The Role of The Leader Teacher In The Educational System In Romania

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Abstract

The quality of the teacher-student relationship is crucial if teachers are to be effective in teaching anything – any subject, any content, any skill, any value or belief. A good quality of the teacher-student relationship requires involvement, responsibility and passion on the part of the teacher. New leadership is needed from him. Leadership is influencing the actions of others to achieve desired results. Leaders are those people who materialize the goals, motivation and actions of other people. Transactional teacher leaders strive to identify the roles and tasks necessary for students to accomplish their tasks and achieve desired outcomes. The main goal is the analysis of the influence of the teacher's leadership on the teacher-student relationship in pre-university education in Romania.The objective of the research was to identify the main aspects related to the existing relationships between the teacher's leadership and the teacher-student relationship in pre-university education

Key words: leadership, professor, education, management
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1. Introduction

Educational management is a field of research and activity concerned with how school organizations operate and are managed. In the last decade of the 20th century, it became much clearer what attributes a high-performing school must have. Along with things like a clear curriculum and a safe and orderly environment, the factor that has proven to be the most important component of a high-performing school is each individual teacher who teaches at that school. Even if it cannot be held solely responsible for what happens to the generations of students managed by the school, the teaching staff is the central factor in this whole endeavor. He must teach the student how to build tools to deal with or change the world in which he lives. In order to have students prepared for an unknown future, there is a need for teachers who are responsible and involved in the educational activity. To be so, teachers need to fulfill several roles at the same time and ensure that they use them all in a balanced way.

The teacher is therefore at the center of the educational development effort. Sometimes he is the springboard that propels the child beyond his apparent limits, or at other times it can be an obstacle to his development. The teacher is not only the leader of the student's personality development, but he is responsible for the coordination activities in the classroom. Classroom leadership can be defined as the ability to influence students in order to achieve class goals; it is the activity of the leading teachers who determine and direct the activity of the students by following the achievement of the action in the best conditions, by being aware of and assuming responsibility for successes and failures. It is about teachers seeing learning through the eyes of their students and students seeing teaching as a key factor in the educational process.

Leadership is the science of management that remains the same regardless of time and space. Times are changing. Technology advances. Cultures are different. But the principles of the science of management are the same everywhere - in the ancient Greeks, in the armies of the last two hundred years, in the leaders of modern Europe or in the businessmen who dominate the world economy. The leading teacher is the one who knows the principles of the science of leadership and will apply them in the relationship with the students, taking into account the three basic psychological needs.

Educational leadership is the action of mobilizing and influencing others in order to achieve the goals shared by the school. The activity of leadership can be carried out by people who fulfill different roles within the school. Formal leaders – those people who occupy formal positions of authority – are leaders to the extent that they perform these functions. The functions of leadership can be carried out in many ways, depending on the leader, the context and the objectives to be achieved.

2. Literature review

In the specialized literature, concepts in use, specific elements, aspects and recent analysis perspectives, models and directions that fit the cultural context, as well as the experiences and transformations that our education system has gone through until now, were retained. All these elements were organized and supplemented with new elements to obtain an original model of analysis. The analysis model consists of several basic concepts: educational leadership and management, teacher leadership and the teacher-student relationship.

Educational management is a field of study and activity that looks at how school organizations are run and run. The terminology that has been used to describe the organization of educational constructs, activities carried out by principals and teaching staff has developed from administration to management and then to leadership (Goleman, 2008).

Leadership means influence, values and vision, and management involves implementing them. The leading teacher has a vision of the values that should influence the students, but he must also have the ability to implement this vision.

The teacher was appreciated and valued in close connection with the educational effort made throughout the historical eras, since the beginning of human civilization. Ever since his appearance, man has believed that it is important and necessary to pass on the accumulated experience to his descendants, thus ensuring the rapid adaptation to a hostile environment, the perpetuation, but also the progress of the community. The teacher, with his specific psychomoral, attitudinal-behavioral characteristics, represents one of the important elements of the education process without which it could not take place. The special activity that he carries out and, consequently, the knowledge, skills, qualities that he possesses or must possess have caused and still maintain many controversies. As in any other field, in that of education it is necessary to create a professional profile aiming at certain standards specific to this profession (Maxwell, 2017).

