

## SCHOOL PRINCIPAL AND LEADERSHIP TYPE

**Mirela Karabina**

University of Tirana , Faculty of Social Sciences, E-mail : mirelakarabina@yahoo.com

### **Abstract**

The study presents a description of the concepts of leadership, management, the importance of school leadership and effective leadership type that creates positive working atmosphere. Survey questions raised were: What do we understand with school leadership and management? What is the importance of school principal? Which leadership type creates a positive principal- teacher relationship and positive working attitudes? This study is primarily a qualitative research study which utilizes a deductive method in drawing conclusions. The critical review of literature has answered questions raised. The findings of the study were: (1) leadership is a discussion of mission, direction and inspiration , whereas management involves designin and carrying out plans, getting things done, working effectively with people, (2) school principal is the primary role of creating a positive climate, (3) according to Burns, Bass, Leithwood theory, transformational leadership type creates a positive climates and teachers job satisfaction. The direction's orientation should be based on result and relationship. Some recommendation includes: school principal must find support from educational structures to successfully realize their work; teachers should receive training for their professional growth, which will affect the quality of relationship; new legislation should be applied and facilitates the school principal with the leadership and management autonomy.

***Keywords:** school principal, leadership, management, leadership types.*

### **1. Introduction**

School leadership is a priority issue that plagues researchers and stakeholders involved in education, reforms are associated with. "Leadership is not mobilizing others to solve the problem, because they know how to solve, but they help them cope with the problem, which is not successfully resolved "(Fullan, 2004. p.1).

Leadership is a term that has attracted many researchers. In the dictionary has several definitions for the term leadership. Many adjectives to determine the type of leadership as learning leadership, constructive leadership, moral leadership, cultural leadership, the main leadership (Gooleman; cited by Fullan 2001). Many researchers have defined it as a process that leads others to achieve objectives, others distinguish "a manager does the thing right; a leader does the right thing".

In these last decades, not just our school but also school in the developed western countries is facing fundamental changes to the curriculum, the role of students, teachers, teaching strategies,

teacher training. The role of the leader, approach toward him has changed along with developments and changes in society. School principals are facing today with more demand and responsibility than before (Fullan, 2001). Everything in the school is led and organized by the principal: staff, curriculum, methodology, teaching techniques, extra curricular activities, and non-teaching staff. Efficiency depends on the efficiency of school leadership; ability, personality, interaction with stakeholders, leadership type... In our practice, the leader is seen as a major figure in the school, but professional experience (Fullan, 2001, 2004, 2010; Leithwood 2004,2006,) provides analysis and reports, where the role of school leaders is primary.

Social development in our country during this 23 year period is associated with changes in the education system. Changes and attention are focused on teaching, classroom interaction, teacher professional development, system change, mature exams state. Leadership type, effectiveness of management were not part of the analyzes and studies. The importance of school management, current issues, lack of research in our country on the leadership type has been the starting point for this study.

### 3. Key concepts

Oxford Dictionary defines leadership and management:

Leadership (noun)-the position of being leader of a team, organization etc. Burn took over the leadership of the party.

Management (noun)-the act or skill of directing and organizing the work of a company or organization.

#### *The concept of leadership and school leadership*

Contemporary literature and studies bring multiple definitions for guidance. Leadership is a relationship “between leaders and followers impactful targeting the real changes and outcomes that reflect their common goal” (Daft, 2005, p.5). Burns called "running as one of the most studied phenomena and less accessible to the earth" (Burns, 1978, p.2). Leadership is often regarded as a critical point of success or failure of the organization (Bass, 1990). ). Cuilla 1998 (cited by Boulen 2004) defines leadership as a complex relationship of trust, obligation, commitment, emotional and split vision for things mira.Yulk (2002) defines leadership as a process that carries a person or group over others for structured activities and relationships in the group or organization (cited by Bush in 2013).

