APPROACHES TO THE LEADERSHIP IN EDUCATION

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Abstract. *The concept of leadership in education has been influenced by several disciplines: sociology, psychology, political science, economics, philosophy (Simkins, 2005, English, 2006). The development of the concept of leadership has also been greatly influenced by the analysis of organizational systems from a sociological perspective (English, 2006).*
The analysis of scientific literature shows that the concept of leadership in education is analyzed and presented by many authors from different points of view. Leadership in education is analyzed by emphasizing the position of administration and management, reviewing changes in the school system and leadership models that help to implement systemic changes in school, focusing on the learning process and curriculum development, emphasizing leadership in higher education, narrative, historical context, and meta-analysis.
The results of the focus group with higher education staff show that leadership in higher education covers a wide range of activities: administration, management, teaching, research, supervision of final theses, decision-making in projects - basically sociological, political, administrative, philosophical aspects of leadership are incorporated.
Keywords: *education, leadership, higher education.*

Introduction

The phenomenon of leadership is receiving more and more attention from researchers in various disciplines and this phenomenon is still popular. Much attention is paid to the analysis of the concept of leadership, the identification of leadership characteristics, the comparison of leadership models, the analysis of various theoretical approaches and the expression of the phenomenon of leadership in different disciplines. Some researchers analyze leadership by distinguishing leadership traits and / or patterns of behavior (Yukl & Lipinger, 2005; Alimo-Metcalfe & Alban-Metcalfe, 2005), while others focus on the phenomenon itself, emphasizing the importance of communication and changes in the information process (information-processing perspective) and linking it to relationship building (Messick & Kramer, 2008; Bryman, 2011; Gill, 2011; Grint, 2011; Northouse, 2016). A wide range of research methods and various groups of

participants (e.g., individuals, small target groups, large groups of employees in an organization) are used to analyze the concept of leadership.

The aim of the paper – to present understanding of leadership phenomenon in education, paying attention on historical perspective and impact of different disciplines. As the concept of leadership is quite broad, qualitative methods are applied for the research. Literature review and focus group method were applied for the research. Concept analysis and historical perspective as the basis of literature review were applied for theoretical analysis. Manifest content analysis applied to analyze focus group data. Manifest content analysis focused on identifying easily observable targets within text (Kleinheksel et al., 2020).

Historical Perspective of Leadership

A sequence of historical events can help to see ongoing changes in the interpretation of the concept of leadership. Based on this idea, the concept of leadership is linked to the historical period and cultural environment, which includes classical interpretation, examples from the Renaissance period, and the contemporary context (Grint, 2011). The analysis is associated with historical events and personalities or popular works. The interpretation is particularly relevant to the analysis of the concept of leadership from a political point of view. The modern interpretation of the concept of leadership in the context of the modern world is based on the interpretation of industrialization, the impact of the economic crisis on the world, World War II, globalization, Cold War history, progress, analysis of political change. Grint (2011) visualizes the concept of leadership based on the political events of the time and historical events from 1900 to 2000 (see Fig. 1).

Politics and Leadership

DeRue et al. (2011) and Ferris et al., (2016) suggest linking leadership trait analysis to demographics, reputation, and communication skills. Reputational power is singled out at the organizational level, as it leads to the expression of increased power and relates to the allocation and use of financial resources. Communication and social competences are linked to a charismatic personality and the ability to speak persuasively (rhetorical skills) and to influence others. Meanwhile, it is suggested to characterize the behavior of a leader by linking it to four components: task-oriented, relational-oriented, change-oriented, and passive. Avery important emphasis here is political knowledge and experience in the field of politics (Ferris et al., 2007; Ferris et al., 2012; Baur et al., 2016; Ferris et al., 2016). Some researchers analyze the benefits of political knowledge and the use of existing knowledge in the organization, where they find that those who have

