the notion of teacher leadership, York-Barr and Duke (2004) proposed a three-dimensional model of teacher leadership, the "Teacher Leadership Learning Conceptual Framework", which takes into account three dimensions: (fig. no. 4)

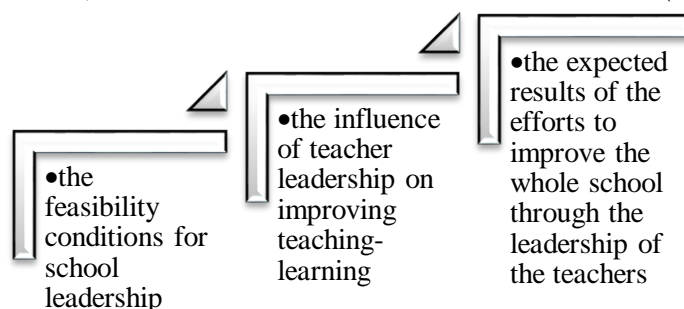


Fig. no. 4 Representing the notions of teacher leadership

In recent years, the notion of governance has not been used to refer to new practices to be implemented in both public and private administration. In education systems, these new

practices call into question in particular the relationships that need to be reviewed between central government, intermediate structures such as school boards / councils and schools and training institutions. This component therefore contributes to the analysis of educational policies, but also to the ethical evaluation of the exercise of authority and its practices in educational settings.

Leading and implementing structural reforms

In this paper, leadership is understood as the ability of an individual to:

- to have a clear view of the progress of his or her organization or country,
- to define and implement precise global and intermediate objectives,
- to withstand obstacles of any kind that could weaken or destroy the process undertaken,
- to overcome, if necessary, any obstacles raised by lobbyists seeking to maintain the status quo or to keep their private interests to the detriment of the majority.

In carrying out large-scale structural reforms, different attributes may be attached to management depending on the nature of the objectives to be achieved, but also on the extent of the constraints or obstacles to be overcome..

Indeed, new research suggests that the most effective executives use a collection of distinct leadership styles, each to the right extent and at the right time.

The managerial leader

The leader of the directive leaves little room for initiative. It sets out the actions to be taken without explaining the big picture. He expects immediate execution and controls what is being done. He tends to manage his teams on the scale of concrete tasks (micro-management) rather than looking at the big picture (macro-management). He gives orders that must be obeyed. The advantage is that he has control, leads his teams and can make quick and concrete progress if he is well followed. This management is optimal in case of crisis. The main disadvantage is that if used incorrectly, for example used exclusively and with too much energy, this style of driving generates passive resistance from employees. Moreover, this leadership style does not work when faced with more complex tasks, especially those that require initiative or creativity. In addition, it is often necessary to emphasize that this leadership style has a negative effect on the climate and the intrinsic motivation of the teams, especially when the latter no longer feel the confidence of their leader and no longer understand the meaning of their work.

The leading leader

The main leader expects excellence. He provides an example of a high level of performance, always more and better, and expects the same standard from his teams. He sets the pace, the teams follow. He lacks patience with those who do not perform. Like the leader, he is more focused on tasks than on the big picture (according to the slogan: Look at me and do as I do). On the team's climate, the effect of this style is rather negative on the whole, in the sense that only those who manage to follow the leader can keep their full motivation, while others risk being discouraged, demotivated with the impression of not being tall. Therefore, if he is followed, he gets the results he expects from the teams. In addition, another disadvantage to this style of driving is that it often takes over tasks on its own (the only guarantee of having exactly what it wants), hence an increase in work. It does not promote the development of team skills.

The visionary leader

This is a more mobilizing, more charismatic leader. The visionary leader revolves around a vision. He has the art of communicating an inspiring vision for everyone. Unlike the managerial leader and the leadership leader, he favours an overview. He explains to his teams

the meaning, vision and course of action. He relies on his managers to take care of the "how" and the implementation of his vision. This type of leadership has positive effects on the team climate due in particular to the charisma and empathy of the leader. This style is suitable to pave the way and make sense of changes in the state. On the other hand, this style of leadership seems more populist than effective in times of crisis, when it is necessary to act quickly and be more directive. The requirement, in this case, would therefore be to be able to transmit and use a management that knows how to translate this vision into action.

