

Leadership as a Prerequisite of Effective Management of Educational Organisation

Diana Baronienė, Diana Šaparnienė, Lina Sapiėgienė

Šiauliai University

Abstract

The paper deals with the relation between manifestation of leadership in comprehensive schools and effective school management. For the purpose scientific literature and documents on leadership in educational organisations and effective management were studied as well as the manifestation of leadership among school managers; Attributes of an effective organisation were identified and an impact of leadership on effective school management was studied. The sample of the study was formed from teachers, assistant managers and managers of comprehensive schools and gymnasiums of Šiauliai town (N = 214).

Analysis of the study revealed that effective school management is inseparable from the characteristics of the school manager as of a resonant, employee-oriented and transformational leader: 1) there is a strong statistically meaningful relation between resonant leadership and an innovative, goal-seeking collegial school; 2) a medium statistically meaningful relation was noticed between resonant leaders and an open school; between the employee-oriented leader and an innovative, open, goal-oriented, collegial school; between the characteristics of the transformational leader and an open, goal-oriented, collegial school.

Key words: leadership, manifestation of leadership, effective management, management style.

Introduction

Relevance and problem of the study. Restoration of independence and later structural, political, socio-economic changes in Lithuania gave new possibilities for organisations to work in the market economy conditions. Growing competition forces to search for new ways how to increase the effectiveness of work. Competitive advantage in the current age of technology is generally conditioned by human resources, i.e. employees, of the organisation. They are always required to do high quality work and to discover new methods of production and service. In such cases good management knowledge is insufficient:

there is an increasing need for leadership. Need for leadership in modern organisations is not restricted to a higher level organisation management. It is noticed that real leadership is needed even at the lowest managerial levels or even among technical employees (Ruškus, Žurauskaitė, 2004).

Educational leadership is a constant and continuous consistent teaching and learning, a strong desire to seek for long-term achievements, a stimulus to realize innovative ideas, create and act together. It is an effort of the whole educational community not just of a single school to raise and educate young people by developing their skills and ability to adapt to changing environment (“Lyderių laikas”, 2007, 5 p.).

The phenomenon of leadership, just like many other social phenomena, is complex and hardly measurable. Various foreign scientists systematically and thoroughly study the phenomenon of leadership (Boyatzis, 2006; Mckee, 2006; Fink; 2006;. Gupta, 2004; Robbins, 2003; Ellison, 2006 and others). Lithuanian scientists started studies of the phenomenon in the last decade of 20th century. The first works were prepared by R. Ražauskas (1997), F. S. Butkus (1996), P. Jucevičienė (1996), R. Jucevičius (1996), R. Želvys (2001), D. Žvirdauskas (2006).

Many scientists have studied various leadership theories and attempted to list the most important personal characteristics of leaders. However, it is still unclear, which leadership theory is the most effective in a particular situation, which personal characteristics of the leader should be the most important when he is employing one or another leadership theory.

Both world literature and Lithuanian scientific research space is missing studies on the connections between leadership characteristics of organisational managers and the effective organisation. The general trend in scientific literature is to study the personal characteristics of managers-leaders.

Subject of the study; leadership as a prerequisite of effective management in an educational organisation.

Objective of the study: to study the peculiarities of manifestation of leadership and effective management in comprehensive schools of Šiauliai town

and to identify statistically meaningful connections between them.

Tasks of the study:

1. To carry out analysis of scientific literature by revealing the conceptions of leadership and efficient management.
2. To study manifestation of leadership among the managers of comprehensive schools of Šiauliai town.
3. To identify the attributes of an effective educational organisation, i.e. comprehensive school, and to identify statistically meaningful connections with peculiarities of manifestation of leadership.

Methodology of the study is based on the attitude of various scientists (Bennis, Nanus, 1998; Brent, Ellison, Bowring-Carr, 1997; Appleby, 2003; Albrechtas, 2005 etc.) towards modern effective organisational management and various leadership theories (Stoner, Freeman, Gilbert, 2000; Želvys, 2001; Robbins, 2003; Kirkpatrick, 1991 etc.).

Methods of the study:

1. Analysis of scientific literature. Analysis of psychological and management literature enabled to analyse the conceptions of leadership theories and the peculiarities of effective management.
2. Document analysis. It enabled to familiarize with audit application methodology in a comprehensive school.
3. Survey. Preparation of a questionnaire for managers and pedagogues intended to highlight the peculiarities of leadership in a comprehensive school and the characteristics of effective organisation.
4. Statistical data analysis. Data analysis of the study was carried out using the Excel and SPSS (Statistical Package for Social Sciences) software.

Theoretical background of the study

Theoretical reasoning of the concept of leadership. The English word “leadership” can be translated into Lithuanian in two ways: *management* and *leadership*. Management better reflects the function provided by a formal status of the manager while leadership expresses an activity of a community-recognised person, a leader organising people for the achievement of the commonly set objective. Leadership can be defined as a phenomenon, described as a dynamic force of a person, essentially motivating and coordinating the members of the organisation to seek its objectives (DuBrin, 1995). In other words, leadership is a phenomenon, which can be defined as an ability of a particular person to attain confidence and support,

necessary for the achievement of organisational objectives.

According to B. Leonienė (2001), an opinion that leaders are born and not developed is becoming less and less popular. Professional researchers relate an ability to lead to the behaviour, i.e. to the actions, of managers:

- distribution of tasks;
- communication with the employees;
- their motivation;
- organisation of the manager’s own work.

According to R. Želvys (2003), the main attribute of the leader or manager is to influence: the leader is such a member of a group, who has the greatest influence on the actions of other members. One of the most important aspects of human relations is an ability to control others and influence them. The leader encourages and stimulates to act and gives instructions, settles differences between other group members and makes decisions. He shows his support or disapproval to some actions of group members, he also inspires, encourages, and has the lead in any activity of the group. R. Želvys defines the leader as a member of the group, who is acknowledged by other group members to make decisions related to activity of the group.