political knowledge / skills better understand interpersonal relationships in terms of social dynamics, regulate their behavior according to the situation, influence others, form a sincere and the image of a trusted person (Ferris et al., 2007). A total of eight components characteristic of the configuration of charismatic personality rhetoric are distinguished: (1) collective focus, (2) temporal orientation, (3) follower worth, (4) similarity to followers, (5) values and moral justifications, (6) tangibility, (7) action, and (8) adversity (Baur et al., 2016). Political leadership research emphasizes follower evaluation and satisfaction with the activities of a political leader (DeRue et al., 2012).
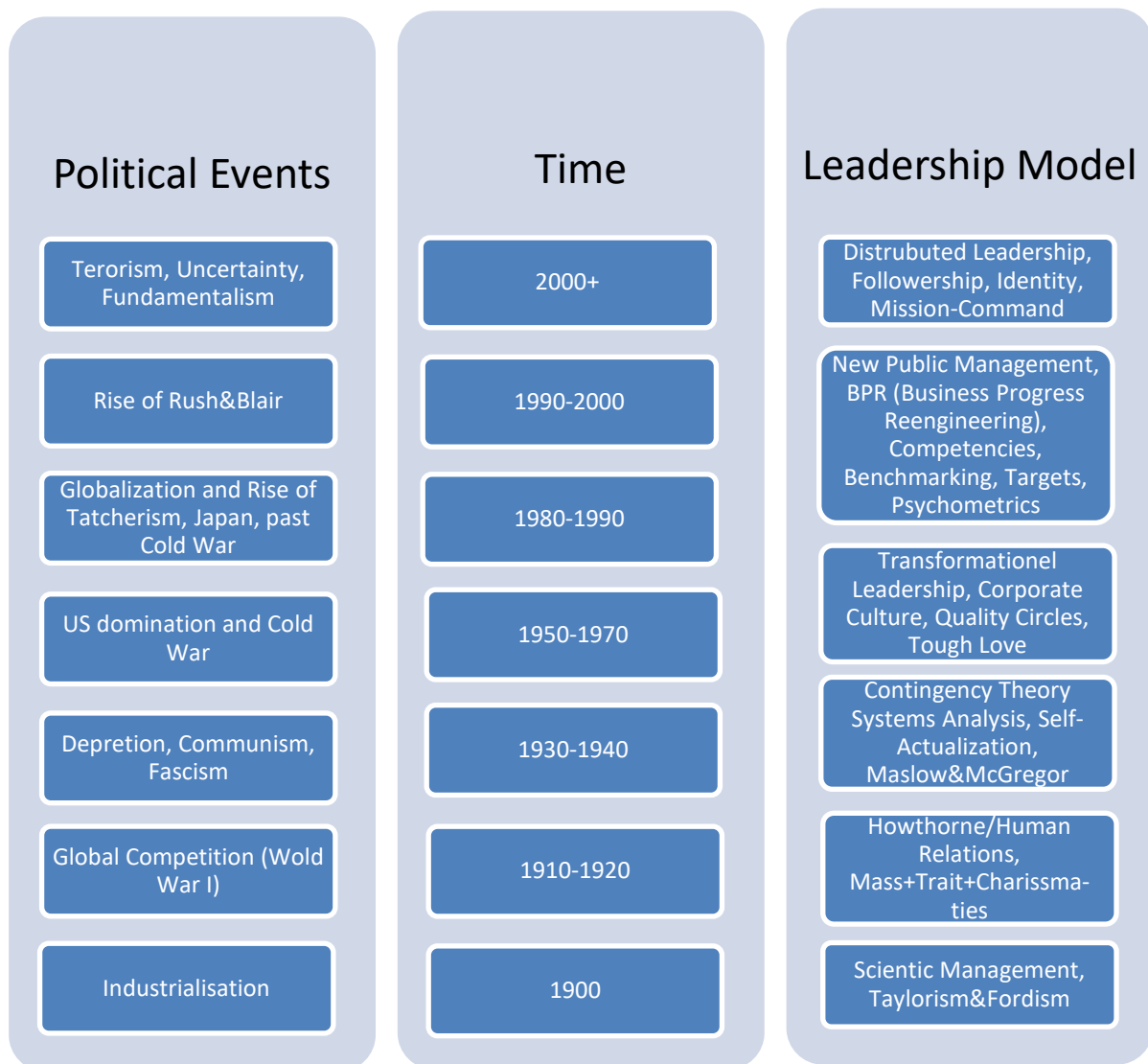
Political Events	Time	Leadership Model
Terorism, Uncertainty, Fundamentalism	2000+	Distributed Leadership, Followership, Identity, Mission-Command
Rise of Rush&Blair	1990-2000	New Public Management, BPR (Business Progress Reengineering), Competencies, Benchmarking, Targets, Psychometrics
Globalization and Rise of Tatcherism, Japan, past Cold War	1980-1990	Transformationel Leadership, Corporate Culture, Quality Circles, Tough Love
US domination and Cold War	1950-1970	Contingency Theory Systems Analysis, Self-Actualization, Maslow&McGregor
Depretion, Communism, Fascism	1930-1940	Howthorne/Human Relations, Mass+Trait+Charissma-ties
Global Competition (Wold War I)	1910-1920	Scientic Management, Taylorism&Fordism
Industrialisation	1900	

