

# LEADERSHIP STYLES AND ITS INFLUENCE ON SCHOLAR ACHIEVEMENT AND SUCCES. A THEORETHICAL APPROACH

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## **Abstract:**

*The present article presents a theoretical approach on the various leadership styles used in educational formal institutions and its influence on the academical success and scholar achievement of pupil as its outcome. Educational challenges often include low achievement, political conflict, inexperienced teachers, low expectations, and lack of instructional coherence. In order to achieve coherence, formal educational institutions try to adopt different leading styles, both at institutional level and at the level of the classrooms. This is an important aspect, because at the institutional level there is the necessity of decision making, and at the level of the classroom there is the instructional guide choice. Leaders nowadays, invest large amounts of time, effort, and resources in changing the culture of their institutions and the general classroom climate and culture, in order to positively influence scholar achievement and academic success. The present theoretical approach on the theme, presents some practical ideas that can be used by formal institutions in order to get to the desired results.*

**Key words:** leadership, style, scholar success, achievement, formal education.

## **Introduction**

School leaders are under intense pressure to demonstrate the value of their work in terms of school improvement, which has resulted in the development of leadership styles in the context of school improvement. This modern school management focuses specifically on issues such as transformational leadership, instructional/pedagogical leadership, and distributed leadership, which are all examples of leadership styles. Teachers are one of the most important components of any school, and effective teaching is one of the primary drivers of school improvement. This review focuses on how to define a teacher's effectiveness and what makes a good teacher. It

identifies implications for educational policymakers and for improving classroom practice. School management changes through adopting the most suitable leadership styles both at institutional level and classroom level, can be a powerful motivator for school improvement. The modern educational approach, mostly focuses on two types of leadership: instructional/pedagogical and transformational. While there is evidence that instructional/pedagogical leadership is important for promoting better academic outcomes for students, it has been concluded that the two types of leadership are not mutually exclusive. (Antoniou, 2013)

A combination of strategies can be most effective in ensuring school success, and most leadership effects work indirectly to promote student outcomes by supporting and improving teaching and learning conditions through direct impacts on teachers and their work. School leaders, particularly principals, play a critical role in establishing direction and fostering a positive school culture, including the proactive school mindset, as well as supporting and enhancing staff motivation and commitment required to foster improvement and promote success, even in challenging times. (Camburn et al, 2003)

Academic achievement, also known as academic performance, refers to the extent to which a student, teacher, or institution has met their short or long-term educational objectives. Academic achievement is demonstrated by the completion of educational benchmarks such as secondary school diplomas and bachelor's degrees. Academic achievement is commonly measured through examinations or continuous assessments, but there is no general agreement on how it should be evaluated or which aspects are most important procedural knowledge like skills or declarative knowledge like facts. (Neacșu, 1978)

Furthermore, there are inconclusive results regarding which individual factors successfully predict academic performance; elements such as test anxiety, environment, motivation, and emotions must be taken into account when developing school achievement models. (Kulcsar, 1975)

### **Recent perspectives**

School success is a permanent and complex topic of psych-pedagogy, which the teacher and the teacher face every day in their instructive-educational activity. The negative aspect of success in learning, is school failure, the student's maladaptation to the requirements of education, also includes the concerns of neuropsychiatry, the doctor dealing with cases of school immaturity, pseudo-weakness or genuine mental weakness, students with psychomotor or emotional instability, conduct disorders.

At institutional level and also at the level of classroom implementation, the most significant challenges facing leaders include:

- ensuring consistently good teaching and learning
- integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum
- managing behavior and attendance
- strategically managing resources and the environment
- building the school as a professional learning community
- developing partnerships beyond the school to encourage parental support for learning and new learning opportunities.

Also, the reverse of the challenges, as presented in the specialty literature, presents some of the most important elements of successful leadership, which are presented as it follows:

Defining the vision, values and direction
Improving conditions for teaching and learning
Redesigning the organization: aligning roles and responsibilities • enhancing teaching and learning
Redesigning and enriching the curriculum
Enhancing teacher quality (including succession planning) • building relationships inside the school community
Building relationships outside the school community
Placing an emphasis on common values.

Table 1. Key dimensions of successful leadership

The transformational leadership model is most commonly associated with vision; setting goals; and establishing objectives, restructuring and realigning the organization; staff and curriculum development; and involvement in the larger community.