It is important to note, that although leadership is closely connected to management and is important for it, management and leadership are different concepts. According to Davies, Ellison, Bowring-Carr (1997), an organisation which is managed by a manager-leader, differs from an organisation, managed by an administrative manager. To emphasize the difference W. Bennis (1998), a leadership theorist, said that many organisations are managed too much and led too little. Leadership requires acknowledgement of a social agreement between the leader and his followers. The leader must have both willingness and abilities to control the results of events by influencing actions of other people by using their intelligence and abilities. The power of leadership is based on a common agreement, hopes and commitment.

According to J. Kasiulis and V. Barvydienė (2005), the leader:

- cares about active team-work,
- revises team objectives, organises members,
- possesses knowledge of their advantages and disadvantages,
- defines areas of work and communication channels,
- is extrovert, easy – going, and reliable,
- is dominating, but rather enthusiastic than despotic,
- has the advantage of an ability to fascinate and unite people,
- realizes his power non-aggressively.

Leaders play a key role in the development of effective organisations. They direct people into right direction, attain confidence necessary for realization of the mission of an organisation and motivates them to seek their objectives. Leadership is achievement of results because of people.

According to R. Boyatzis and A. Mckee (2006), leaders inspire their organisations and communities to seek realization of their dreams, which only a couple of years ago seemed to be unreal. According to the authors, leaders, able to create harmony and agreement, are people, who have an intuitive sense of or put a lot of effort into developing of emotional intellect – a competence of self-awareness, self-control, social consciousness and management of relations.

Sustainable leadership was studied by A. Hargreaves and D. Fink (2006) in their book “Sustainable Leadership”. They provide the definition of sustainable leadership. “Sustainable educational leadership and improvement preserves and develops deep learning for all that spreads and lasts, in ways that create positive benefits for others around us, now and in the future“.

C. Appleby (2003), a researcher on leadership, has stated that leadership is an ability of the manager to influence the employees to work for the common good of the group with enthusiasm and confidence. The definition of leadership also encompasses the leader’s responsibility for the realization of the objectives of the group, therefore confidence and willingness of the both parties to cooperate with each other is a necessity.

N. Chmiel (2005) in his definition of leadership has distinguished three important components: group, influence and objective. Leadership is usually studied in the context of the group and especially in that of the working group. Leaders are these people, who influence behaviour of other members of the group. Studies on leadership emphasize that it is necessary for the group to have an objective, which it must achieve. So leadership is a process, during which an individual impacts group members in order to realize and achieve the objectives of his group or organisation.

Hence in summary it can be noted that leadership is dependent on: expectations of the employees, personal characteristics of the manager the himself, environment, which impacts the organisation and the manager, nature of task, etc.

Effective organisation management. An educational system encompasses various institutions, realising particular educational objectives. An educational institution “has to fit the whole educational system both in structure, functional and environmental interaction aspects and to echo its mission and realise its objective” (Targamadzè, 1996).

According to V. Damašienė (2002) and L. Šimanskienė (2002), an organisation is a group of people, whose activity is consciously coordinated for the achievement of a common goal. Therefore organisation’s effectiveness and ability to work and develop successfully depend on its employees. It is very important for all the members of the organisation to understand what is happening in the organisation, what they are seeking for, and what measures they are using for that. Successful organisations build upon strong power, their value and belief system, i.e. organisational culture. Each organisation has its own culture, which determines its uniqueness and has a positive impact on its employees.

A constantly growing competition raises higher requirements for organisations. The effectiveness of organisational activity was and is a very important practical and scientific problem. Organisations are always searching for new solutions, which would allow to improve efficiency of their products or services. The development of technologies is the first step, however, the biggest distinctive characteristic, which can be achieved in their activity, is improvement of their internal efficiency. Competitiveness of an organisation improves when its employees have a sufficient amount of knowledge necessary to carry out a particular work, share knowledge and common information, cooperate, are willing to achieve better results, have motivation and are pleased with their work.

According to R. Želvys (2003), educational institutions differ from other organisations. The objectives of educational institutions are harder to define than those of industrial or business organisations because such objectives as development of a personality and inheritance of culture are of more abstract nature. Accurate realization of objectives is a much more complex task in an educational system. For example, results of pupils, a number of pupils enrolled in universities can help to evaluate efficiency of the school just partially. The school exists in a particular environment, has its administrative organisational apparatus, and individuals are not only playing their roles but interact with all organisation’s structural groups and individuals as well. An individual by playing some role participates in organisation’s life and, by considering its culture, forms his own behaviour. In this case leaders play a special role because quality (success) of organisation’s activity is largely dependent on the effectiveness of leaders’ work.

Productivity of organisations is a very important factor, however, effectiveness is vital (i.e. an ability to choose proper objectives and realization measures is a necessity). Production of large cars may be inefficient if the market demands small ones. According to Peter Drucker (1995), “the pertinent question

is not how to do things right, but how to find the right things to do, and to concentrate resources and efforts on them” (Robert C Appleby, 2003, 39 p.).

According to R. Appleby (2003), effective management is determined by three main types of management skills:

- *Technical skills*, an ability to use special measures, procedures and techniques;
- *Skills of working with people*, an ability to work with people, understand them and motivate them both individually and in groups;
- *Conceptual skills*, an ability to coordinate and integrate all organisation’s activity and especially effective, long-term decisions. Furthermore, conceptual skills are necessary in order to conceive the organisation as a whole and understand connections among various factors in particular circumstances in order to choose actions, which suit organisation’s interests the best.

R. Razauskas (1997) says that effective management is possible only when there is a timely response to changes both in a close and far environment and when there is enough skill to foresee them and prepare oneself and the group for them properly. Thus the manager’s duty is not only to create a particular system and organise its work but also to change it reasonably.

V. Bennis and B. Nanus (1998), speaking on effective management, say that it is a necessity in the life of nowadays organisations being full of constant changes, stresses and uncertainty for the future. The following are the attributes of effective management distinguished by these authors based on the conception of “reformative leadership” formulated by D. M. Burns:

- effective management enables to transfer organisations from the current state to the future by using the manager’s ability to design a picture of potential future possibilities;
- such management helps to develop the employees’ commitment to seek for changes, to understand the necessity to change the strategy of organisational activity and adopt a new culture in order to concentrate energy and resources required for the realization of changes;
- managers, choosing effective management, succeeded to “obtain” the best of their organisation, i.e. initiative, enthusiasm and creativity of the employees who are called as the most expensive sort of energy in the world.