The collaborative leader

This is a leader who believes in harmony and seeks cohesion. Promotes interactions (discussion, working together) and understands the needs of the team, which they seek to meet. He is able to organize teambuilding seminars and extinguish all conflicts. This leadership style has a positive effect on the team's climate because it strengthens the motivation and confidence of employees, at least in the short term. This leadership style strengthens team cohesion and gives everyone the means to work in the best possible conditions. It is suitable for easing tensions in a team, supporting motivation in difficult times. It allows a team of experts who usually work separately to work together. The collaborative leader thinks only in the team.

The participatory leader

This style of leadership seeks consensus through democratic means. A peacemaker and a good listener, he invites everyone to his ideas. It calls for an open, dialogical attitude. This leader rarely decides without first hearing other opinions. This leadership style enhances creativity and collective innovation. It is best to get unanimity or commitment or to gather ideas from valuable collaborators, especially when the leader is the new manager of a team. The participatory leader invests in people. Spend time with them and help them develop their strengths and weaknesses according to their professional goals. He pursues the autonomy of each and the construction of competent teams. It aims for the long term, taking into account immediate goals. This style is optimal to help employees to improve their productivity, to develop their resources, to be more efficient in autonomy. Listening and goodwill are needed, as well as confidence in each person's ability to improve.

Conclusions

As a result of the above development, an effective leader should naturally take an eclectic approach to capitalizing on the best aspects of each leadership style discussed above, including: the ability to attract and retain a group of followers, and dedicated followers; the ability to mobilize the participation of supporters, but also of non-partisans, and therefore to communicate well; the ability to identify, in appropriate circumstances and times, opportunities for change; the intelligence to simulate the perception that others or the public have of the relevance of his actions.

The fact that a reformer reveals the qualities of an effective leader does not automatically guarantee the success of a structural reform to be implemented. Indeed, the development of large-scale structural reforms, which should lead to major innovations and institutional changes, are difficult commitments to achieve, a country that has gone through security crises, political tensions and severe macroeconomic shocks. quite significant in terms of longevity (armed conflicts, political instability, explosive external debt, hyperinflation, robbery, etc.). Whatever the qualities of the leader, the contemporary experience in both developed and developing countries leads us to retain a few additional conditions that can strengthen the chances of success of a reform, including here we can be inspired.

A good reform must be clear, legible and transparent, the results must be known and displayed. Dissemination of information on the objectives of the reform, the means taken to achieve it and the results obtained, is crucial both for supporting the reform and ex-post for the credibility of the reformer. For a reform to be transparent, it must be evaluated.

Monitoring and evaluation criteria are absolutely essential for the success of a good reform, as they allow it to be redirected if necessary or adjusted instantly.

A good reform must adapt to the cycle. Unpopular reforms are carried out in developed countries in times of recession and rarely in periods of growth, when it should be the other way around. Good reform should aim to make macroeconomic objectives, in particular macroeconomic stability, compatible with the implementation of a minimum safety net. A good reform must be cross-cutting, in line with previous reforms, and carried out over time, subject to certain changes suggested by its assessment. The reform needs to be adapted to the macroeconomic situation and the changing institutional context. Empirical evidence shows that reforms succeed where institutions work well. In this context, the implementation of structural reforms will require a more determined and visionary nature of the reformer, who must foster long-term horizons and withstand the various pressure groups working either for the status quo or to keep their interests private. to the detriment of those of the majority.

The idea of the "Renewal of Education" reform is to move from a bureaucratic model to a model of mobilization and decentralization, in particular by giving more autonomy to the units. Five aspects are preserved: increased room for maneuver; decentralization of work organization, support of pedagogical expertise of teachers; strengthening the links between the school and the school board; didactic management of principals. It seems that a condition for the successful implementation of these elements is the "sharing of leadership within the educational community." It is about giving more space to teachers and creating a "culture of continuing education". The reform clearly provides for distributed leadership.

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