Figure 1 **Historical Perspective of Leadership** *(Grint, 2011,13)*

Leaders with sufficient policy qualifications are able to analyze and motivate the needs of followers, as well as being flexible and adaptable to the situation. In

this case, we distinguish two models of leadership that are characteristic of political leadership – transactional and transformational leadership. Political leaders with the characteristics of these two leadership models are able to clearly identify the needs of followers, to properly define the competitor's business model and to act strategically in the most appropriate way in the current situation. It is also emphasized that political knowledge and skills are acquired and constantly updated / improved, which makes it possible to create a unique image and style of a leader and can be associated with openness and trust. Organizations, meanwhile, are encouraged to take advantage of the mechanism of constructing political knowledge and strategic thinking skills and apply this to organizational governance (Ewen et al., 2013).

Leadership in Sociology

The sociological aspect of the concept of leadership is often discovered in the analysis of the organizational development process and in the discussion of organizational structure, as well as in articles focusing on managerial characteristics, communication, conflict threats, or cultural impact on the education system (Webster, 2004). In addition, the focus is on quality, successful leadership, interpersonal communication, and emotional field support mechanisms. It is observed that the concept of leadership is constantly changing because there is no ideal and uniform case and it is difficult to describe and present the overall picture of a leader. Webster (2004) gives the example of England, where the concept of leadership in higher education has sociologically inspired changes in the subjects taught by introducing certain new topics such as race, colonialism, self-representation in other cultures, and cultural awareness. Another distinguished field of research from a sociological point of view concerns discrimination against individuals, with a particular focus on older society and job retention, where Max Weber's social closure theory and Niklas Luhmann's inclusion / exclusion theory (Braedel-Kühner & van Eist, 2012). Lois (2007) also supports the popularization of the concept of discriminatory leadership in relation to age and the declining participation of older people in career development. Strategic orientation to labor market policy, economic change, orientation to human resource management, involvement of social partners in the activities of the organization both politically, managerially and sociologically change the image and structure of the organization itself (Kruse, 2010). The authors (Braedel-Kühner & van Eist, 2012) analyze the phenomenon of leadership in the work environment, distinguishing the instrumental - rational workplace environment and emphasizing the qualities of a leader in an organization who has been over 50 years old. In this respect, on the one hand, the cultural aspect of the organization, which is visible through human resources policy and strategic and structural