Effective management is inevitable in the complex world of today, where a single unexpected event can destroy current existing systems or break their interrelations and cause a chaos, ruining managers’ efforts to “restore” an order and continue the routine works (Appleby, 2003).

Constant change and development of the environment raises new requirements for persons and organisations, allows creativity and innovations in all areas of life. Today it is impossible to imagine a school without ongoing changes. The school seeking to be effective must become a learning organisation, which understands the reality and situation well, develops effective and productive plans, and whose culture includes permanent perfection and learning. In the learning school the needs of the pupils, parents and teachers are taken into consideration seriously. It has organisational culture and management, prone to innovations and change. It is the school, where the development and realization of new visions is possible. The learning school has a completely different school culture, where initiative, creativity, development and change are its internal norms. It continuously develops abilities to seek for the desired results and does it by changing the thinking and teaching people of cooperation (Simonaitienė, 2001). Scientists Pedler, Burgoyne and Boydell (1991) who studied learning organisations emphasized the following characteristics of the learning organisation: general learning strategy as a learning process; participation of the members in a policy creation process; spread and availability of information and briefing; use of control for measuring of achieved results; internal interchange as cooperation of the employees; flexibility of earning, including moral rewards; possibility for individuals to work individually; monitoring and studying of external conditions; inter-institutional learning by using various forms of cooperation; internal climate motivating to learn; self-development possibilities for everyone. Creation of new ideas, application of innovations, encouragement of the learning process, these are a part of today’s school. The following are characteristic for the learning organisation according to P. Senge (1990): team-learning, learning to work in cooperation; overlapping vision, inclusion to all organisate the members into creation of its vision; mental models – a learning of organisation members to think constructively and create a positive model of world outlook; personal mastery – a willingness of organisation members to improve their skills; systematic thinking – an ability of organisation members to see not only the linear chain of reasons and results but also the interconnections of system elements. Cooperation is another characteristic, which is described by all researchers of the learning organisation. L. Stoll and D. Fink (1998) say that the learning organisation supports cooperation, which is a booster of willingness to seek perfection, thus cooperation of departments and of individuals should be distinguished. According to scientist Adlesson (1994), interrelationship and cooperation are a condition of the organisation’s existence, and, according to A. Hargreaves

(1999), cooperation is the essential characteristic of the new professionalism and a condition to change the existing individualist culture in organisations.

It is obvious that an effective school first of all is such school, which concentrates on what is the most important in education. However, an effective school is also defined as a school, whose good management results are evident.

When summarising the possibilities of the effective school management it can be said that special requirements for the manager in all areas of his public life and levels of management are an indispensable part of effective management. In addition to a good specialist he has to be a talented organiser, a cultured and erudite educator of the community, he also must be able to apply knowledge in his daily practice, to organise cooperation of the employees, to communicate with the employees setting them an objective and leading them. The manager's authority and activity gives him a leader's status, which has a higher impact on the community than his authority position, therefore it is very important for the manager to be the leader as well.

Methodology of the study and characteristics of the sample

The study was carried out using an indirect method of survey: a questionnaire. The method was used to find out how a manager is prepared for a leader's role, which management style is prevailing and what is his opinion on the issues of school management. The questionnaires were prepared using material from the following studies: Richard Boyatzis, Annie Mckee "Resonant Leadership" (2006); Romualdas Razauskas: "Aš vadovas. Gero vadovo beiškant" (1997); J. A. F. Stoner, R. E. Freeman, D. R. Gilbert, "Management" (1999); J. Kasiulis, V. Barvydienė "Vadovavimo psichologija" (2005); Nik Chmiel "An Introduction to *Work and Organizational Psychology*" (2005); D. Žvirdauskas (2006) "Mokyklos vadovo lyderystės raiškos tyrimo santrauka", etc.

The study was carried out using two questionnaires: one for participating managers, another for pedagogues. Their structure and orientation of questions

are identical, they differ only in formulations, which were applied considering respondents' position in a comprehensive school. Such organisation of the study allows to compare opinions of the managers and pedagogues on particular aspects of an issue.

The sample of the study was formed from teachers, assistants and managers of comprehensive schools and gymnasiums of Šiauliai town. The study "Peculiarities of the Manifestation of Leadership in Activity of an Educational Organisation" had a total of 214 respondents.

Distribution of respondents by sex shows that the sample is dominated by women – 89%, men amount to only 11%. Such situation is reflected by prevailing tendencies. Official statistics shows that Lithuanian educational institutions have 46 981 pedagogues, 40 674 of which are women and 6 307 men.

Data analysis revealed that the majority of pedagogues are between 36 and 45 years old. Average age of respondents is 42 years. The youngest respondent is 21 years old and the oldest is at the age of 65. Thus it can be stated that participants of the study have a longer working experience and are able to compare the peculiarities of school management of different times.

The survey was carried out in gymnasiums, secondary and primary schools. The majority of respondents were from secondary schools (51%), a smaller part from primary schools (40%), and the smallest part of respondents were from gymnasiums (9%).

Teachers make up 86%, assistants – 8% and directors – 3% of the sample.

Results of the study

Manifestation of leadership styles in comprehensive schools of Šiauliai. Respondents were given a scale of 50 questions, reflecting various styles of leadership. Appropriateness of the scale was evaluated using factor analysis with VARIMAX rotation. It resulted in the 12 factor model. Since descriptive variability of 4 factors was very low (under 5%), they were eliminated and their further analysis was not carried out. Results of the factor analysis are given in Table 1.

