The Influence of Management and Leadership on Performance at the Level of the School Organization

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Abstract

The managerial capacity at the level of the school organization is measured in certain performance indicators, quantitative and qualitative, which reflect the extent to which the organizational objectives have been achieved in a certain period of time. Management is a systemic process whose junction with leadership responds to the current need to take the human factor into account. More than ever, the COVID pandemic has proven that performance is not a simple mathematical algorithm, but the result of processes and, above all, the attitude of an organization's leader towards people's problems, their values and expectations. Management can no longer be exercised without activating leadership as a form of specific and motivating influence in crisis situations. The article focuses precisely on emphasizing the need to double the role of manager through that of leader, the only formula capable of maintaining the cohesion and concentration of efforts on a common path.

Key words: leadership, management, organization, performance
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1. Introduction

The success of school organizations depends not on the principles and procedures on which they operate, but on the way people think, the way they cooperate in unison, turning the organization into a system of social responsibility for performance. The change of mentalities aims at a certain relational ethic, oriented towards a modern leadership, with motivational accents materialized in the configuration of certain qualities of the leader.

Leadership has filled certain gaps in the functioning of the management system, wanting to be an optimal solution to the challenges in the social, medical, educational and economic, even ethical, challenges caused by the COVID pandemic. Leadership, as an activity based on a network of influence, has been capitalized in order to improve the results, severely affected by health rules and restrictions. People are the engine that activates resources and means to maximize results, without which nothing can move. We realized this especially in the context of the current pandemic, which made us realize how fragile the social structures in which we used to live are.

Leadership focuses on the emotional side of the organization, which is related to human relations, being a process that has proven its practical effectiveness especially during the current general crisis. In our information society, tense with the lack of predictability and linearity of the entire economy, leadership has proven to be a factor of harmony and balance that can maintain the motivation and cohesion of the organizational group. Leadership efficiency derives from its very definition as a process of social influence, "including an intentional dimension, exercised by a single individual (or group) over other individuals (or groups), in order to structure activities and relationships within a

group or an organization. " Leadership can assess organizational potential and develop the key competencies needed to maintain vision. The term leadership first appeared in the treatises on psychology and sociology, later overlapping with the term management (specific to the economic field), an overlap that generated much confusion. Over time, leadership has gained independent status as a field of practice and research, as a result of observations on the link between performance and methods of influencing it. The definition of leadership as a dynamic process of influence that determines the members of the organization to engage voluntarily in the accomplishment of tasks or goals highlights the relationship of leadership with people, values the work of working with them and emphasizes the need to have permanent view of their individual or group lives, interests, aspirations, aspirations, aspirations. Knowing and mastering the rules by which leadership acts (as a factor in achieving unity) can help the manager to consolidate and improve his results. A leader "who uses only his formal authority to influence his subordinates will not get results as convincing as those who exercise and lead" (Montana, 2000).

Any change in the behavior of the members of the organization influences the general level of performance, proving that the best way to run a company is the best way to treat people. The practice of strategic leadership makes the connection between the following three functions, as a form of optimization of results.

The motivating factors (setting challenging goals, recognizing merits, taking responsibility, opportunities for advancement and self-realization) act to maintain a climate conducive to a state of continuous satisfaction and motivation. Leadership appears at the confluence of these elements, emphasizing both the individual factors, the personal and social fulfillment needs of subordinates, and the organizational factors that depend on the policy and management options. Leadership can be considered one of the functional roles of management, but also an independent field of leadership. He uses positive influence, vision, realism, ethics and courage as methods. Regardless of the level at which it operates, leadership involves the assertion of certain qualities necessary to lead a team or an organization, qualities that ensure the unity, solidarity, involvement and freely agreed cooperation of its members.

