

The Role of Leadership in Modern Education

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Abstract

A moral way of life helps the evolution of people, in the sense that observance of principles, protects them from what is bad and gives them support. There is a high effort to integrate morality in the professional life of employees in educational institutions, in order to reach the stage of happiness. The purpose of this article is to focus on moral values and how they are promoted by teachers. Thus, in this sense, there is a combination of the study of basic concepts, but also with the study of a practical application, in order to identify the role of leaders in developing the moral values of students. The most important conclusions drawn from this scientific paper highlight the fact that a good leader in the educational environment must have high moral values to be a role model among students.

Key words: teaching staff, instructional-educational process, morality, education

J.E.L classification: I21, I25, M12, P36

1. Introduction

In a democratic society, answers and solutions are always sought for the problems that have arisen, of the community, so each leader in the educational environment must become more and more responsible both in front of the team he belongs to and in front of the learners.

Leaders are not born, they become in time and as a result of a complex process. However, it is increasingly accepted that a good leader must have experience, knowledge, commitment, patience, the ability to lead, negotiate, persuade and work with others to achieve organizational goals.

In today's workplace dynamics, organizations need leaders to meet new challenges in order to gain a competitive advantage in the marketplace. In addition, organizations need managers to maintain a conflict-free job, but also to use resources efficiently. Without a leader, chaos would be created, a dull work climate in which no person would feel comfortable. Finally, a well-balanced organization should have a mix of leaders and managers to succeed. (Lawrence, 2010, p.31).

2. Literature review

Leaders (whether we are talking about teachers in the classroom or in the decision-making position) during the instructional-educational process must promote morality and ethics among students. They also outline the significance of the position of school organizations in this field. The moral nature of education can not be reduced only to the knowledge and skills necessary for the act of teaching. Moral behavior must be continuously present in schools, in the actions of teachers and their results (Burant et al, 2007, p.31).

Teachers as leaders are responsible for the morality and education of students, in the interaction with the class is inevitable the existence of a moral behavior. They must also have pedagogical skills in the sense of managing and directing their actions in the classroom (Husu & Tirri, 2007, p.59)

Promoting the moral way helps people to develop, and this refers to the fact that it protects them from what is bad. The peculiarities of the modern world, but also of globalization have accelerated the modernization of the 21st century society and have highlighted the need for the moral behavior of teachers (Husu & Tirri, 2007, p.62)

The review of empirical studies in the analyzed field nuances a number of characteristics that distinguish a good leader from a weak one, and these are:

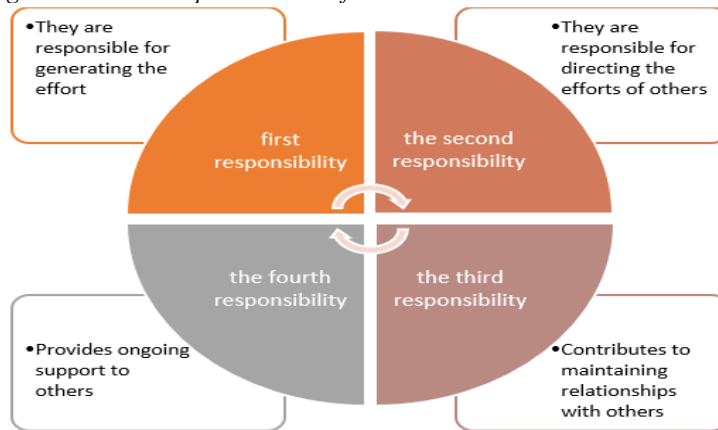
1. integrity;
2. honesty;
3. desire to drive;
4. the desire to have knowledge;
5. authenticity.

In recent years, the literature talks about the existence of another type of leader, the humble one. Morris offers an important analysis and an excellent study in this regard, defining the concept through three distinct dimensions (Morris et al, 2005, p.46-48):

1. Self-awareness: The ability to understand someone, to acknowledge one's mistakes.
2. Openness: Recognition of limitations, openness to new ideas, knowledge and desire to listen and learn from others.
3. Transcendence: Appreciating the opinions and ideas of others within the organization.

According to Simona Mardar, leaders have a number of responsibilities (figure 1).

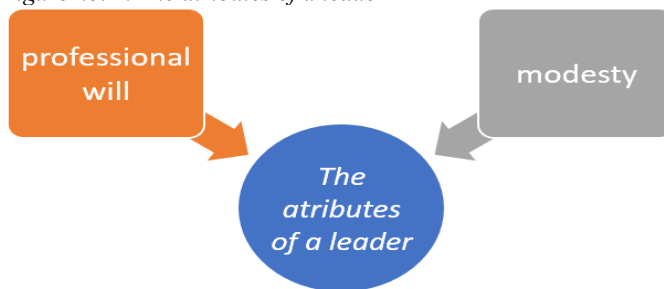
Figure no. 1. The responsibilities of a leader



Source: (Mardar, 2013, p.18)

Jim Collins considers that two attributes are very important for a leader (figure no. 2.).

Figure no. 2. The attributes of a leader



Source: (Collins, 2017, p. 59)

3. Research methodology

In order to establish the role of teachers in shaping the moral values of students, during this part we aimed to conduct a field-research, an opinion poll that aims to identify the role of leaders in education in shaping the moral values of students. Thus, the questionnaire was used as a research tool that was applied to a number of 50 people representing teachers working in school organizations in primary and secondary education.