Table 1

Reliability ratings of "Styles of Leadership" scale: results of factor analysis

(KMO = 0.88, total explained dispersion = 88.73%)

Factor title	Statements describing leader's characteristics	N	Factorial weight of test's step (L)	Cronbach α coefficient	Descriptive factor power (dispersion) %
	understands wishes and needs of people and desires to act according to his feelings		0,78		
	is both optimist and realist at the same time		0,77		

Table 1 to be continued

Characteristics of resonant leader	is vigilant, understanding and interested in himself and the world	12	0,74	0,91	17,8%
	cares about his health, takes exercises		0,68		
	trains his intellect, tries to understand and control emotions		0,65		
	believes that imaginable future is achievable, and gets closer to his visions and objectives		0,61		
	motivation of employees is more important than control		0,56		
	notices positive work results, efforts and ingenuity of the employees and is profuse in praise		0,56		
	encourages willingness of the employees to work well		0,48		
	is indispensable when there is a need to combine forces for today's work		0,43		
	allows individual and initiative work of the employees		0,43		
	always seeks to make decisions collegiately, likes meetings, counsels, commissions		0,40		
Characteristics of employee-orientated leader	employees are allowed to participate when decisions pertinent to them are made	7	0,71	0,87	14,61%
	seeks for relations with the employees based on mutual trust and cooperation		0,70		
	conducts business collegially		0,64		
	tolerates novelties		0,63		
	cares about the future and strategy		0,62		
	employees are participants in goal formulation and decision making processes		0,60		
	cares not only about daily school activities but also about its future plans		0,52		
Characteristics of transformational leader	seeks to make the employees think of school objectives to be of higher importance than their personal ambitions	6	0,75	0,84	11,78%
	tries to achieve employees to do more than they are required		0,74		
	seeks to change thinking of people		0,61		
	seeks a more active cooperation of school community members		0,59		
	seeks to make conditions favourable for changes		0,55		
	encourages development of the employees		0,46		
Characteristics of autocratic leader	arisen problems are dealt with by the manager without the assent of community	5	0,72	0,81	9,63%
	has a tendency to interfere in trivia		0,65		
	assigned works are managed in his personal interests and with attitude towards career		0,58		
	problems are solved quickly and correctly, if personal benefit is expected		0,55		
	the employees are often appointed what they have to do		0,37		
Characteristics of task-oriented leader	sets strict working standards and organises working tasks to the detail	5	0,74	0,61	8,8%
	carefully supervises work of employees		0,67		
	work carried out by the employees is more important than their professional the development and personal satisfaction		0,56		
	has only formal relations with employees		0,52		
	is careful at decision making		0,42		

Table 1 to be continued

Characteristics of bureaucratic leader	the employees are being motivated by higher earnings only	4	0,76	0,71	8,6%
	the manager is ashamed of his position		0,61		
	is afraid of innovations		0,49		
	is unable to deal with new methods and therefore is tend to the employ primitive forms of working		0,40		
Characteristics of liberal leader	does not like to be under the spotlight	3	0,80	0,65	7,6%
	manager's directions remind more of request, his addressing to the employees is prim		0,51		
	makes decisions only after discussing them with the majority of the employees		0,44		
Characteristics of transactional leader	does not try to change thinking of the employees	2	0,84	0,63	6,9%
	does not try to seek the employees to do more than they are required		0,75		

Factorial analysis provided us with fairly meaningfully interpretable and statistically reasoned results. Statistical connections of statements with factors and grouping inside them are theoretically meaningful in interpretative point of view. It should be noted that quite high correlations of proposition ratings with exclusive factors were found. It is evident from the factorial weight ($0.37 < L < 0.84$) of value dispersion stepping of correlation coefficient test. Descriptive factor power (dispersion) fluctuates from 17,81% to 6,9%. Suitability of a matrix for the factorial analysis is shown by Kaiser-Meyer-Olkin coefficient, which in this case is equal to 0.88. Internal factors' consistence is measured by Cronbach coefficient alpha. In this case it fluctuates from 0.61 to 0.91. Since the coefficient does not run under 0.5, all factors are fairly homogeneous.

The following 8 factors were distinguished: *characteristics of resonant leader* (understands wishes and needs of people and desires to act according to his feelings; trains his intellect, tries to understand and control emotions; cares about his health, takes exercises, etc.), *characteristics of employee-oriented leader* (believes that motivation of the employees is more important than control; seeks for relations with the employees based on mutual trust and cooperation; the employees are allowed to participate when decisions pertinent to them are made), *characteristics of transformational leader* (tries to achieve the employees to do more than they are required; seeks to change thinking of people; encourages development of the employees), *characteristics of autocratic leader* (likes to be in the spotlight; arisen problems are dealt with by the manager without the assent of

the community), *characteristics of task-oriented leader* (carefully supervises work of the employees; sets strict working standards and organises working tasks to the detail; has only formal relations with the employees; cares only about daily school activities, has no future plans), *characteristics of bureaucratic leader* (is unable to deal with new methods and therefore is tend to employ primitive forms of working; assigned works are managed in his personal interests and with attitude towards career; problems are solved quickly and correctly if personal benefit is expected), *characteristics of liberal leader* (manager is ashamed of his position; manager's directions remind more of request, his addressing to employees is prim; the employees are given high discretion; decisions are made carefully; is inconsistent, easily imposed upon by other opinions), *characteristics of transactional leader* (the employees are often appointed what they have to do; the employees are being motivated by higher earnings only; does not try to change thinking of the employees; does not try to seek the employees to do more, than they are required).

Each manager chooses his own management style, creates school vision, strategy, forms school policy and culture. Opinions of respondents were important to the study to find out the leadership style of a leader. Figure 1 contains display of respondents' opinions by distinguished factors when determining the leadership style of their manager (evaluation: 0 – certainly not; 3 – certainly yes). It is evident that the characteristics of transformational, resonant and employee-orientated leader are prevailing in comprehensive schools of Šiauliai.