changes, is important, on the other hand, it is important to analyze the concept of interactive leadership and interaction between leaders (Bellmann et al., 2003). An interesting observation would be that many years of experience and joint activities with colleagues create personal and emotionally strong interrelationships and are linked to rational evaluation, noting a strong business culture in the organization. There are two approaches to leadership that are relevant to leadership research and practice monitoring: 1) the tendency to standardize and unify the concept of leadership by providing summaries; 2) monitoring the leadership process and changes in the organization, identifying elements of development. „This perception of leadership is accompanied by a direct leadership situation between leaders and subordinates, which is shaped by the communication and interaction processes of leadership. This individualised leadership situation is influenced by the diversity of identities. An essential layer in this diversity is biographical ageing and age as a social construction (Braedel-Kühner & van Eist, 2012, 125). This approach analyzes the interaction of leadership with a person's cultural identity and the multifaceted approach that is shaped by ethnic, religious, and gender socialization in relation to education, values, age, and personality traits (Bissels et. all 2001). This means "individualised, age-related leadership: „Individualised and age-related leadership places the individual, i.e. the leader or the subordinate, in his or her own psycho-developmental and biographical context." (Braedel-Kühner & van Eist, 2012, 127). It can be noted that the topics of leadership in scientific articles based on the social point of view are not abundant, largely focusing on the areas of management and education.

Psychological View on Leadership

The psychological aspect focuses not only on the description of the leader, but also strongly analyzes the relationship with followers, which includes power and mutual influence, reciprocal exchanges, identity and categorization processes, causal attribution, arousal and affect, and the like. Also, the presentation of the concept of leadership in psychology is independent of the context of activity, supervision, cultural context. Leadership analysis (circa 1960–1970) in psychology is strongly associated with social psychology and to a lesser extent with organizational psychology (Hogg, 2001). The concept of "The Leadership craze" is heard, which is related to the concept of a unique personality, which focuses on the search for the ideal. Messick & Kramer (2008) notes that psychologists, when analyzing the concept of leadership, ask several important questions:

- What are the personal characteristics of leaders?
- What is the nature of the relation between leaders and followers?

- Why do we perceive some people to be letter leaders then other?
- What are circumstances that evoke leadership qualities in people?
- Can leadership be taught?

The thematic field that is analyzed in leadership works to distinguish axial directions in the concept of leadership is indeed broad and encompasses several directions. The main themes analyzed in leadership books as Messick and Kramer (2008) state from 2004 to 2008 are related to:

- Leading change: organizational change and expert voice.
- Leading scientifically: trait/competency approach, business setting.
- Learning from leadership outside organizational context: political setting, educational setting, military setting, sport setting.
- Leading through imagination: fictional story, fictional character.
- Insider accounts: business author and autobiography expert.
- Consultant of leadership: consultant author, business setting, numbered suggestion.
- Leading trough: religious leader, evangelical voice.

As in the field of management, the same situation is observed in psychology, that the authors talk a lot about the distinctive features of management and leadership and, through comparison, seek to discover the main distinctiveness (Zoller & Fairhurst, 2007). It should also be noted that the strongest analysis for many years is and has been in the field of management. A study of articles in psychology also shows that quite often leadership is analyzed through organizational structure and management study (Fairhurst, 2008).

Leadership in Education

Dooley and Lichtenstein (2008) describe several methods for studying *leadership* interactions, including by focusing on (a) micro, daily interactions using real-time observation, (b) meso interactions (days and weeks) using social network analysis, where one examines a set of agents and how they are linked over time, and (c) macro interactions (weeks, months, and longer) through event history analysis. Finally, agent-based modeling simulations (i.e., computer simulations based on a set of explicit assumptions about how agents are supposed to operate) are also being used to study complexity leadership.

It is noticeable that there is a growing literature, which increasingly analyzes various leadership models in the context of leadership in education and conducts evaluation at the level of qualitative and quantitative research (Gunter, 2001). The concept of leadership in the context of education is linked to two models: Transactional Leadership and Transformational Leadership. Heißenberg (2015) supports this idea and emphasizes the benefits of innovation, and the importance