While transformational leadership has traditionally focused on vision and inspiration, pedagogical leadership has focused on the importance of setting clear educational goals, planning the curriculum, and evaluating teachers and teaching. It sees the primary responsibility of the leader as promoting better outcomes for pupils, emphasizing the importance of teaching and learning, and improving their quality.

Academic performance is a measure of a student's achievement in various academic subjects. Teachers and education officials typically assess achievement through classroom performance, graduation rates, and standardized test results. Grade point average (GPA), high school graduation rate, annual standardized tests, and college entrance exams are used to assess student performance. Each state administers annual tests to students in elementary, middle, and high school to determine their proficiency in subjects such as maternal language and mathematics. These tests are also used to ensure that students meet federal education standards.

Educators and researchers have paid close attention to the factors that contribute to student academic performance improvement. It has been discovered that a variety of factors contribute to student academic performance improvement. Daily study hours, parents'/guardians' socioeconomic status, and age all have a significant impact on academic performance. Similarly, parents' economic status, academic background, and encouragement are all factors that influence academic performance. Proper parental and teacher guidance, communication skills, and learning facilities have also been identified as significant determinants of academic performance. Previous research has found that student academic performance improvement is dependent on a combination of teacher, student, school, and parental factors. Others have blamed it on environmental, personal, social, psychological, and economic factors as well. Most of these studies tend to concentrate on a single subject or on a small number of factors that influence academic performance. (Dughi & Roman, 2008)

School achievement - labeled by grade applied to school performance - is the complex variable that expresses the student's adaptability to school tasks. Learning being the leading activity at school age, the success / failure of the student is evaluated in essence based on the level at which he carries out this activity. Learning success, like any other activity, supports the combined influence of internal and external factors. The reasons for learning, skills, personality traits of the student are the most important internal factors - in addition to age, sex, physical development, student health - in conditioning school performance. And among the external ones we mention as essential factors the forms of organization of education, the teaching methods, the system of instructive-educational requirements, together with the training and personality of the teacher, the family, the profession of the parents.

School success (school grade) is meant to express the level of intelligence, motivation and attitude, is to inform us about the levels of mental development of the student. School success is only a "barometer" of the student's degree of school adaptation, without being an end in itself, as it can become in some cases. The student must get to work not only to take the exam, to avoid a punishment, to get the desired grade, but above all to assimilate contemporary culture and civilization. The school grade is called to indicate the successes and possible failures suffered by the child on the ascending path of socialization and humanization of his personality, more precisely to reveal to the teacher the current state of the student's personality in constant change (development) under the continuous and systematic influence of external requirements. (Watkins, 2000)

The student's academic success must be possible not only in relation to the external requirements, but also to the internal possibilities of the student. In this sense, "maximum success" is also "typical" for the child's personality, as school success never expresses in a "pure" state the skills of the student, but rather the school efficiency of skills, conditioned by nonintellectual personality factors, interests, motivation, perseverance, emotional stability, the student's attitude towards school activity.

Along with revealing the student's ability to adapt to school, school success also provides information about the quality of the pedagogical action and the personality of the teacher, factors that largely condition the success of the former.

The teacher is no longer just a source of knowledge, but he has the task of channeling and guiding the optimal realization of the development possibilities of each student, by organizing and individualizing the school activity. (Golu, 2001)

The specification of school success is achieved by reporting to the total results of students, both in terms of level of scientific training, accumulation of knowledge and training of their application skills, and the development of intellectual abilities, the formation of personality traits, interest and motivation for learning, the ability to train, to become.

Operationally, students' academic success can be identified by reporting on the performance of each student, specified both in terms of content (cognitive, affective-attitudinal, psychomotor) and in relative terms (by reference to the performance of the reference group), by a compulsory minimum level of learning, through evaluation criteria related to the curriculum produced by the characteristics of the learning opportunity interpreted from the perspective of lifelong learning and the interrelationships between formal and informal learning. (Silistraru & Bunda, 2020)

Knowing the determined conditions of success in the learning activity, finding out the causes of school success / school failure guides the activity of the teacher, who can thus take measures to increase the intellectual and moral capacity of the student such as liquidation and especially prevention of school losses. However, we cannot ignore the relativity of the notion of school success. The student's success / failure in learning depends on the exigencies of the school norms. (Leithwood, 2005)