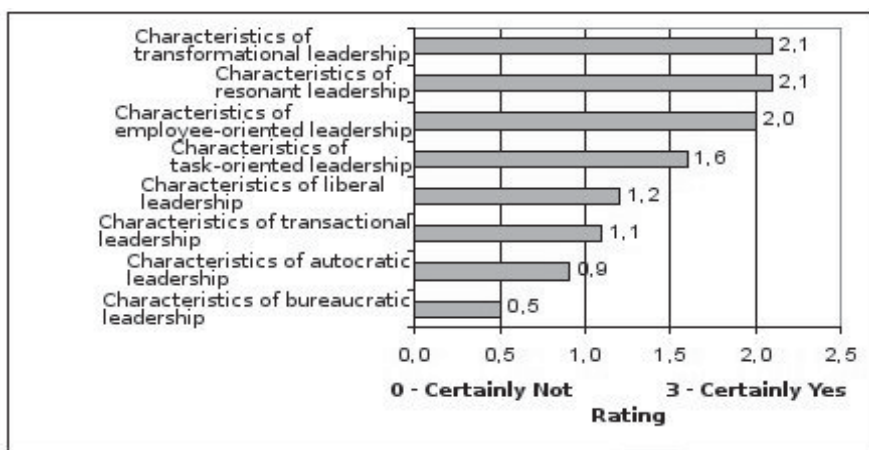


Fig. 1. Evaluation ratings of manifesting leadership styles (N=214)

We can make a conclusion that school managers seek involvement of the community members into endeavour for common objectives, encourage training and development of the employees, create conditions suitable for school changes, are able to speak to every employee of the school, encourage active cooperation of the school community members, are vigilant, understanding, have an interest in themselves and the world, develop their intellect, make an effort to understand and control emotions.

Bureaucratic, autocratic, transactional and liberal styles of leadership were evaluated with lowest ratings. However, it is known from scientific literature that such styles are ineffective in management

of modern organisations. Managers following such leadership styles are tend to have limited awareness of the needs of the employees, lack tolerance to mistakes, are unable to create a creative environment, lack cooperative team-work.

Analysis of effective management peculiarities of Šiauliai town comprehensive schools. Respondents were given 33 statements, reflecting characteristics of effective school management. Appropriateness of the scale was evaluated using factor analysis with VARIMAX rotation. It resulted in a 5 factor model. Results of the factor analysis are given in Table 2.

Table 2

Reliability ratings of “Effective School Management” scale: results of factor analysis
(KMO = 0.92, total explained dispersion = 76.32%)

Factor title	Statements describing effective school management	N	Factorial weight of test's step (L)	Cronbach α coefficient	Descriptive factor power (dispersion) %
Innovative school	pedagogues are encouraged to participate in school management	10	0,81	0,92	29,34%
	traditional values and requirements for the modern school are combined		0,73		
	development of teachers is cared about and it is invested in		0,72		
	it is understood that fundamental changes are achievable only if all pedagogues work differently		0,71		
	positive attitude of school managers towards innovations		0,71		
	help and assistance to pedagogues, installing innovations		0,66		
	school manager mediates between pupils, parents and colleagues when solving their conflicts		0,65		
	risk of implementation of innovations is understood as learning		0,60		
	proper organisation of the teaching process		0,53		
	it is cared about well-being of pupils at school		0,51		

Table 2 to be continued

Open school	the largest part of graduates successfully join high-schools	11	0,79	0,92	14,4%
	pupils are participants of national Olympiads		0,79		
	pupils are active participants of various projects		0,71		
	parents of pupils actively participate in activity of school		0,70		
	pupils and teachers have the use of copier, computers, internet and email		0,67		
	very good organisation of after-school activities		0,64		
	good organisation of autonomous activity of pupils		0,64		
	pupils actively participate in organisation of school events, making of various decisions, etc.		0,60		
	lesson schedules are made considering the needs of teachers and pupils		0,59		
	there is a lot of appreciation of a school in the media of state and town		0,51		
	there are many clubs, events, feasts, etc.		0,50		
Goal-oriented, collegial school	school managers have clear objectives	4	0,65	0,79	12,42%
	pupils participate in school and town Olympiads		0,65		
	school managers always discuss important educational questions with school community		0,60		
	competent pedagogues and personnel		0,51		
Modern school having good material provision	school is renovated (changed windows, roof, heating system)	6	0,78	0,82	10,71%
	pupils are provided with consultations of a psychologist/social pedagogue		0,75		
	technical equipment of a school allows to work under the applicable teaching standards		0,74		
	nice aesthetic appearance of a school		0,72		
	there is a modern library (with reading room, workstations, newest textbooks, etc.)		0,66		
	there are modern rooms for various subjects		0,60		
Cooperative school	teachers tend to consider the opinion of pupils	2	0,83	0,53	9,45%
	teachers cooperate, share their experience				

Factorial analysis provided us with fairly meaningfully interpretable and statistically reasoned results. Statistical connections of the statements with the factors and their internal grouping are theoretically meaningful from an interpretative point of view. It should be noted that quite high correlations of proposition ratings with exclusive factors were found. It is evident from the factorial weight ($0.51 < L < 0.81$) of value dispersion stepping of a correlation coefficient test. Descriptive factor power (dispersion) fluctuates from 29.34% to 9.45%. Suitability of the matrix for factorial analysis is shown by Kaiser-Meyer-Olkin coefficient, which in this case is very high – 0.92. Internal factor consistence is measured by Cronbach

alpha coefficient. In this case it fluctuates from 0.53 to 0.92. Since the coefficient does not run under 0.5, all factors are fairly homogeneous.

The following 5 statement groups were distinguished: *innovative school*; *open school*; *goal-oriented, collegial school*; *modern school having good material provision*; and *cooperative school*.

Each school cares about its results, creation of a comfortable learning environment, and perfection of its activity. Respondents opinions about school management problems were interesting. Figure 2 shows evaluation of the effective school by respondents based on the distinguished factors (evaluation: 0 – rather not; 3 – certainly yes).