School leadership is specific. Marzano (2003) sees leadership as the only aspect more important in school reform, and claims that it is vital to the preservation and improvement of the school, Leithwood (2006) makes a simple definition of leadership calling leadership and influence. According to his goal of stability is called "management" and that is the goal of improving management have a synergy relationship that play a significant role in the success of the school. Burke (2008) defines leadership as vision, change, its influence, intuition, and persuasive skills presentative reward people for doing the work and providing opportunities to learn new skills.

#### *The concept of management*

Leadership is a process, while management involves designing and carrying out plans, getting things done, and working effectively with people (Fullan). According to Kruger and Drucker management is about 'doing things right' (cited by Nano 2003). Management is a process of planning, organizing, leading / activating and controlling the activities of organizational members, neither well nor ensuring efficient and effective utilization of organizational resources in order to achieve the set goals organizational (Kroom, Freeman and Gilbert). Burke (2008) defines management as, assignments, setting objectives, utilization of organizational resources efficiently and effectively, reward people with money, titles and promotions. (p. 192). Clarke (1996) summarizes the responsibilities and tasks of management and leadership nor the planning and budgeting; organizing and staffing; controlling and problem solving; neither well nor ensuring predictability and order.

#### 4. School principal

At the heart of the school is the leader who focuses on the development of cognitive skills of teachers, community professionals, coherent programs and technical solutions. "In our day, doing nothing as steering is a big risk, but worth it to take over this risk worthwhile "(Fullan, 2004. p.3). School principal (Pascu, 2003) plays in several positions; bureaucrat's leading teaching and good management, he makes connection with what is said in school activities to be coherent. Contemporary concept (Mita, 2004) of school leadership is: visionary leadership, visionary leader. Fullan defines the scope of work as a head movement for change "... a way to move and change direction, creates the possibility that new things happen and very good" (2010, p.9).

School principal plays a role in product motivating teachers, helps to maintain a positive atmosphere and tone of the school's effectiveness (Bush 2011; Leithwood 2004, Hallinger and Heck 1998). The leader should possess some skills, which are being used by the situation and determine leadership type. Three personal characteristics must have leader today by Fullan: energy, enthusiasm and hope. An effective leader makes his employees to cope productively with difficult problems. He is hopeful. Enthusiasm and confidence of managers provides a daily confrontation and interaction with the steering components (Fullan, 2004). School principal must be a good listener and communicator, visionary and collaborative support for teachers, students and parents (Aliccka 1998, Mita 2004, Fullan 2001). Senge (cited by Fullan 2001) highlights the importance of seeing the leaders as the man who leads a group of people not ignorant, but they are planning, managing and teachers. Decision making (Aliccka, 2006) is a complex process, not the property of the principal, but must come as a corollary of giving and receiving information. Elmore (2000) underlines the importance of the personality traits of leaders and leadership where responsibility is distributed. In his emotional leader may have more success in school quality. Collegiality (Elmore, 2000) is effective with the head teacher and school performance affects, when activities of achievement of goals and objectives going into teaching function.

School principal (Fullan, 2001, 2004,2010; Aliccka 1998, 2006; Leithwood 2004) is centered between external and school people. Using (Alicka 1998, 2006; Karameta 2002) with the efficiency and effectiveness of human resources using a suitable style, brings realization of the objectives effectively and creates a positive environment. In a six-year study of the University of Minnesota and Toronto, where he includes 180 schools in six states, the researchers reported;"

Till now we have found no school, where improving student achievement have had a lack of talented leadership" (The Wallace Foundation, 2012, p.3).

Hallinger & Bickman & Davis (1996) in their study confirmed the suitability of the role of the effectiveness of school leaders in a conceptual framework that sets the behavior of the leaders in the school context and its environment and evaluates the effect of direction in student achievement through intermediate variables. Many scholars believe that the leader influences on student learning through interaction with teachers and shaping organizational characteristics. (Hallinger & Heck 1998).

The leader inspires challenges, is neat, and encourages others to follow them to meet common objectives. Results of engagement and effectiveness of a leader are; made many good things and less bad. The effectiveness of the school is associated with effective leader. Leadership is a dynamic process that must be studied, is an interaction between leaders and his followers.