of these two leadership models for changing the education system in the school. It is observed that the two models are different and transformational leadership is preferred nonetheless (Gunter, 2001; Heißenberg, 2015). Transformational leaders are described as leaders who had the idealized influence, inspirational motivation, intellectual stimulation, individualized consideration. It is not so much the structure and tasks that are important here, but it is much more relevant to talk about the relationships between the members of the organization, and the desire to focus on joint activities and fulfillment of obligations. The transactional leadership model is more associated with the day-to-day operations of an institution, where managerial skills are important and where a more constructive approach can be seen in working and working in groups or individually, seeking consensus. It focuses on specific skills that are specific to specific tasks and seeks to notice and develop those skills. Under this model, the leader corrects activities and corrects mistakes, adheres to standards, and rewards employees in case of success. Meanwhile, Robinson et al. (2008) see the characteristics of educational leadership by integrating and combining the following two models of leadership: instructional leadership and transformational leadership. Instructional leadership focuses on setting learning goals, monitoring and analyzing curricula, and strengthening the learning culture. It is important for transformational leadership to talk about commitment, fostering a shared vision, cooperation, overcoming difficulties together, and ambitious goals. A study by this author has shown that when talking about the relationship between leadership model and achievement, educational leadership is dominated by Instructional leadership and other leadership models, while transformational leadership, which is quite often singled out as important, occupies the lowest position (mean effect sizes for impact of transformational leadership (13 effects from 5 studies), instructional leadership (188 effects from 12 studies), and other leadership approaches (50 effects from 5 studies) on student outcomes).

Research Methodology

Focus group was organized at university, participants were academic staff. There were 7 participants in the focus group. The length of the discussion was 1 hour and 20 minutes. All discussion was recorded and transcription was analyzed using content analysis method.

Participants were selected using targeted selection: they had to be academic staff of the university with at least 5 years of work experience. The study participants represented the humanities and social sciences.

Questions discussed with the group were:
- What are the typical activities of a researcher / academic?
- Identify the challenges you face in your work.

- What mission do you see working in high school?
- Is it possible to be a leader in several areas while working at university?

As the discussion was conducted in Lithuanian, the quotations will not be translated and presented in the article.

Research Results

An analysis of the transcribed text of the discussion revealed that persons working in higher education generally play a variety of roles, but the main ones are research, teaching, project activities, administration and dissemination of research results. The main categories highlighted are presented in Table 1.

In all of these activities, a university employee can accept leadership. Participants in the discussion agreed that administration, activity projects, dissemination of results are not narrow skills, they are more related to the expression of general essentially managerial competencies. A higher education institutions lecturer/researcher often (employees of other educational institutions less often) must have good enough management skills. In some administrative positions, leadership skills are needed to demonstrate leadership more often than by a researcher or lecturer.

Table 1 **Activities and Leadership in Higher Education Institutions**

Category	Subcategory	Category	Subcategory	Category	Subcategory
Activities	Research	Challenges	Reconciliation with personal life	Leadership	As a personal trait
	Teaching		Bureaucracy, formalization		Interfaces with the position, status
	Projects		Inadequate pay		In the education of the younger generation
	Administration		Uncertainty about the future		
	Dissemination of research results				

However, lecturers/researchers working in higher education institution also face challenges and obstacles, which are usually associated with a highly formalized bureaucratic system. A lot of time is spent on this, which leaves less time for direct research and teaching activities. In addition, it has a direct reflects on personal life and its quality. Working in high school does not mean that you are guaranteed a good salary, that you are valued, that you can feel dignified.

Still, most employees are leaders. This is usually due to innate personal qualities, and in such situations the same person can be a prominent leader in research, both in teaching and disseminating research results, or as an administrator. It happens that a person has interest into one field/activity he/she likes. Almost all persons working in higher education are leaders and examples in the education of the younger generation.

Conclusions and/or Discussion

Although the concept of leadership is found in different sciences - sociology, politics, management, psychology - the concept of leadership of higher education academics is mainly associated with managerial, administrative, psychological, only in some rare cases - political aspects. Leadership is basically defined as influence, need, role for other people. It is determined by the personality, its psychology. Often in the short term, leadership is seen as an expression of managerial skills, but only in the long term can one see the impact on others - colleagues, students. Leadership in education is a complex concept, and therefore must be seen as a phenomenon at the crossroads of many sciences.

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