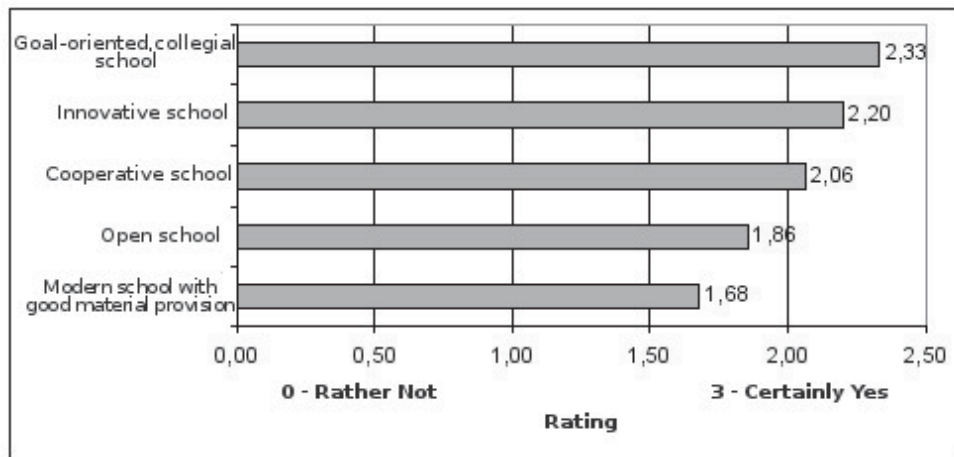


Fig. 2. Rating of the effective school (N = 214)

Respondents evaluated the school as a *goal-oriented, collegial school* (N = 2.33; SD = 0.50), *innovative school* (N = 2.20; SD = 0.54) and *cooperative school* (N = 2.06; SD = 0.57). It can be concluded, that comprehensive schools used for the study have characteristics of an effective organisation because the school managers have clear objectives, always discuss important educational problems with the community, the pedagogues and the personnel are competent, pedagogues are encouraged to participate in school management, traditional values and requirements for the modern school are combined, development of the teachers is cared about and invested, it is understood that fundamental changes are achievable only if all pedagogues work differently, of the school managers have positive attitudes towards innovations, help and assist the pedagogues in introducing innovations, the school manager mediates between the pupils, parents and colleagues solving their conflicts, risk of implementation of innovations is understood as learning, the teaching process, is properly organised well-being of the pupils in the school is cared about, the teachers tend to consider the opinion of the pupils, the teachers cooperate, share their experience. The lowest ratings of a *modern school, having good material provision* (N = 1.68; SD = 0.66) show that many schools are lacking renovation, have

insufficient amount of technical equipment allowing to work under applicable teaching standards, insufficient equipment of the libraries and reading rooms, non-modern classrooms and quite bad aesthetic appearance; and low ratings of an *open school* (N = 1.86; SD = 0.65) show that the pupils' participation in after-school activities, national Olympiads and projects is low, the teachers and pupils are not satisfied with lesson schedules, participation of pupils' the parents in activity of the school is low, the pupils do not show their initiative in autonomous activities, etc.

Identification of statistically meaningful relation between leadership and an effective educational organisation. In order to determine statistical relation between leadership and an effective educational organisation Pearson correlation analysis was carried out. Power of correlation relation was evaluated as follows (after Bitinas, 2006): 0–0.20 (relation between the features is basically null); 0.20–0.40 (relation between the features is weak); 0.40–0.60 (relation is substantial); 0.60–0.80 (relation is strong); 0.80–1 (relation is very strong).

Results show strong statistically meaningful relation (see Table 3) between the *characteristics of the resonant leader* and the *innovative school* ($r = 0.74$; $p < 0.05$). Quite high correlation coefficients allow to think that the mentioned constructs are related enough.

Table 3

Statistical relation between leadership and an effective educational organisation

	Innovative school	Open school	Goal-oriented, collegial school	Modern school	Cooperative school
Characteristics of resonant leader	0,74**	0,52**	0,62**	0,26**	0,38**
Characteristics of employee-oriented leader	0,53**	0,46**	0,50**	0,31**	0,26**
Characteristics of transformational leader	0,68**	0,49**	0,50**	0,26**	0,47**
Characteristics of autocratic leader	-0,61**	-0,43**	-0,42**	-0,27**	-0,38**
Characteristics of task-oriented leader	0,02	0,09	-0,06	0,02	0,05

Table 3 to be continued

Characteristics of bureaucratic leader	-0,43**	-0,26**	-0,37**	-0,12**	-0,25**
Characteristics of liberal leader	0,11	0,09	0,15*	0,03	-0,04
Characteristics of transactional leader	-0,28**	-0,19*	-0,16*	0,01	-0,20**

$p < 0,01$; ** - $< 0,05$

Findings allow to say that the characteristics of the resonant leader, who stimulates willingness of the employees to work well and with initiative, thinks that motivation of the employees is more important than control, who always seeks to make collegial decisions, is vigilant, understanding, cares about himself and others, have strong relation to *an innovative school*, in which well-being of the pupils is cared about, conflicts are solved collegially, traditional values and modern requirements are combined, where special attention is paid to innovations and development of the pedagogues.

It can be said that relation between the resonant leader and an innovative school is conditioned by trust, understanding and cooperation. Efforts and contribution of every school manager are useful and help to realise the set objective – to create an innovative school.

Quite strong relation ($r = 0.62$; $p < 0.05$) between *the resonant leadership* and *a goal-oriented, collegial school* was also identified. It can be said that the resonant leader has an impact on a goal-oriented, collegial school, where the managers have clear objectives, always discuss important educational questions with the school community, the pupils participate in Olympiads, the personnel and pedagogues are competent.

Relation of medium statistical importance was identified between *the characteristics of the resonant leadership* and *an open school* ($r = 0.52$; $p < 0.5$), which shows that the leader understanding the needs and wishes of people, who is not afraid of changes and is tend to make collegial decisions, impacts an open school.

Quite strong relation between *the characteristics of transformational leadership* and *an innovative school* ($r = 0.678$; $p < 0.05$) was identified. It is obvious that the manager's ability to create conditions for changes, his efforts to make the employees voluntary do more than they are required, to encourage development of the employees, his seek to make the employees think of school objectives to be of higher importance than his / her personal ambitions, have a positive impact on the creation of an innovative school.

Management of ongoing changes, a positive impact of activity on the school environment, encouragement of the use of various learning methods, saving of possessed resources and continuous seek for

the quality of learning, are the result of an innovative school.

There is a relation of medium statistical importance between *the characteristics of employee-oriented leadership* and *an innovative school* ($r = 0.53$; $p < 0.5$). It can be said that a school, which cares about the well-being of the employees, learning of the teachers and invests in it, is really an innovative school.