The term "leadership" is a frequently used one recently, both in specialized literature and in the mass media (Best and Kahn, 2006). The focus on this term is a current international phenomenon, especially as a major investment is being made in leadership and management development by organizations. But not only the business field uses this concept, other sectors have also realized the importance of its promotion and application. The problem of management and the leader is legitimate because always and everywhere where people are gathered in common activities, structures and leadership relationships are developed called to ensure the organization of efforts and their direction towards the proposed goals (Joita, 2000).

The teacher's personality is one of the most complex psychological structures, because through interaction with others he develops a set of internal traits, personal values, motives, representations. Teacher leaders influence students outside the classroom as well and are autonomous in their work. However, they do not engage in managerial or supervisory duties. Teacher leaders have the ability to encourage other teachers and colleagues to change and start thinking about things that are insignificant to them. Teacher leadership is an idea that emphasizes that teachers occupy an important and central position within schools. Whether teacher leaders hold official titles and positions or simply obtain them when needed, teacher leadership in today's schools is essential (Berger, 2000).

In order to understand even better the exercise of the teacher's leadership role in the relationship with students, a closeness to the classroom is needed. The leading teacher is the one who influences his students in order to achieve the common goals to achieve the desired performance. In order to achieve these desired, the transformational leader teacher through his activity, will focus on identifying the needs of the students and on their development towards higher levels (Csorba, 2012). The transformational leader teacher will motivate their students to do more than they originally thought possible. The students' initial performance expectations are obviously related to an initial level of confidence in their own strengths or an initial perception of their own effectiveness or their own skills and abilities. That is why students' perceptions of self-efficacy, their self-confidence, as well as the perception of their own development potential are improved through the process of transformational leadership. Through transformational leadership, ultimately, consciously or sometimes unconsciously, humanistic goals and objectives are established, which lead to the development of others, transforming them into leaders in time or laying the foundations of collective leadership groups, as the case may be classes of students. This is how we go from a pure transaction in management to a transformation of the students, a positive transformation that tends towards their development. The process of transforming students does not consist only of behaviors related to the delegation of responsibilities or even authority, but rather develops their ability to choose the course of action themselves, if they lack this ability (Gherguț, 2007).

3. Research methodology

This research aims to study the influence of the teacher's leadership on the teacher-student relationship in pre-university education in Romania, depending on gender, age, seniority, taught subject, teaching degree, level of education and the curricular area in which the teacher teaches. Based on this goal, the following objectives were formulated:

1. Identifying the main aspects related to the existing relationships between teacher leadership and the teacher-student relationship in pre-university education.
2. Discovering the opinion of the students regarding the qualities of the leading teacher in pre-university education.
3. Studying the way in which gender, age, seniority, taught subject, teaching degree, level of education and the curricular area in which the teacher teaches are correlated with the teacher's leadership.
4. Compiling a collection of useful networking moments for the teacher in the classroom.

For the present research, the following general hypothesis was formulated: *Teacher leadership influences the teacher-student relationship in pre-university education.*

The main hypothesis is based on the assumption that there is a relationship between teacher gender and teacher leadership.

Researching the influence of teacher leadership on the teacher-student relationship in pre-university education encompasses a multitude of facets that require a complex approach and the examination of phenomena from as diverse perspectives as possible. Thus, the research tries to build a measurement context for the main actors of the educational process: the teacher and the student.

The target population of this research is represented by teachers and students in pre-university education. From this population, 100 teachers who teach in institutions with very good results at the baccalaureate and the national assessment in Romania were chosen as a sample.

