

Leadership in Romanian Schools

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Abstract

The purpose of the research was to analyze the leadership situation in schools in Romania. To carry out this study, we created an online questionnaire that was applied to teachers in the pre-university education system in Romania.

Following the research, we found that most of the teachers answered that in the school where they teach, the emphasis is placed to a large extent on the development of leadership programs for them, the teachers answered that in the school where they teach, there is a very large emphasis on encouraging collaboration between school management, teachers and students in a friendly manner. On the other hand, teachers mentioned that they do not have the confidence to reveal their problems related to teaching activity and the level of stress in front of the school management.

This topic has not been studied at the level of Romania, being also an element of novelty.

Key words: leadership, teacher performance, performance, stress, motivation

J.E.L. classification: I21, I25, P17

1. Introduction

In classrooms, where they have a lot of autonomy in choosing lessons and starting activities, teachers have long been considered leaders (Lai and Cheung, 2014).

Also, effective educational leaders are truly committed to improving the professional community in schools, as well as implementing school development and transformation. They encourage the growth of coaching skills and reflective dialogue between educators to encourage joint efforts (Blase and Blase, 1999).

A 2011 study aimed to examine how teachers and administrators viewed the effects of a graduate program designed to develop teacher leaders (Ross et al., 2011). The study showed that teacher leadership is a call to transform the roles of teachers so that they become the primary actors in school reculturing to improve instruction and student learning. The study also found that if all teachers are to become leaders, teacher programs must engage in teaching for transformational learning, which will empower collaborative teams of teachers to develop, examine, and act on assumptions, reexamined goals, values and beliefs.

Another 2011 study showed that by developing leadership programs, teachers were able to identify their professional voices as they began an epistemological shift from seeing themselves as passive receivers of information to active builders of knowledge (Taylor et al., 2011). This change represented a developmental process during which teachers' perspectives on teaching and learning were transformed.

The study by Karacabey et al. (2020) showed that the impact of leadership programs for teachers has a significant impact on student learning (Karacabey et al., 2020).

Therefore, principals need to delegate decision-making authority to teachers, encourage and support the growth of a collaborative culture in schools, reshape organizational structures to support teachers' practice as decision-makers, and provide resources (such as time and money) that teachers can carry. develop their decision-making responsibilities to help develop teachers as decision-makers and encourage teacher participation in decision-making (Lai and Cheung, 2014).

In order to extend and amplify the on-the-job experiences of teachers, innovative new approaches to leadership development combining formal training, e-learning, coaching and knowledge sharing should be used. All of these strategies should be part of experiential leadership development, a strategy to help schools develop the leaders they need for high performance (Thomas and Cheese, 2005).

2. Research methodology

The purpose of the research was to analyze the leadership situation in schools in Romania.

To carry out this study, we created an online questionnaire that was applied to 345 teachers from the pre-university education system in Romania.

The teachers received 7 questions from the sphere of leadership regarding: the development of leadership programs, the collaboration between the school management, teachers and students, the disclosure of the problems related to the teaching activity and the stress level in front of the school management, the well-being of the staff, the motivation of the staff, the working atmosphere from the school and communication between management and teachers.

3. Findings

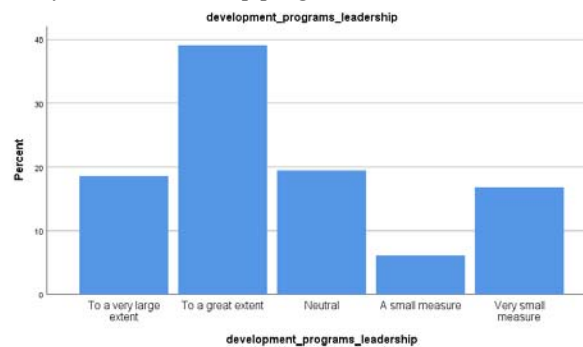
To question no. 1, in your school the emphasis is on the development of teacher leadership programs, 39.1% of the teachers answered that in the school where they teach the emphasis is to a large extent on the development of teacher leadership programs, 19.4% of the teachers were neutral in expressing their opinion, 18.6% of the teachers answered that within the school where they teach there is a great deal of emphasis on the development of teacher leadership programs, 16.8% of the teachers answered that within the school in which they teach there is a very small emphasis on the development of teacher leadership programs, while 6.1% of the teachers answered that the school where they teach there is a small emphasis on the development of leadership programs the teachers.

Table no. 1 Development of teacher leadership programs

		development_programs_leadership			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	To a very large extent	64	18.6	18.6	18.6
	To a great extent	135	39.1	39.1	57.7
	Neutral	67	19.4	19.4	77.1
	A small measure	21	6.1	6.1	83.2
	Very small measure	58	16.8	16.8	100.0
	Total	345	100.0	100.0	

Source: the author.