There is also a relation of medium statistical importance between *the characteristics of employee-oriented leadership* and *an open school* ($r = 0.46$; $p < 0.5$). Therefore it can be said, that the manager, who pays a lot of attention to cooperation, development of the teachers, collegial relations with the associates, has an impact on an open school, where the largest part of pupils enter high-schools, pupils participate in national Olympiads, various projects, organisation of after-school activities is good, etc.

There is a medium statistically meaningful relation between *employee-oriented leadership* and *a goal-oriented, collegial school* ($r = 0.50$; $p < 0.5$).

There is also a strong statistically meaningful relation between *transformational leadership* and *an innovative school* ($r = 0.68$; $p < 0.5$) and a medium relation with an *open school* ($r = 0.50$; $p < 0.5$); *a goal-oriented, collegial school* ($r = 0.50$; $p < 0.5$) and *a cooperative school* ($r = 0.47$; $p < 0.5$). It can be assumed that the manager's such characteristics as caring about his the employees, seeking to make employees think of school objectives to be of higher importance than their personal ambitions, creation of conditions favourable for changes are the result of a goal-oriented, collegial and cooperative school.

The study revealed a strong reverse statistically meaningful relation between *autocratic leadership* and *an innovative school* ($r = -0.61$; $p < 0.5$). Thus the more autocratic style of leadership is being employed, the larger a distance from an innovative school is. Autocratic style of leadership shows that the managers unilaterally make decisions and set organisational objectives, they do not want to consider a possibility of team-work and orientation to the employees.

A medium reverse statistically meaningful relation between *the autocratic leadership* and *an open school* ($r = -0.43$; $p < 0.5$) and *a goal-oriented, collegial school* ($r = -0.42$; $p < 0.5$) was identified. It can be said that the autocratic manager being private,

inflexible and having only formal relations with the employees does not create an open or goal-oriented, collegial school.

There is a medium reverse statistically meaningful relation between *bureaucratic leadership* and *an innovative school* ($r = -0.43$; $p < 0.5$). Thus it can be stated that it confirms theories which propose that the bureaucratic manager is not interested in novelties, unable to cope with new working methods, is tend to use primitive working forms, shows no effort for innovations.

Findings

1. Analysis of leadership theories revealed that the conception of leadership still changes and has no specific definition yet. However, many scientists agree that both natural and attained knowledge, constant development and training of skills are important to the leader. According to scientists, leaders play the essential role in the development of an effective organisations.
2. Analysis of results of the study carried out in Šiauliai town comprehensive schools revealed that managers tend to employ resonant, transformational and employee-oriented leadership styles. The school manager, who is tend to use such management styles, is able to manage ongoing changes, his activity has a positive impact on the school environment, encourages use of various teaching methods, always seeks to improve the quality of learning, encourages development and more active cooperation of the employees, seeks to involve the community members in achievement of common objectives, develops his intellect, makes an effort to understand and control emotions. A modern educational organisation is tend not to have bureaucratic, autocratic, transactional and liberal management styles. Managers employing such styles are tend to have limited orientation towards the needs of the employees, intolerate mistakes, show low focus on one direction, are unable to create creative environment, lack team-work.
3. Respondents describe the school as a goal-oriented, collegial, innovative and cooperative school. The managers of such a school have clear objectives, always discuss important educational questions with the school community, pupils of such a school participate in school and town Olympiads, only competent pedagogues and personnel work, the pedagogues are encouraged to participate in school management, traditional values are combined with modern school requirements, there is investment in learning of the teachers, the managers have positive view to innovations, organisation of

the teaching process is clever, the school cares about the well-being of the pupils, the teachers cooperate and share their experience. It can be hypothetically said that such a school functions effectively.

4. The study revealed the most evident statistically meaningful relations of leadership and an effective educational organisation between: resonant leadership and an innovative school; resonant leadership and a goal-oriented, collegial school; resonant leadership and the characteristics of an open school; transformational leaders and an innovative school; employee-oriented leaders and an innovative school.

References

1. Adair, J. (1989). *Developing Leader*. Talbot Adair. Press, Guildford.
2. Albrechtas, J. (2005). *Asmenybė ir karjera*. Vilnius: Klaipėdos socialinių mokslų kolegija.
3. Appleby, C. R. (2003). *Šiuolaikinio verslo administravimas*. Vilnius: Charibdė.
4. Bass, B.M. (1990). *From transactional to transformational leadership: Learning to share the vision*. *Organizational Dynamics*, 18 (3).
5. Bitinas, B. (2006). *Edukologinis tyrimas*. Vilnius: Kronta.
6. Boyatzis, R.; McKee A. (2006). *Darni lyderystė*. Vilnius: Verslo žinios.
7. Bennis, W., Nanus, B. (1998). *Lyderiai. Atsakomybės strategija*. Algarvė.
8. Brent, D., Ellison, L., Bowring-Carr, Ch. (1997). *School Leadership in the 21st Century Second edition*.
9. Butkus, F.S (1996). *Organizacijos vadyba*. Vilnius: Alma litera.
10. Chmiel, N. (2005). *Darbo ir organizacinė psichologija*. Poligrafija ir informatika.
11. Collins, J. (2004). *Nuo gero - prie puikaus. Kodėl vienos kompanijos padaro šuolį, o kitos - ne*. Vilnius: Tallin: Goldratt Baltic Network.
12. Damašienė, V. (2002). *Valdymo pagrindai*. Šiauliai: Šiaurės leidykla.
13. Davies, B., Ellison, L., Bowring-Carr, Ch. (2006). *School leadership in the 21st Century*. Second edition.
14. DuBrin, J.A. (1995). *Leadership*. Houghton Mifflin Company, New Jersey.
15. Drucker, P.F. (1993). *Post-capitalist Society*. N.Y. Harper Buisness.
16. Gupta, P. (2004). *Šešios sigmos verslo sėkmei valdyti*. Vilnius: Vaga
17. Hargreaves, A. (1999). *Keičiasi mokytojai, keičiasi laikai: mokytojų darbas ir kultūra postmoderniajame amžiuje*. Vilnius: Tyto alba.
18. Hargreaves, A., Fink, D. (2006). *Sustainable Leadership*. San Francisco, CA.
19. Jucevičienė, P. (1996). *Organizacijos elgsena*. Kaunas: Technologija.