The sample of teachers consisted of 100 subjects of which 74 were women and 26 were men. According to age, there were 8 teachers in the 20-30 age group, 31 teachers in the 31-40 year-old group, 34 teachers in the 41-50-year-old group, 15 teachers in the 51-60-year-old group and 12 teachers in the 61- 70 years.

According to seniority in education, there were 22 teachers in the 1-10 years group, 32 teachers in the 11-20 years group, 24 teachers in the 21-30 years group and 22 teachers in the 31-40 years group.

Depending on the didactic degree, there were 7 novice teachers, 11 teachers with a final certificate, 14 teachers with the 2nd degree and 68 teachers with the 1st degree. Depending on the taught subject, there were 6 teachers of theological disciplines, 3 teachers of biology, 7 teachers of language Romanian, 11 English teachers, 6 French teachers, 12 mathematics teachers, 3 physics

teachers, 3 chemistry teachers, 2 history teachers, 2 geography teachers, 6 socio-human subjects teachers, 1 visual education, 2 music education teachers, 1 physical education teacher, 3 computer science teachers, 11 psychology teachers, 5 preschool education teachers, 2 German language teachers, 2 technology education teachers and 12 primary education teachers.

Depending on the level of education at which they teach, there were 30 teachers who teach at the primary level (preschool and primary school) and 70 teachers who teach at the secondary level (secondary and high school). In the function of the curriculum area, there were 25 teachers in the language and communication curriculum area, 28 teachers in mathematics and sciences, 27 teachers in man and society, 3 teachers in the arts, 12 male teachers and 5 female educators.

The methodological system was made according to the specifics of the research, using both quantitative and qualitative methods, the core of the research being made up of the quantitative elements, represented by the statistical analysis of the data obtained on the basis of questionnaires and group interviews.

Thus, the 2 stages of the research are:

1. Questionnaire-based survey: the questionnaire provides the opportunity for the answers to the questions to be obtained in writing. It is used to obtain concrete information. Surveys can have closed questions, where the answers are in the form of "yes" or "no", choosing one answer from several suggested ones, or ranking them. Open questions require you to formulate an answer in your own words. Each type of questionnaire has its advantages and limitations, and the researcher must decide which one is most suitable for the information he is seeking.

2. The Focus-Group method: represents the second stage in researching the influence of the teacher's leadership on the teacher-student relationship. This has the role of verifying the information received through the quantitative research and providing an additional foundation for the conclusions that will be formulated for the end.

4. Findings

Nominal, ordinal and interval variables were used in this research:
1. Gender of teachers;
2. Age of teachers;
3. Seniority in education of teachers;
4. The didactic degree of the teachers;
5. Level of education;
6. Transformational leadership:
   ✓ Idealized attributes;
   ✓ Idealized behaviors;
   ✓ Inspirational motivation;
   ✓ Intellectual stimulation;
   ✓ Individual appreciation
7. Transactional leadership:
   ✓ Situational reward;
   ✓ Management by active exception;
8. Passive/avoidant leadership:
   ✓ Management by passive exception;
   ✓ Permissive management;
9. Results of leadership:
   ✓ Additional effort;
   ✓ Efficiency;
   ✓ Satisfaction related to leadership.

The statistical data were subjected to a two-level analysis: first, descriptive statistical analysis where the frequency of responses was measured for each variable, and then, for hypothesis testing, the following variables were correlated: curriculum area, level of education, teaching degree, seniority in education, age and gender of teachers, transformational leadership, transactional leadership, passive leadership, and teacher leadership outcomes.

The data regarding the curricular area, the level of education, the teaching degree, the taught subject, seniority in education, the age and the gender of the teachers were presented in the previous chapter.

In the following, the leadership variables will be analyzed and the normality of the distribution of each variable will be verified using the Q-Q Plot which compares the actual values of the analyzed variable with those expected in the case of a normal distribution (Figure 1).