2. Literature review

The notion of leadership is related to the concept of change, of transformation of an organization (Buckingham, 2018). The phenomenon of changing and realigning values derives from the ability of leaders to develop a strong and attractive vision for all members of the organization (Cifali, 2019). The vision will reflect a set of well-articulated and customized values, which will be adopted and applied in the life of the organization, expressing hope, the direction to follow, the possibilities of survival and development, even in the special conditions we live in today. In the literature, there is talk of certain leadership models that can ensure high efficiency in the performance of the organization (Arnulf, 2015):

a. Charismatic leadership: is found in people considered charismatic, who have the native talent to influence others in a profound way. Charismatic leaders have important achievements as young children, and their evolution confirms their genetic qualities.

In the conditions in which the native qualities are polished through education, the leader becomes a prominent personality of the community in which he carries out his activity. Charismatic leaders are characterized by a great confidence in their own strengths, in their own values, but also in the ability to get what they want, in the attraction that inspires their supporters. Charisma thus appears as a social relationship built by attribution and by (Cifali, 2019):

✓ the ability to create a convincing vision, able to highlight high expectations from supporters, as well as modeling competitive behaviors;

✓ the ability to energize through high personal involvement; energizing ability includes asserting one's commitment, expressing personal confidence in the future of the organization, achieving and using success;

✓ the ability to develop and use the potential of subordinates in realizing the vision consists in expressing personal support, in manifesting empathy or trust in people.

b. Transactional leadership: is based on the leader's ability to negotiate. In order to get the staff involved and attract them to his side, he promises a series of rewards in exchange for making certain decisions and behaviors. The leader must constantly exercise his negotiating skills and be empathetic. If he promises rewards but fails to deliver them within a reasonable time, he loses credibility. Once credibility is lost, it is very unlikely that they will be able to regain lost ground, leading to an increase in the influence of the informal leader, who will want to expand and formalize his power.

c. Transformational leadership: it is a way of leading that characterizes leaders who are able to perceive the need for change, who want to effectively design and lead major organizational changes. To succeed, he needs the ability to be open to challenges. To succeed, he needs the ability to be open to challenges. In an environment with a particularly high rate of change (in terms of speed, amplitude and uncertainty), it is vital that the leader has a great capacity for anticipation, to withstand the stress of transforming uncertainty and physical distancing into a state of normality. Transformational leaders respond to intellectual stimuli, practice methods based on creativity, introduce and promote the new, self-learning, individualized consideration, have charisma and the ability to gain loyalty from subordinates, so as to exert a strong influence.

d. Laissez-faire leadership: it is specific to leaders who prefer to create a general frame of reference, after which to leave the supporters full freedom on how to achieve the objectives. The leader is only involved in the design part, which means that he does not intervene in the operational area. The leader's supporters establish their own strategy, define and share their roles, make decisions and act without their leader intervening in these elections.

e. Leadership based on emotional intelligence: an emotionally intelligent leader is a good listener, able to enter the other person's skin, to recognize and understand the emotional states of others, thus influencing them emotionally. Emotional intelligence helps them build strong interpersonal relationships, self-motivate and motivate others, perform better, function better under pressure, cope with change, and be at peace with themselves.

The new social paradigm generated by the COVID pandemic requires a new kind of leader who instills respect and loyalty, not authority and routine. Leadership can be learned through thorough and appropriate training. Once understood as a simple skill, as a managerial skill conditioned by the existence of team spirit (which reflects the desire of people to think, feel and behave in a harmonized way), leadership has now become a style of self-leadership (Gamble and Gamble , 2019). The latent qualities of a leader can come to the surface spontaneously and can be strengthened through exercise and study.

Creating the premises for the successful manager of the school organization to be considered a true leader is an imperative for the current context in which education is located. As an actor of changes focused on the concept of performance in terms of attitudes and skills, the school leader must manifest (Belker, 2012):

1. personal mastery - by putting into practice in a coherent way one's vision, through a lucid assessment of the present reality (which leads to the development of the ability to make better and more practical choices);

2. shared vision - the people of the school must have a common goal, based on a sense of commitment, on the unitary application of the strategies, principles and practices through which they want to improve their future;

3. reconsideration of mental models - starting from these, the members of the organization develop the ability to speak safely and constructively about the problems of the organization;

4. team learning - is embodied in group interaction strategies, in techniques such as dialogue and competent discussion, through which small groups of people harmonize their ideas, mobilize their energies and actions to achieve their common goals.