20. Jucevičius, R. (1996). *Strateginis organizacijų vystymas*. Kaunas: Technologija.
 21. Kasiulis, J., Barvydienė, V. (2005). *Vadovavimo psichologija*. Kaunas: Technologija.
 22. Kirkpatrick, S. A., Locke, E. A. (1991). Leadership: Do Traits Matter. *Academy of Management Executive*, May, 48–60.
 23. Leonienė, B. (2001). *Darbuotojų vadyba*. Kaunas: Šviesa.
 24. Lyderių laikas. (2007). Švietimo vadybos kaitos projektas, Vilnius: Švietimo aprūpinimo centras, 5.
 25. Pedler, M., Burgoyne, J., Boydell, T. (1991). *The learning Company*. McGraw-Hill book company
 26. Ruškus, J., Žurauskaitė, R. (2004). Lyderystės, kaip socialinio konstrukto, psichosemantinės erdvės identifikavimas. *Socialiniai tyrimai*, 4, 59–69.
 27. Razauskas, R. (1997). *Aš vadovas. Gero vadovo beiškant*. Vilnius: Pačiolis
 28. Robbins, S. P. (2003). *Organizacinės elgsenos pagrindai*. Kaunas: Poligrafija ir informatika.
 29. Stoll, L., Fink, D., (1998). *Keičiame mokyklą*. Vilnius: Margi raštai.
 30. Stoner, J. A. F., Freeman, R. E., Gilbert, D. R. (1999). *Vadyba*. Kaunas: Poligrafija ir informatika.
 31. Simonaitienė, B. (2001). *Besimokančios organizacijos veiklos bruožų raiška gimnazijoje*. Daktaro disertacija. Kaunas.
 32. Šimanskienė, L. (2002). *Organizacinės kultūros formavimas*. Klaipėda: Klaipėdos universiteto leidykla.
 33. Želvys R. (2003). *Švietimo organizacijų vadyba*. Vilnius: Vilniaus universiteto leidykla.
 34. Želvys R. (2001). *Švietimo vadybos pagrindai*. Vilnius: Vilniaus universiteto leidykla.
- Žvirdauskas, D. (2006) *Mokyklos vadovo lyderystės raiškos tyrimo santrauka*. [žiūrėta 2008-09-24]. Prieiga per internetą: <<http://www.sac.smm.lt/documents/D.%20Zvirdausko%20tyrimo%20santrauka.doc>>.

D. Baronienė, D. Šaparnienė, L. Sapiegienė

Lyderystė kaip švietimo organizacijos efektyvaus valdymo prielaida

Santrauka

Daugelis šiandieninių vadovų nepakankamai pasirengę būti lyderiais. Profesionaliai išmanydami savo veiklos sferą, jie dažnai sunkiai sprendžia socialinio ir psichologinio pobūdžio problemas. Be to, pasak R. Ališausko (2006), lyderis yra kiekvienas, kuris prisiima atsakomybę ir yra linkęs daryti kžką nauja, neapsiribodamas instrukcijomis, o pasinaudodamas turimu potencialu ir siekdamas geresnių veiklos rezultatų.

Nemažai mokslinių darbų autorių yra nagrinėję įvairias lyderiavimo teorijas ir bandę sudaryti svarbiausių lyderio savybių sąrašą, tačiau vis dar nėra aišku, kokia lyderiavimo teorija yra efektyviausia konkrečioje situacijoje, kokie lyderio asmeniniai bruožai turėtų būti svarbiausi jam vadovaujantis viena ar kita lyderiavimo teorija. Tiek pasaulinėje, tiek Lietuvos literatūroje pasigendama tyrimų apie vadovų lyderystės savybių ir efektyvios organizacijos sąsajas.

Straipsnyje nagrinėjamos lyderystės raiškos bendrojo lavinimo mokyklose ir efektyvaus mokyklų valdymo sąsajos. Išnagrinėta mokslinė literatūra, dokumentai apie švietimo organizacijos vadovų lyderystę ir efektyvų valdymą; ištirta lyderystės raiška tarp mokyklų vadovų; identifikuoti efektyvios organizacijos požymiai, ištirtas lyderystės poveikis taikant efektyvių mokyklų valdymą. Tyrimo imtis suformuota iš Šiaulių miesto bendrojo lavinimo mokyklų ir gimnazijų mokytojų, pavaduotojų, direktorių (N=214).

Tyrimo metu buvo identifikuoti bendrojo lavinimo mokyklų vadovų tipai: darnus, autokratinis, biurokratinis, liberalus, transakcinis, transformacinis, orientuotas į užduotį ir į darbuotojus. Nustatyta, jog Šiaulių miesto bendrojo lavinimo mokyklų vadovams būdingas darnus, į darbuotojus orientuotas bei transformacinis lyderiavimo stiliai.

Atlikta tyrimo analizė parodė, kad efektyvus mokyklos valdymas yra neatsiejamas nuo mokyklos vadovo kaip darnaus, į darbuotojus orientuoto, transformacinio lyderio savybių: 1) statistiškai reikšmingas stiprus ryšys tarp darnaus lyderio savybių ir inovatyvios, tikslo siekiančios kolegialios mokyklos; 2) vidutinis statistiškai reikšmingas ryšys nustatytas tarp darnaus lyderio savybių ir atviros mokyklos; į darbuotojus orientuoto lyderio savybių ir inovatyvios, atviros, tikslo siekiančios, kolegialios mokyklos; transformacinio lyderio savybių ir atviros, tikslo siekiančios kolegialios mokyklos.

Apibendrinant galima teigti, jog dauguma Šiaulių miesto bendrojo lavinimo mokyklų vadovų gali būti įvardijami kaip lyderiai, gebantys kurti komandą, rodyti asmeninį pavyzdį, skatinti darbuotojų tobulėjimą, sukurti palankias sąlygas pokyčiams, tausoti turimus išteklius ir nuolat siekti mokymosi kokybės. Naujovių pripažinimas, jų įgyvendinimas, gebėjimas prisitaikyti prie pokyčių lemia teigiamus pokyčius mokykloje, didina bendrojo lavinimo mokyklos veiklos efektyvumą.