

THE ROLE OF THE DIRECTOR IN THE SCHOOL LEADERSHIP**MA. Alen AZARI**E-mail: alen_azari@hotmail.com**Mr. sc. Gani PLLANA**

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Received: 2012-10-01 Accepted: 2012-10-07 Published: 2012-11-01

Abstract

Contemporary understanding of this notion puts in the first plan the worries about human potential and professional development of employers in order to obtain the quality of the learning process. Man's function, who should be the initiator of innovations in school, should be taken by the school director as a leader. The essential idea is that initiation of innovations in directors work is the key for changing the school's climate and culture, which would lead towards providing of conditions for implementation of pedagogical innovations, respectively the climate's innovation. This research includes school directors and primary and secondary school teachers, and it aims revising functions of school director as a leader, and his/her relationships towards the introduction of the pedagogical innovations.

Keywords: school, director, contemporary leadership, school leadership.

Introduction

Leadership is one of the most analyzed and least understood phenomena on the Earth.

James Burns M. Gregor²⁵

Ever since the mankind and the human community exist, there is joint work, there are several forms of organizing, thus creating the need for leadership. In essence, for leadership at least two people are needed. Someone to act and the other to react. For the action and the reaction to take place, depends on who is 'the someone', depends on the needs, ability and goals. In each group, even the smallest ones, there is a person that leads, and the ones that follow. During the French Revolution, scientists have considered leadership as undemocratic phenomenon, and the role of leaders watched as the abuse of privileges and feudal aristocracy. The notion leadership itself is academic as a negative connotation that democracy is supposed to bring equality for all, for this reason, it was thought then that there is no need for leadership on the part of each individual. This way of looking at situations proved wrong. Democracy at its core brings equal opportunities, but it does not mean that all people have the same skills. Two brothers, of the same heritage and grown under the same conditions, are differently proficient in practical life. Unfortunately, resistance to leadership is maintained over a long time, especially in France and in America, which has established "equality" for one of the fundamental pillars of their constitutions.

²⁵James M.Gregor Burns is the author of numerous studies and researches on leadership

The concept of leadership and management

The concept of leadership has suffered a new blow to the development of management as a social science in universities, culminating in the seventies of the last century, when Robert McNamara was minister of defence, and when in the American army the concept of leadership was replaced by management. At that time, the United States fought in Vietnam where, for the first time in their history suffered losses. The main reason for their loss was the replacement of the concept of leadership with management. From this loss they derived a lesson. Immediately after the war, during the training of officers, the emphasis of the importance of leadership began²⁶. When we talk about leadership, most people think that it is about people in the area of politics, therefore, that leadership is primarily associated with the political leaders. However, the present leaders appear in all spheres of social life, politics, health, culture, art, science, sport, business, etc. Although every one of us intuitively understands from this word, however, it may have different meanings for different people. Whenever we try to define it, we discover that the leader has different meaning. Since the ancient Greeks and Romans it is considered that the leader is "born". This is a wrong thought. Good leaders are not born, but created through experience and work with themselves. They cannot be guided by others, if they haven't first learned how to lead themselves through permanent education, trainings, etc. Leadership appeared in the moment they started to lower various skills of the person who leads. In recent years there have been developed about 65 different classification systems to define various dimensions of leadership. Finally, some scholars consider leadership in terms of leading skills. This view highlights the ability, which enables effective leadership²⁷. The entire human experience is growing quickly and fast day by day. This way, the leader is the one who can organize in today's turbulent environment, and can successfully face changes. This means that the primary goal is for leadership to define, which is more than necessary to be identified during the deformation of leadership. Because of its importance, leadership has become the subject of intensive and detailed researches, especially in recent years. Large number of scientific workers has attempted and resisted to define leadership, thus defining it in several ways. We will present only a few of those definitions: Leadership is first and foremost the ability to work with people. It is the ability to influence people's behaviour in the direction of their desires, attitudes and resistance towards the realization of the goals of the leaders themselves or the organization to which they are at the top. Lao Tse, Chinese philosopher and founder of Taoism, said: *"The leader is most successful when people barely know that he exists. When the work is completed, and its goal is reached, people can feel that they have done their work."* Dwight Eisenhower, 34th General, the president of the United States of America says: *"Leadership is the art of getting someone else to do something you want, but in such a way that the person wants to do it."* The process of leadership consists of four main variables, which are: leader, followers, goals and environment.

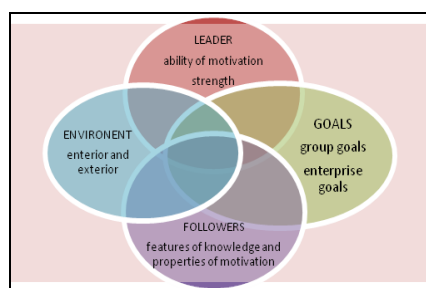


Fig 1. The process of leadership

²⁶ M.L. Chibber, *Drevna učenja o liderstvu*, Zagreb, Februar 2009.