Figure no. 1. Development of teacher leadership programs



Source: the author.

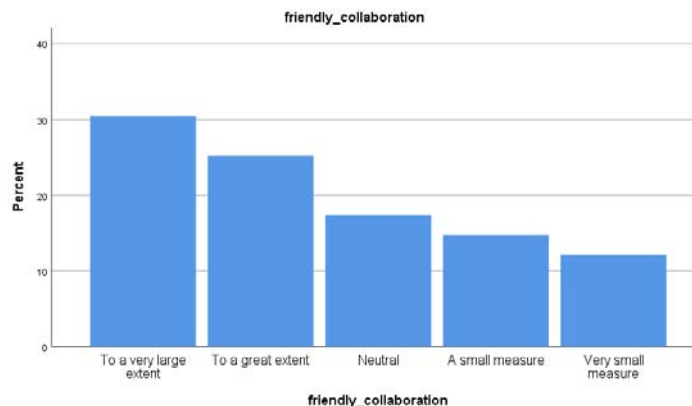
Regarding question no. 2, in your school, collaboration between the school management, teachers and students is encouraged in a friendly manner, 30.4% of the teachers answered that in the school where they teach, the emphasis is very much on encouraging collaboration between the school management, teachers and students in a friendly manner, 25.2% of the teachers answered that in the school where they teach, there is a great emphasis on encouraging collaboration between the school management, teachers and students in a friendly manner, 17.4% of teachers were neutral in expressing their opinion, 14.8% of teachers answered that in the school where they teach there is a small emphasis on encouraging collaboration between school management, teachers and students in a friendly manner, 12.2% of the teachers answered that in the school where they teach, there is a very small emphasis on encouraging collaboration between the school management, teachers and students in a friendly manner.

Table no. 2 Friendly collaboration

		friendly_collaboration			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	To a very large extent	105	30.4	30.4	30.4
	To a great extent	87	25.2	25.2	55.7
	Neutral	60	17.4	17.4	73.0
	A small measure	51	14.8	14.8	87.8
	Very small measure	42	12.2	12.2	100.0
Total		345	100.0	100.0	

Source: the author.

Figure no. 2 Friendly collaboration



Source: the author.

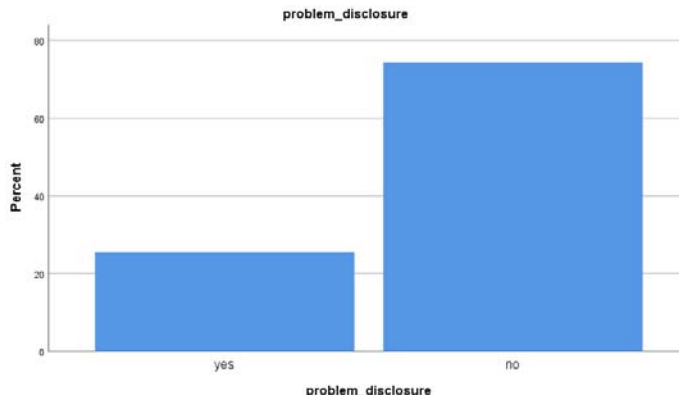
For question no. 3, are you confident to disclose your teaching problems and stress level to the school management, 74.5% of the teachers mentioned that they do not have the confidence to disclose their teaching problems and stress level to the school management, and 25.5% of the teachers mentioned that they trust to reveal their problems related to the teaching activity and the stress level to the school management.

Table no. 3 Disclosure of problems

		problem_disclosure			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	yes	88	25.5	25.5	25.5
	no	257	74.5	74.5	100.0
Total		345	100.0	100.0	

Source: the author.

Figure no. 3 Disclosure of problems



Source: the author.

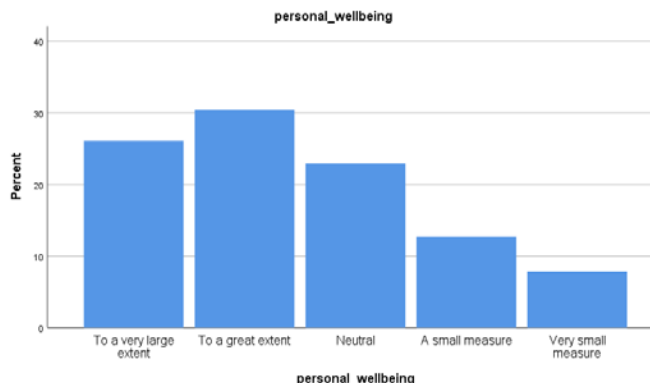
In the case of question no. 4, in your school the emphasis is on the well-being of the staff, 30.4% of the teachers answered that in the school where they teach the emphasis is to a large extent on the well-being of the staff, 26.1% of the teachers answered that in the school where they teach, the emphasis is to a very large extent on the well-being of the staff, 22.9% of the teachers were neutral in expressing their opinion, 12.8% of the teachers answered that in the school where they teach, the emphasis is to a small extent on the well-being of the staff, and 7.8% of the teachers answered that in the school where they teach, the emphasis is very little on the well-being of the staff.