### **Theories of leadership. Leadership Transformational Type**

Leadership plays a key role in the effectiveness of change in education. It is one of the factors that makes the difference between success and failure (Bryk, cited by Fullan 2001). School leadership has a specific that makes it more complicated. Fullan (2001) will list four ways in school which leadership is complex: (1) we are seeking the changes are deeper than first thought holder shall; (2) such even, there are a number of dilemmas in deciding what to be; (3) one needs to act or situations differently in different phases of the change process; and (4) advice comes in the form of guidelines for action, swimming steps to be followed.

Five important components for leadership are listed by Fullan: (a) *moral purpose*, means acting with intention of making a positive difference in the live of employees, customers and society; (b) understanding change, it is essential for leader to understand the change process; (c) building relationship; (d) knowledge creation and internal; (e) coherence making (Fullan, 2004, p.4).

#### *From "great man" theory to transformational*

"Great Man " Theory Train (1900's-1930's); this theory is based on the belief that leader is an extraordinary man with innate qualities to a lead. In the early twentieth century "leader is seen as the man most wise and powerful that can be operated, managed and operated control which has been perceived as less complicated and more uniform" (Boynd 2002, p. 117).

Behavioral Style Theory (1940's-1950's); this theory focuses on behavior leaders rather than on quality.

Situational Leadership: This approach based on specific Situation

Contingency Theory; according to this theory is the concentration on the random situations.

#### *Transactional, transformational leadership type. (Burns, Bass, Leithwood)*

Burns (1978) described followers and there nor inspiring each other leaders to achieve "higher levels of morality and motivation" such as justice and equality "(p.20).

He conceived of as a transformational leader; Bringer of change, solving situations, motivational potential reach of followers, satisfy higher needs, recognize competition and conflict.

While transactional leadership: "... occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things" (page 19). Burns described as

leading interactive leader who is interested in the relationship between leaders and followers as an interaction that share their values and no changes occur immediately. Workers in these organizations are willing to accept the decision of the directors on their behalf.

Transformational leader develops decision along with the staff in place to tell them what to transform, according to Burns, then the collective capacity increases. This approach integrates personality traits, behavior and impact strength. Burns was one of the first scholars to claim that real leadership not only creates change and achieves goals within the environment, but changing people involved in the actions necessary but even better: both followers and leaders are ennobled. An transactional leadership has to do with everyday practices; labor management, tasks, skills and individual opportunities, individual needs and values, which affect transactional daily

Bass (1985) based on empirical data of Burns built his work to ascertain the validity of transformational leadership and interactive. He studied transformational leadership type including social change.

Bass transformational leadership conceived of the four components; (a) the charismatic leader or idealized influence includes leaders who are admired, trusted, respected by subordinates, take risks and look for moral and ethical standards, act as a model for their subordinates; (b) inspirational motivation challenge appears when the driver generates, displays strong commitment to the objectives, has high expectations and cultivate the spirit of team work to subordinates; (c) intellectual stimulation occurs when subordinates publicly criticized not encouraged to be creative, to discuss assumptions, to solve the problem, to change the old methods and cope with new solutions; (d) includes individual considerations as mentor leader who cares for the needs of subordinates and recognize individual differences. His model includes three interactive dimensions of transactional leadership. Leader urges collective vision and motivation of staff members to achieve an excellent performance (Bass, 1985). Transactional leadership emphasizes the relationship of leaders with followers, focuses on the mutual benefits of a "contract", through which a leader provides rewards in recognition of the commitment and loyalty of employees. According to Avolio & Bass 2002 (cited by Lewis et. al., 2011) good leaders use more transformational leadership than transactional, but used together are effective.

Based on quantitative and qualitative analysis in schools, Leithwood (2004) will examine changing school leader. According to his theory of teaching leader met the requirements or expectations of the public in 80-is. After '90 the attention of researchers focused on a transformational leadership. In this new conceptual framework, leadership is not focused on the curriculum but in vision, organizational capacity building. Leithwood and Jantzi brought experience based on empirical data, in which successful managers indicated that they had used the mechanism of motivation and involvement of teachers, which bring a new culture. Based on transformational leadership Leithwood & Janzi developed a model, which included some of the characteristics of transformational leadership, but in their model they practice includes dimensions that were not in other models. According to them leader who had success was that he had used a number of mechanisms in management, staff motivation and involvement in the school climate change.