²⁷ Peter G. Northouse, *Liderstvo*, Data status, Beograd, 2008., p. 2.

The task of the leader is to find and keep balance between significant variables and this can be done if the leader has appropriate skills, motivation and power. In addition to knowledge, the leader must have certain characteristics in order to be followed by the followers. What really interests us is how the leader reflects in the field of education. Thus, it is about how the director of a school should operate in terms of governance and management, and what is the situation in our schools in Kosovo today related to this issue. In order to understand the essence of this issue, first we have to explain the basic meaning and terminology associated with management and leadership in education. What is important here to note is that the difference between a manager and a leader is that the function of a manager is to store systems, to rely on control, observe things in a short term, accept the current situation, while the leader motivates, encourages, gives energy, observes things in a longer term, has the vision, encourages and changes the current situation, is restores the state. Well, the management is realized over things while leadership over people.

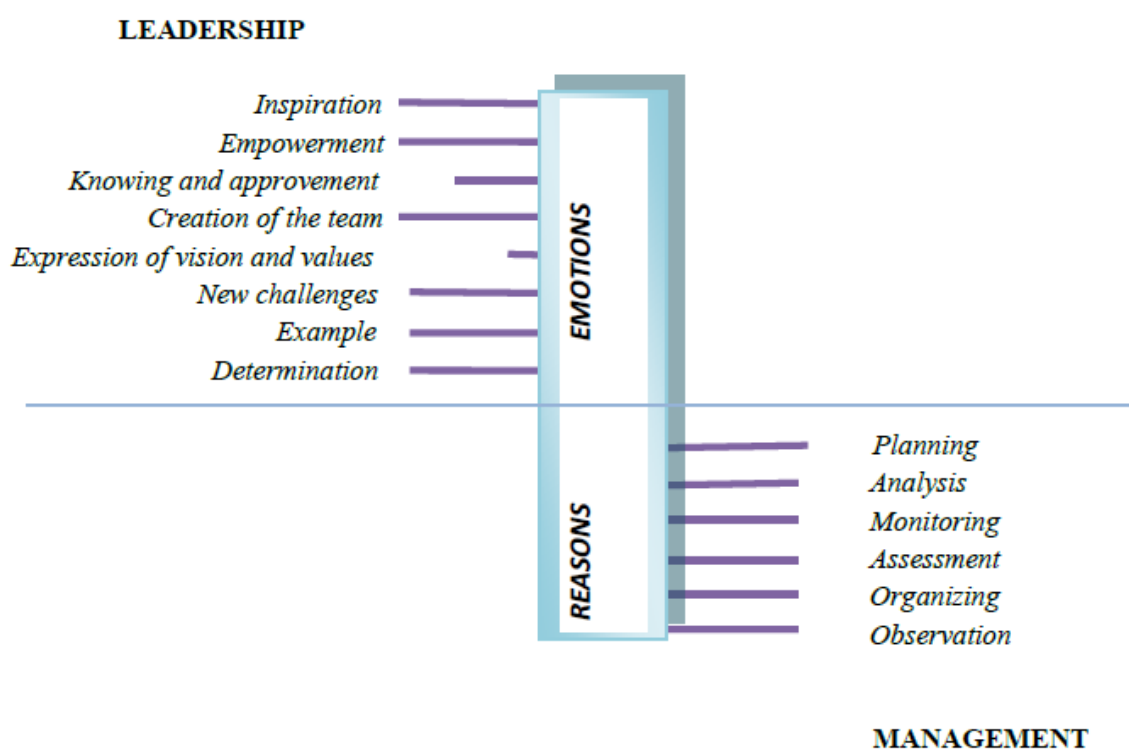


Fig. 2. Leadership and management (Dr. sc. Stjepan Stanićiq)

Leadership is a skill that requires a vision for the future and is formulated on the vision to which everyone in the school directs their work. For a more advanced school, its leader should have the capacity and should be a competent manager. Management is a very estimable tool in the hands of a true leader. A person can be a qualitative manager, but at the same time not a qualitative leader. But no one can be a qualitative leader, and not be a good manager. In general, the best director of the school is the one who guides rather than leads. Stjepan Stanićiq says: "Managers do things right, while leaders do the right things." From this we can conclude that successful directors do the right things in the right way²⁸. The key role of the director is that as a leader to inspire the interest

²⁸ Stjepan Stanićić, *Savremeni trendovi u školskom menadžmentu*, Stručni skup ravnatelja OŠ, Opatija, 2008.

at all participants and to fill them with positive energy. It is important for him to know so he can boost the interest, ambition and the safety of teachers and students in personal potential in order to achieve the goals and new tasks. John Adair explains that in all institutions there are three levels of leadership.