School success is not a true indication of the value of the student's general or global intelligence, as the ability to adapt to school depends on his or her school intelligence. This is formed in the schooling process, as a result of the structure of the child's mental potentialities according to the nature and repertoire of the school activity, including in its structure the student's attitude towards the leading activity of the school age. This does not mean that school intelligence is the only determinant of school success. Like the relative efficiency of general and global intelligence, school intelligence is not an absolute psychic value either. Its efficiency is conditioned by the degree of organization of the whole personality, especially by the affective-motivational and volitional-characteristic features of the student. School intelligence cannot be studied only in relation to school tasks and the affective-motivational life of the student. The

evaluation of the school intelligence presupposes the knowledge of the tensions, of the external and internal barriers of the student, of the nature and the relation of the dynamogenic forces, of the degree of mobilization of the voluntary effort, of the phases and of the direction of the activity. the student. In this context, it is obvious that school results can be "altered" by both internal and non-intellectual factors and external ones or even by their combined influence. Because of this, school intelligence is not even faithfully reflected in school success. (Cristea, 2006)

### **Influences of leadership styles on the scholar success**

To address the issue of how leadership styles relate to academic success, we have reviewed several leadership theories. Early leadership theories focused on traits or personal qualities that are associated with effective leaders. The primary premise is that leaders are "born" rather than made and the focus is on the identification of innate characteristics and qualities that can distinguish effective from noneffective leaders.

Leaders, in particular those from education, may form different relationships with pupils, and different treatment may result in different work outcomes. For example, when members have a close relationship with the leader, their affective and behavioral outcomes, such as performance and success, will differ from those considered "out-group" members who are distant from the leaders. (Bilas, 2018)

The power or influence approaches are concerned with how leaders can influence the behavior of pupils. Leadership can be transformational, transactional, or laissez-faire. Generally taken, transformational leaders in education, will inspire, motivate, and challenge pupils to achieve higher levels of performance. Transactional leaders, on the other hand, will mostly motivate pupils to perform well in exchange for rewards; they are less concerned with providing inspiration and mentoring to pupils from their classes. Laissez-faire leadership is characterized by a passive and detached style. These leadership styles as distinct and mutually exclusive, recent research suggests that they are on a continuum. According to transformational leadership theory, leaders inspire their pupils articulating a compelling vision, emphasizing collective identities, expressing confidence and optimism, and discussing core values and ideals. Transformational leaders, for example, broaden and elevate the interests of their pupils; generate awareness and acceptance among them of the purposes, meaning, and challenges of the tasks;

motivate students to think creatively when solving problems; and provide personalized coaching. (Rudica, 1998)

Transactional leadership occurs when leaders reward or discipline pupils based on the effectiveness of their behaviors and performance. Once they have completed their assigned tasks, leaders clarify the performance criteria and outcomes. Furthermore, these leaders typically provide assistance and supervision only when they notice deviations from the norm. Previous research indicates that transactional leadership styles, like transformational leadership, are significantly related to pupils' academic success.

Because transactional leadership focuses solely on short-term and negotiated performance of pupils, some students that have academic failure may believe that their long-term developmental needs are not prioritized or even considered. In the long run, perceived transactional leadership exacerbates feelings of alienation and reduces the possibility of future failures. (Foster, 2005)

To summarize, research has consistently found a strong intercorrelation between transactional and transformational leadership. Both of these leadership styles are important in driving individual and group performance of pupils at the level of the group, and the performance and success of teacher, if we talk about the level of the educational institution. (Brigman et al., 2013)

### **Conclusions**

Whenever the student's school success remains below the level of his possibilities (maximum and typical) prompt psycho-pedagogical investigations are required in order to detect and combat the causes of inferior success. In order for the initial changes in the content or in the teaching methods to be real and efficient, it is also necessary to modernize the forms of organizing the instructive-educational activity, to change the conception of teachers about education, to modernize the school performance, to change the teacher-student relations. In short, in order to be effective, any attempt to modernize education involves the adoption of the "systematic" perspective, that is, the questioning of the organization of the school itself, of education. Knowing the symptomatology of the forms of manifestation of school success, whether it is a success or a school failure, allows the correct orientation or reorientation of the



teacher's activity, which can take appropriate measures to stimulate students' cognitive development, thus eliminating or preventing school losses.

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