They included four dimensions in their model:

a) setting directions. includes building school vision, developing specific goals and priorities and holding high expectations;

- b) developing people refers to providing intellectual stimulation, offering individualized support and modeling desirable professional practices and values;
- c) redesigning the organization includes developing a collaborative school culture, creating structures to foster participation in school decisions and creating productive community relationships
- d) managing the instructional programme refers to the establishment of stable routines, structures and procedures to support change.

Leithwood defined setting the basic guidelines as a key component of leadership that mobilizes employees organizes, provides a purpose and vision. Although this component plays a major role in motivating people about work are not the only ones who do this (Leithwood, 2004, p.12). Developing people is a dimension that provides intellectual stimulation, individual support.

Re-dimensioning organization provides collaboration within and outside the school. Based on empirical studies they proved the validity and effect of transformational leadership on climate change.

The impact of transformational leadership in education is explored by several studies. The findings suggest that it influences teacher job satisfaction, climate change (Bogler 2001), their classroom practice (Leithwood & Jantzi 2006), school conditions and student engagement with school. Bush claims that are convincing data that high quality of leadership is vital in achieving a school's success. According to the Commonwealth Secretariat in 1996, "the leader plays an important role in the effectiveness of the organization" (cited by Bush & Middlewood 2013, p. 9). Successful leaders focus on the relationship and motivation of people, than in establishing and maintaining the system. This means developing and maintaining a good relationship with the teachers who work directly with students (at Leithwood et. al., 2004). Based on their studies Hallinger and Heck (1996), Hallinger (2003), clarify the importance of context and learning leader. Leadership should be seen as a mutual process and not only the influence of one over the other. Effective leader demands answers which is the source context, reserves, the possibility of a leader to understand and to lead.

A transformational direction that makes the leader in certain moments, when there are problems require a top-down approach, to establish clear learning goals and achievements towards their leadership (Fullan, 2002).

Review of literature shows an evolution of leadership theories. Early theories tend to focus on the characteristics and behaviors of successful leaders, while subsequent theories begin to consider the role of followers and the contextual nature of leadership. This brings up a positive climate and increased job satisfaction of teachers. The education system works on the basis of a legislative framework. A key aspect of this structure is the degree of decentralization of the education system. A decentralized system brings a bureaucratic system and limits the operation of the school and community. A decentralized system provides power to the level of subordinates, brings self management. Personality traits and behavior associated with the contextual situation and opportunity, vision, cooperation and broad-based decision making make leadership a unique process.

## 5. Conclusions

In this study the following conclusion drawn can be:

Leadership is a discussion of mission, direction and inspiration. Management involves designing and Carrying out things done, working effectively. Direction is a dynamic process, is an interaction between leaders and his followers.

Leading and managing are distinct but both are important. New challenges of organization require good management objectives, vision and guiding engagement wide. (broad engagement in management).

School principal is the primary roles of creating a positive climate. At the heart of the school is the leader who focuses on the development of cognitive skills of teachers, community professionals, coherent programs and technical solutions.

Leadership transformational type creates a positive climates and teachers job satisfaction.

The findings suggest that teacher's influence job satisfaction, their classroom practice, school conditions and student engagement with school.

Personality traits and behavior associated with the individual situation and opportunity, vision, cooperation and broad-based decision making make leadership a unique process.

## 6. Recommendations

Based on literature and other related studies reviewed in this field, the recommendations are addressed first of all to policymakers at the central institutions, to local governments and school principals.

School principal must find support from the structure to successfully realize Educational work.

School teachers receive professional training for their Growth, which will affect the quality of relationship.

New legislation should be applied and facilitates the school principal with the leadership and management autonomy.

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