Table no. 4 Personal well-being

		personal_wellbeing			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	To a very large extent	90	26.1	26.1	26.1
	To a great extent	105	30.4	30.4	56.5
	Neutral	79	22.9	22.9	79.4
	A small measure	44	12.8	12.8	92.2
	Very small measure	27	7.8	7.8	100.0
Total		345	100.0	100.0	

Source: the author.

Figure no. 4 Personal well-being



Source: the author.

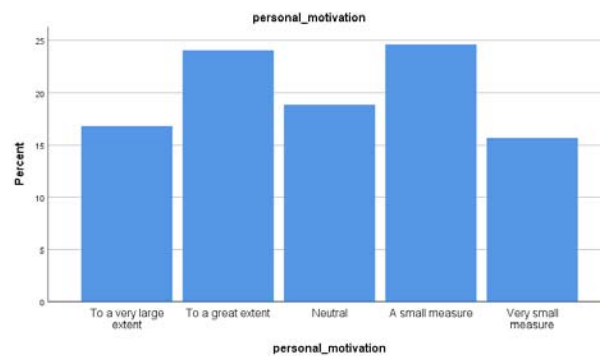
To question no. 5, in your school the emphasis is on staff motivation, 24.6% of the teachers answered that in the school where they teach there is a small emphasis on staff motivation, 24.1% of the teachers answered that in the school where they teach, the emphasis is to a great extent on staff motivation, 18.8% of the teachers were neutral in expressing their opinion, 16.8% of the teachers answered that in the school where they teach, the emphasis is to a great extent on staff motivation, and 15.7% of teachers answered that in the school where they teach, there is a very small emphasis on staff motivation.

Table no. 5 Personal motivation

		personal_motivation			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	To a very large extent	58	16.8	16.8	16.8
	To a great extent	83	24.1	24.1	40.9
	Neutral	65	18.8	18.8	59.7
	A small measure	85	24.6	24.6	84.3
	Very small measure	54	15.7	15.7	100.0
	Total	345	100.0	100.0	

Source: the author.

Figure no. 5 Personal motivation



Source: the author.

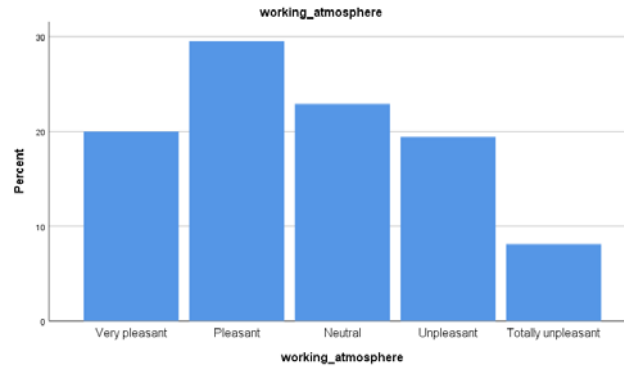
Regarding question no. 6, how do you perceive the working atmosphere at the school where you teach, 29.6% of the teachers said that they perceive the working atmosphere at the school where they teach as pleasant, 22.9% of the teachers said that they perceive the working atmosphere at the school where they teach as neutral, 20% of the teachers said that they perceive the working atmosphere at the school where they teach as very pleasant, 19.4% of the teachers said that they perceive the working atmosphere at the school where they teach as unpleasant, and 8.1% of teachers said that they perceive the working atmosphere at the school where they teach as totally unpleasant.

Table no. 6 The working atmosphere

		working_atmosphere			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Very pleasant	69	20.0	20.0	20.0
	Pleasant	102	29.6	29.6	49.6
	Neutral	79	22.9	22.9	72.5
	Unpleasant	67	19.4	19.4	91.9
	Totally unpleasant	28	8.1	8.1	100.0
	Total	345	100.0	100.0	

Source: the author.

Figure no. 6 The working atmosphere



Source: the author.