Figure no. 1. Distribution of teachers' answers regarding forms of leadership
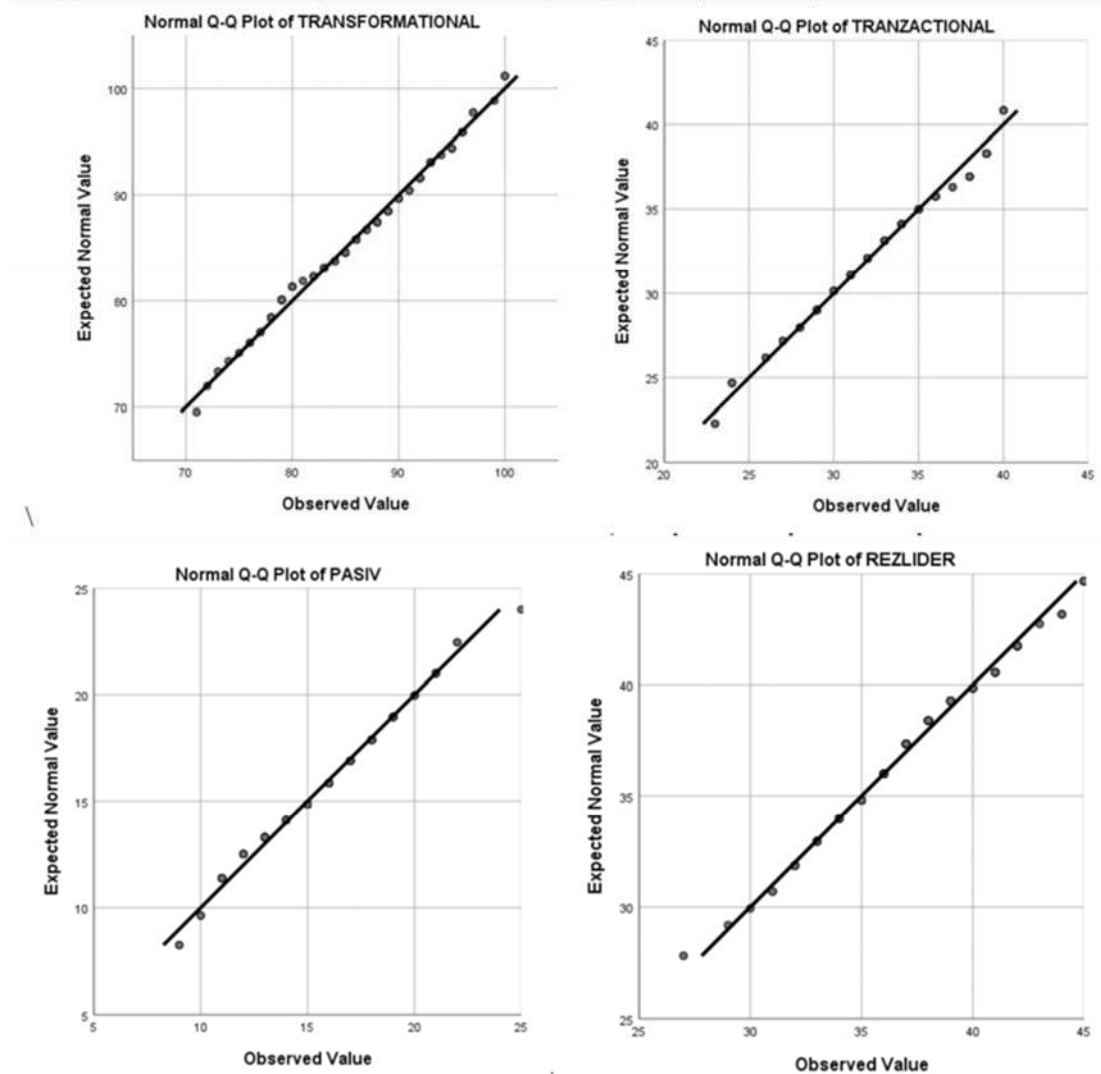
Source: results generated by the SPSS statistics program

When the series of points is very close to the drawn line the variable tends to follow a normal distribution. This means that the leadership variables have a normal distribution.