A successful leader emphasizes the human character of the organization, the development of human relationships, activism, involvement, and perseverance (Daft, 219). It promotes a set of moral and social values, with the use of techniques, methods and operational procedures in the background. The social, emotional, and relational dimension of leadership involves devotion and involvement, which determines the involvement and dedication of students / subordinates (Crawford, 219). The quality of leadership will in fact be measured in the integrity, performance and development of the school organization

In conclusion, the diversity of types of leadership reflects the new conception of leadership theory, corresponding to the current needs of organizations. It is known that, at present, they operate on the basis of flat structures, with a small order, in which the boss can no longer follow all his subordinates due to the development of activities predominantly online. Leaders thus have the task of maintaining a motivating framework so that people can continue to feel a cohesive team, mobilized in the direction of achieving goals (Jones and George, 2018).

3. Research methodology

The aim of this research is to identify the effects of the influence of management and leadership on organizational performance both at school and institution level.

Research objectives:

1. Identifying managerial styles and efficient leadership models, which can improve the performance of the school organization;

2. Establishing the effects that the efficient application of the functions and managerial competences has in the plan of improving the performances of the school organization;

3. Identifying the types of leadership that influence motivation in the direction of improving the performance of the school organization;

4. Establishing the role that managerial communication has in terms of increasing the performance of the school organization;

5. Establishing the personality traits of the ideal manager / leader, which can contribute to optimizing performance in the school organization.

Data were collected, processed and interpreted in the SPSS system. The technical-operational part was standardized with the help of this program, the results of which helped us in the process of validating the hypotheses. The chosen methodology was selected and adapted according to the specifics of the field and the characteristic features of the researched problem. The methodological construction involved the capitalization of the theoretical knowledge in the field and of the meanings that the investigation of the working hypotheses can acquire in the realization of the research approach.

The sociological survey questionnaire was used as a research tool. The method used is interactive, which involves a direct exchange of information between the researcher and the subjects under investigation. The purpose is to collect data on certain phenomena, situations and manifestations, aimed at improving the performance of the school as an organization. As a method of social and psychosocial research, the questionnaire consists of a set of written and logically and psychologically ordered questions. Interviewees may respond orally or in writing. The complexity and quality of the questionnaire depend on its design (number of questions and how they are formulated), but also on the accuracy of the administration. The questionnaires proposed for the research were designed in a complex way, from a relatively large number of questions, based on which to obtain information that would lead to the identification of solutions to certain problems with several variables. The questionnaire includes the introductory part, which motivates the need to apply the questionnaire, briefly presents the purpose and objectives of the research, the person who initiated the research and makes recommendations on how to complete, emphasizing the importance of sincerity and honesty of answers.

The sampling method chosen is stratified sampling, ie proportionally stratified sampling. In this way, the representativeness of the sample structure was fully ensured. Sampling was based on subject availability. Two characteristics were identified that could generate differences in behavior: the area in which the school operates (rural, urban) and the study cycle in which teachers teach.

4. Findings

Most of the teachers surveyed considered that leadership based on the example provided by the manager is the most effective form of leadership, which leads to the highest performance within the organization (Table 1). The personal example of the manager is a very important aspect, which motivates and inspires subordinates, stimulates them intellectually and morally, leads them through conviction to achieve in good conditions the established work objectives. The personal example

makes the difference between words and deeds, being much more convincing than any formal attempt at persuasion, not duplicated by facts or situated in contradiction with the actions of the manager.

Table no. 1 Forms of leadership that help achieve performance

		Responses		Percent of Cases
		N	Percent	
Forms of leadership that help achieve performance	Charism-based leadership	7	3.5%	5.1%
	Leadership based on loyalty	35	17.4%	25.4%
	Negotiation-based leadership	21	10.4%	15.2%
	Leadership based on freedom of action	56	27.9%	40.6%
	Leadership based on the example provided by the manager	82	40.8%	59.4%
	Total	201	100%	145.7%
a. Dichotomy group tabulated at value 1.				