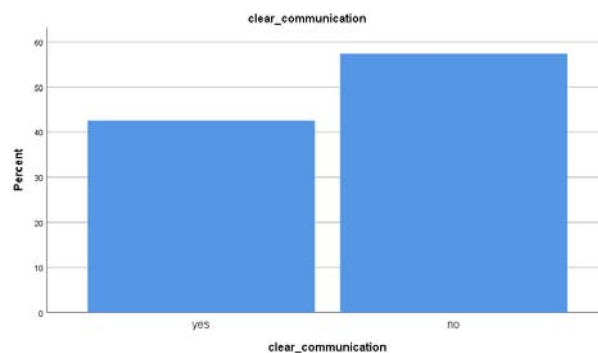
For question no. 7, in the school where you teach there is clear communication between management and teachers, 57.4% of teachers said that in the school where they teach there is no clear communication between management and teachers, while for 42.6% of teachers they have said that in the school where I teach there is clear communication between management and teachers.

Table no. 6 Clear communication

		clear_communication			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	yes	147	42.6	42.6	42.6
	no	198	57.4	57.4	100.0
Total		345	100.0	100.0	

Source: the author.

Figure no. 6 Clear communication



Source: the author.

4. Conclusions

The purpose of the research was to analyze the leadership situation in schools in Romania. Following the research, we found that most of the teachers answered that in the school where they teach, the emphasis is placed to a large extent on the development of leadership programs for them, the teachers answered that in the school where they teach, there is -a very large emphasis on encouraging collaboration between school management, teachers and students in a friendly manner. On the other hand, teachers mentioned that they do not have the confidence to reveal their problems

related to teaching activity and the level of stress in front of the school management.

A large proportion of the teachers responded that the school where they teach places a great deal of emphasis on the well-being of the staff.

On the motivation side, most of the teachers answered that in the school where they teach, the emphasis is to a small extent on staff motivation.

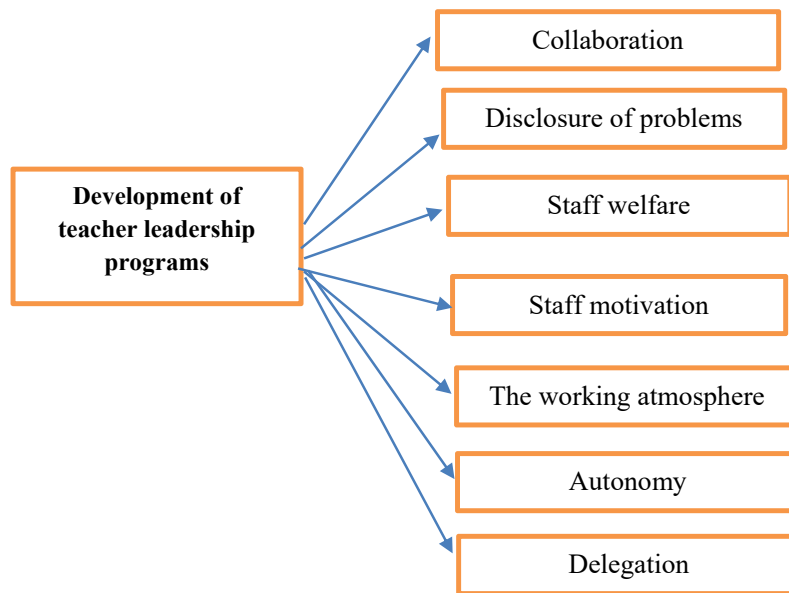
School principals have a difficult and demanding job. Thus, they are often under pressure to make choices or find solutions to problems without having enough data (information, time or resources). In the end, this frequently leads to compromise and pragmatism rather than a perfect outcome.

Regarding the working atmosphere at the school where they teach, they perceive it as pleasant.

Regarding communication, the teachers said that in the school where they teach, there is no clear communication between the management and the teachers.

Starting from these results obtained as a result of the research, we created the theoretical model called TLP (acronym for teacher leadership program).

Figure no. 7 The TLP model



Source: the author.

This model aims to improve the leadership situation of pre-university teachers in Romania.

Through leadership programs, teachers will develop their leadership skills, and through these skills, teachers can change your own life and the lives of those around you. At the same time, through leadership programs, teachers will improve their interpersonal skills, teamwork skills and emotional intelligence.

This topic has not been studied at the level of Romania, being also an element of novelty.

The limitations of the research consist in the fact that we applied this research to a sample of 345 teachers, therefore the data cannot be generalized.

Acknowledgement: This work is supported by project POCU 153770, entitled " Accessibility of advanced research for sustainable economic development - ACADEMIKA ", co-financed by the European Social Fund under the Human Capital Operational Program 2014-2020.

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