In the research hypothesis we assumed that there is a relationship between teacher gender and teacher leadership. To verify this relationship, the Pearson correlation coefficient was calculated between the following variables:
• transformational leadership;
• transactional leadership;
• passive leadership;
• leadership results;
• gender of the teacher.

Following this correlation, the results showed no relationship between the mentioned variables. The Pearson correlation coefficient was calculated between the gender of the teacher and the dimensions of each type of leadership (Table 1 and Table 2).

Table no. 1. Correlation between teachers' gender and intellectual stimulation

		The gender of the teachers	Intellectual stimulation
The gender of the teachers	Pearson Correlation	1	.228*
	Sig. (2-tailed)		.023
	N	100	100
Intellectual stimulation	Pearson Correlation	.228*	1
	Sig. (2-tailed)	.023	
	N	100	100

Source: results generated by the SPSS statistics program

Table no. 2. Correlation between teacher gender and leadership satisfaction

		The gender of the teachers	Satisfaction related to leadership
The gender of the teachers	Pearson Correlation	1	.243*
	Sig. (2-tailed)		.015
	N	100	100
Satisfaction related to leadership	Pearson Correlation	.243*	1
	Sig. (2-tailed)	.015	
	N	100	100

Source: results generated by the SPSS statistics program

The results obtained confirm that there is a significant positive correlation between teacher gender and intellectual stimulation and satisfaction related to leadership: r (100)=0.228, p<0.05 and r (100)=0.243, p<0.05. These results show us that women in the group of teachers have a higher level of leadership than men in terms of intellectual stimulation and satisfaction related to leadership.

5. Conclusions

Teachers who work well in professional learning communities to influence student learning, support school improvement, encourage excellence in practice, and engage stakeholders in educational improvement become leaders.

Teacher leadership makes it easier for the principal to encourage achievement across the board. Teacher leaders improve the quality of life and social mission of the community while transforming teaching and learning, bringing together the community and the school. A set of abilities exhibited by instructors known as teacher leadership can have an impact on pupils both within and beyond the classroom. The commitment and knowledge domains are connected and comprise teacher leadership. As a result, there is a dedication to moral purpose, ongoing learning, and awareness of learning processes, as well as understanding of the educational framework and change-related processes.

Teacher leaders lead both inside and outside the classroom. The lead teacher is both a member and a contributor to the student teacher community. They influence the continuous improvement of educational practice.

The obtained results show that women in the group of teachers have a higher level of leadership than men in terms of intellectual stimulation and satisfaction related to leadership. These individuals stimulate and nurture innovation and creativity in students. I usually do this by motivating students to question certain ideas, to rethink and reformulate emerging problems, to deal with old situations from new angles, to look at every situation from all perspectives. These people avoid directly blaming others for students' mistakes, thus encouraging them to try new things. These teachers are always asking their students to find new and creative ways to solve common problems. The results show us that women are receptive, true, honest people who can arouse feelings of contentment and satisfaction

in students.

The purpose of this research was to discover how the teacher's leadership influences the teacher-student relationship. The sample included teachers and students from schools and high schools with very good results in the national assessment and the baccalaureate. A first limitation could be the lack of teachers and students from schools and high schools with poor results in national assessments. A comparison could be made between teachers teaching in high-performing schools and teachers teaching in low-performing schools, thus making a comparison of their leadership. Another limitation of the research is how the teachers rated their leadership when they completed the questionnaire. The answers of the four teachers who received the most appreciations did not quite match the students' descriptions. The following ideas result from this:

• Teachers do not always have a correct opinion of themselves and results can be affected.

• Students may overestimate certain teachers at the expense of others.

The number of teachers who completed the questionnaire and students who participated in the focus group is another limitation. There were more women than men in the sample of teachers.

6. Acknowledgment

7. References

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