Source: developed by the authors based on the collected data with SPSS program

Most of the teachers surveyed appreciated that leadership based on the example provided by the manager is the most effective form of leadership, which leads to the highest performance within the organization. The personal example of the manager is a very important aspect, which motivates and inspires subordinates, stimulates them intellectually and morally, leads them through conviction to achieve in good conditions the established work objectives. The personal example makes the difference between words and deeds, being much more convincing than any formal attempt at persuasion, not duplicated by facts or situated in contradiction with the actions of the manager.

Leadership based on freedom of action is considered important by an important part of the teachers surveyed. The freedom of action of subordinates implies the encouragement of their initiative and the confidence given in the conscientious and professional performance of work tasks. In order to be effective, full freedom of action must be doubled by the seriousness and involvement of subordinates, who must understand this freedom as a factor in stimulating creativity and initiative in the activity carried out.

Loyalty-based leadership was considered effective and efficient by some of the teachers surveyed. Interpersonal relationships based on honesty, honesty and loyalty within schools are a psychological basis that allows the development of feelings of mutual trust between the school manager and his subordinates. Practicing this style of leadership becomes effective if, over time, mutual trust between the manager and subordinates is strengthened. They must act in a transparent and open manner in order to successfully achieve the goals of the organization.

Negotiation-based leadership is a leadership style considered effective by some of the teachers surveyed. Negotiation involves mutual concessions from the manager and his subordinates. Through direct and open communication, they will be able to establish the conditions and limits of action and movement, without the manager imposing irrevocable working conditions, which cannot be negotiated with subordinates.

Charism-based leadership was considered important by a small proportion of teachers surveyed. Charismatic leaders are willingly followed by their subordinates, inspiring a freely accepted authority. Such a form of leadership can be effective if it is doubled by the manager's mastery of the entire arsenal of effective management methods and techniques of the organization. Rather, it is associated with the profile of the informal leader, who overshadows the decision-making activity of the invested leader with the formal authority of the position.

There is a connection between the practice of leadership models and the level of performance of the school organization. This link is highlighted in Table 2.

Table no. 2 Correlation between using different leadership models and increasing performance

			The level of performance obtained by the school management at present			Total
			Satisfying	Good	Very good	
Forms of leadership that help increase the performance of the school as an organization	Charism-based leadership	% of Total	0.0%	3.5%	0.0%	3.5%
	Leadership based on loyalty	% of Total	0.0%	17.4%	0.0%	17.4%
	Negotiation-based leadership	% of Total	0.5%	10.0%	0.0%	10.5%
	Leadership based on freedom of action	% of Total	14.4%	0.0%	13.4%	27.9%
	Leadership based on the example provided by the manager	% of Total	1.5%	29.9%	9.5%	40.8%
Total			16.4%	60.7%	22.9%	100.0%
Percentages and totals are based on responses.						
a. Dichotomy group tabulated at value 1.						

Source: developed by the authors based on the collected data with SPSS program

Table 2 shows the data obtained by associating the variable Forms of leadership that help to achieve school performance and the variable The level of performance obtained by the school management, at present. From here, things get trickier, and this is where the true leadership of the manager comes in! We can say that in some cases it has achieved very good results, and in the vast majority of cases it has achieved good results, compared to the Charism-based Leadership item. In cases where leadership based on the example provided by the manager was used, satisfactory results were obtained only in proportion of 1.5%, compared to leadership based on freedom of action, in proportion of 14.4%.

In Table 3 we find an association between the variable Type of leader that can influence the level of performance of the organization and the variable Level of performance obtained by the school management, at present. We notice from these data that the visionary leader has a great influence in obtaining positive (very good) results, but that the democratic, collegial leader has a greater influence than the visionary leader on the results of the organization. If we look at the results, we can conclude that the visionary leader can achieve maximum performance.