Fig. 3. Level of the leadership

Leadership styles

Leadership style is the way how to establish relations between the leader and associates and other employees in the company, namely the way in which the leader directs the conduct of his subordinates and things that he uses to increase the desire for a desired conduct. Based on the leader's approach to motivate his subordinates, how leader takes decisions, the source of the power he uses to influence and to adapt his behaviour in different situations is different:

- classical styles and
- contemporary styles of leadership.

Classical styles of leadership

Within the classical styles of leadership, we differ:

- autocratic,
- democratic and
- liberal.

Contemporary approaches of the leadership style

There have been done a lot of researches and studies related to leadership styles. What is important to note is that all the researches related to leadership are extended lying on the activities and behaviour of the leader towards his subordinates in different contexts. Researchers in their studies have shown that leadership consists of two basic types of behaviour: a) behaviour directed at the tasks, b) behaviour directed in relationship / reports. Behaviour directed at the task deals with the implementation of the goals: helping team (group) members to achieve goals. Behaviour directed at relationship helps subordinates feel personally comfortable with others in situations in which they find themselves. The main purpose of the approach of the leader is to explain how leaders combine these two types of behaviour to influence subordinates and in their resistance, in order to achieve the goals²⁹. Among the first researches which were conducted in the middle of the twentieth century, are those applied in the U.S., at the State University in Ohio based on Stogdill's work (1948), where attention is put on examining the characteristics of the

²⁹ Peter G. Northouse, *Liderstvo*, Data status, Beograd, 2008, p. 47.

leaders in research and leadership. At the same time, a group of researchers at the University of Michigan took a series of studies on the function of leadership in small communities. The third group of research based on this approach have carried Blake and Mouton (1964, 1978 and 1985), who examined how managers use two types of behaviour in organizational situations.

RESULTS FROM THE RESEARCH MADE IN THE FIELD

Ability parameters of the director as a leader in the implementation of pedagogical innovations in school

5.1. Always preteonds in the inclusion of pedagogical innovations				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	61	30.0	30.0
	Seldom	58	28.6	58.6
	On average	38	18.7	77.3
	Often	22	10.8	88.2
	Very often	24	11.8	100.0
	Total	203	100.0	100.0

More than half of the surveyed teachers (58.6%) evaluate that the director shows willingness to implement pedagogical innovations in school “rarely” and “seldom”.

5.2. Permits the teachers to be the initiators of the innovations				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	63	31.0	31.0
	Seldom	55	27.1	58.1
	On average	38	18.7	76.8
	Often	26	12.8	89.7
	Very often	21	10.3	100.0
	Total	203	100.0	100.0

According to only 23.1% of the teachers, school directors allow the initiative for innovations “rarely” and “seldom”.

5.3. Takes part in implementation of those innovations				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	42	20.7	20.7
	Seldom	59	29.1	49.8
	On average	35	17.2	67.0
	Often	39	19.2	86.2
	Very often	28	13.8	100.0
	Total	203	100.0	100.0

According to almost half of the teachers (49.8%) directors take part “rarely” and “seldom” on the implementation

of the innovations.

5.4. Treats his associates as partners				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	53	26.1	26.1
	Seldom	52	25.6	51.7
	On average	32	15.8	67.5
	Often	30	14.8	82.3
	Very often	36	17.7	100.0
	Total	203	100.0	100.0

More than one third of the teachers, 51.7%, state that the director has a partnered approach towards his associates “rarely” and “seldom”.

5.5. Is informed and follows global developments of educational work				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	58	28.6	28.6
	Seldom	41	20.2	48.8
	On average	31	15.3	64.0
	Often	31	15.3	79.3
	Very often	42	20.7	100.0
	Total	203	100.0	100.0

More than one third of the teachers, 36.0%, state that their directors follow the global trends in the field of educational work “very often” and “often” while almost the other half, 48.8%, thinks that they do it, “rarely” and “seldom”.

Conclusion

Today there are many theories on leadership. What unites all of them are, specifically, notions, such as: energy, leadership, vision creation and possession of emotional intelligence. What is most important in education today, namely, the school system needs effective leaders. School directors as the ones in charge are responsible for general educational work in schools and for that reason, their readiness and their ability to initiate innovation on the overall performance of the school are brought to question. Primary duties of a successful leader are: to ensure that employees not only understand the mission, but also adapt to it, to advance his working team, to create confidence among team members and with the help of reality, transparency and praise to create trust in the organization, to create positive and optimistic energy, that in some situations, even take popular decisions and make bold steps. Decisions must be taken in a democratic way, but should be implemented in an autocratic manner. The school director has to deal with a lot of challenges. He is expected to be a manager, methodologist (researcher), innovator, coordinator, he must plan, organize, manage, control, assess not only educational performance, but also overall performance in school.

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