Objectives:

O1: Knowledge of leaders' concern for the development of human values among students

O2: Observation of responsibilities for promoting ethical values

O3: Highlighting respondents' perceptions of the impeccable behavior of teachers as formal leaders

Hypotheses:

H1: Focusing the organization on issues related to the development of human values results in influencing the impeccable behavior of school leaders

H2: Respondents' studies and seniority influence the perception of responsibility for the development of human values among students

H3: The importance given to the development of human values of students varies depending on seniority

4. Findings

During this part, the results obtained from the opinion poll applied to teachers are presented, and in this sense the interpretation of each question takes place.

Question 1. Does the school organization where you currently work focus on developing moral values among students?

Answer	Percentage
<i>yes</i>	<i>100 %</i>
<i>no</i>	<i>-</i>
<i>I don't know</i>	<i>-</i>

Within the organizations where the respondents work, the emphasis is on promoting moral values.

Question 2. Express your opinion on the following statement: "The responsibility for developing the moral values of students belongs exclusively to the leaders in the educational environment".

Answer	Percentage
<i>Totally agree</i>	<i>-</i>
<i>Agree</i>	<i>-</i>
<i>indifferent</i>	<i>-</i>
<i>Disagree</i>	<i>40%</i>
<i>Totally disagree</i>	<i>60%</i>

According to the answers given by the respondents, the task of developing students' moral values does not fall only to teachers as leaders. Compared to the statement, 40% of the participants in the study disagree, and 60% totally disagree.

Question 3. Which of the following should be involved in shaping students' moral values?

Answer	Percentage
<i>Family</i>	<i>40%</i>
<i>Friends</i>	<i>10%</i>
<i>Media</i>	<i>10%</i>
<i>Communities</i>	<i>10%</i>
<i>All the above</i>	<i>30%</i>

According to 40% of teachers, the family should be involved in the formation of moral values, 10% believe that friends, 10% media, 10% community, and 30% said that all parties are responsible for strengthening the moral values of students.

Question 4. How important is it for a leader to have high moral values?

Answer	Percentage
<i>Very important</i>	60%
<i>Important</i>	30%
<i>Indifferent</i>	10%
<i>Unimportant</i>	-
<i>Totally unimportant</i>	-

In the opinion of 60% of the participants in the study, the moral values of teachers as leaders are very important, for 40% they are important.

Question 5. Express your opinion on the following statement: "In school organizations and in the community, leaders must behave impeccably."

Answer	Percentage
<i>Totally agree</i>	50%
<i>Agree</i>	40%
<i>indifferent</i>	10%
<i>Disagree</i>	-
<i>Totally disagree</i>	-

Thus, 50% agree with the above statement, 40% agree, and 10% are indifferent.

The last questions of the questionnaire are related to studies and seniority. 70% of the respondents are graduates of undergraduate studies. Regarding the seniority in work, over 50% of them have been working for a period of 5-10 years.

5. Testing hypothesis

H1: The focus of the school organization on aspects related to the development of human values results in influencing the behavior of teachers as leaders

Table no. 1. Testing the first hypothesis

		Responsibility for the development of human values
Studies	Pearson's correlation	0.705
	Sig. (2-tailed)	0.000
	N	50

Source: self-processing

The value of Pearson's correlation coefficient shows the existence of a direct and significant link between the variables. The first hypothesis is verified.

H2: Respondents' studies and seniority influence the perception of responsibility for the development of human values among students

Table no. 2. Testing the second hypothesis

Corelations		Responsibility for development human values
Studies	Pearson's correlation	0.005
	Sig. (2-tailed)	0.943
	N	50
Age	Pearson's correlation	0.197
	Sig. (2-tailed)	0.62
	N	50

Source: self-processing

In this case, in order to test the hypothesis, Pearson's correlation coefficient was used. The value of Sig, of the statistical threshold is not in the limit, this demonstrates the fact that there is no direct connection between the variables. Thus, the second hypothesis was not tested/verified.

H3: The importance given to the development of human values of students varies depending on seniority. The T test was used for this hypothesis.

Table no. 3. Testing the third hypothesis

T test						
	Test value = 0					
	t	df	Sig. (2-tailed)	Medium diference	95% Confidence interval of the difference	
					Lowest	highest
the biorhythm that characterizes you profile	91.303	239	0	3.688	3.61	3.77
	52,665	239	0	5.425	5.22	5.63

Source: self-processing

Sig is in the normal range, there are differences in perception of individuals. Hypothesis three was verified.

6. Conclusions

The moral behavior of teachers (leaders or not) plays an essential role in building a society according to the expectations of citizens, a society characterized by normalcy and in which morality reigns.

Changes in the moral nature of individuals have not led to severe changes, but the focus on the moral behavior of teachers is increasing, it can be defined as one of the most important aspects of the last three decades.

The aims of promoting morality among school leaders are vast, they have in common the study of organizational culture, with an emphasis on: beliefs, values, norms. The formation and cultivation of virtues among students allows the evolution of the world.

Research has confirmed that the behavior of leaders consistently influences employee performance. It is said that the power of example has a great influence on the employee. Therefore, both traits and behavior go hand in hand or in other words the theory of leadership traits influences the theory of behavioral leadership. But keep in mind that it is easier to change behavior (through learning) than to change traits.

The managerial style and the one used in leadership determine the performance of the employees. Thus, any company must adopt this widely accepted fact at the intellectual level in organizations in both the private and public sectors, but now all prove to be quite resistant to significant change.

Globalization, instant communication, economic crises, corporate social responsibility and huge environmental problems are some of the obvious examples that modern leadership has to face, and for this to be possible new leadership qualities are needed.

In conclusion, only a moral leader can positively influence student behavior.

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