Table no. 3 The type of leader who can positively influence the level of performance of the organization

		The level of performance obtained by the school management at present			Total
		Satisfying	Good	Very good	
The type of leader who can influence the level of performance of the organization	Visionary leader	2.2%		32.6%	34.8%
	Advisory leader	18.1%			18.1%
	Collegiate, democratic leader	1.4%	44.9%	0.7%	47.1%
Total		21.7%	44.9%	33.3%	100.0%
Chi-Square Tests					
		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		236.385	4	.000	
Likelihood Ratio		241.273	4	.000	
Linear-by-Linear Association		33.694	1	.000	
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.43.					
Symmetric Measures					
		Value	Asymp. Std. Errora	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.496	.061	6.660	.000[c]
Ordinal by Ordinal	Spearman Correlation	.506	.092	6.845	.000[c]
N of Valid Cases		138			

Source: developed by the authors based on the collected data with SPSS program

In Table 3, we find an association between the variable Type of leader that can influence the level of performance of the organization and the variable Level of performance obtained by the school management, at present. We notice from these data that the visionary leader has a great influence in obtaining positive (very good) results, but that the democratic, collegial leader has a greater influence than the visionary leader on the results of the organization. If we look at the results, we can conclude that the visionary leader can achieve maximum performance.

Following the Chi-Square test, the value of Asymp. Sig. is below the 0.05 threshold, which shows a statistically significant link between the two variables. The Spearman correlation coefficient shows a positive medium strength bond. In conclusion, I could say that the type of leader can influence the results of the school. It can be concluded that the leadership models practiced by the manager lead to the improvement of the performance level of the school organization.

5. Conclusions

Following the research, management cannot be applied in the absence of leadership skills. The current management shifts the focus from the positions of authority to participatory management, which involves the involvement of all in the decisions and actions taken at the level of the organization. The human, interpersonal side must support the whole process, especially since the school is a dynamic, constantly changing type of organization, vulnerable to political, economic, social and even medical influences (as has been seen lately). Added to this is the inability of the school environment to learn from its own failures (it would be necessary to introduce a failure management course for both students and teachers who are preparing to train these students).

At the school organization level, the manager who acts as a leader has proven to be the optimal solution. The specificity of this organization requires a leader who is able to reduce tensions, resolve conflicts and stimulate the motivation to work of subordinates. As a formal leader, the manager must take on the characteristics of the informal leader, behave like a true member of the group, whom he must represent in any situation, no matter how difficult.

The leader of a school organization must be, first and foremost, a model who has the qualities and principles that he promotes and demands of others, a man who manages to integrate into the emotional world of his subordinates, so different in human and professional profile. . In other words, the effective leader of a school organization must make the connection between the formal role with which he has been invested and the informal role that he assumes by managing feelings, risks and the unpredictable.

From the perspective of the theoretical and practical approach of the direct influence that the practice of scientific management and leadership has on improving performance in the school organization, we can formulate some general conclusions, which highlight both the advantages and limitations of implementing this leadership model. education level:

1. Improving performance through the effective practice of management and leadership at the school organization level cannot be achieved without creating the conditions for adequate professionalization of managers. European trends in the training of managers at the level of school organizations are manifested in the initial and continuous training of teachers in the direction of shifting the emphasis from knowledge to the training and development of managerial skills.

2. In the context of shifting the focus from knowledge to skills, and especially to values and attitudes manifested in the exercise of management and leadership, aims to adapt the management of school-type organizations to the new requirements of society, which are evolving in the direction innovation, creativity, communication and digitalisation.

3. Improving the performance of managers within the school organization influences the decision-making and operational behavior of the entire organization, in order to improve performance.

4. The activity of the school organization manager depends on the application of a set of specific competencies, representing the central elements of human resources management. These make clear the difference between efficient and inefficient managers, on the one hand, and on the other hand, they directly condition the level of performance.

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