

LEADERSHIP STYLES AND EDUCATION – THE TEACHERS’ ROLE

Jaqueline Cruz

FMH/University of Lisbon, Portugal

Margarida Gaspar de Matos

FMH/University of Lisbon, Portugal

José Alves Diniz

FMH/University of Lisbon, Portugal

ABSTRACT

The importance of leadership styles and the teachers’ role in schools have been increasingly highlighted and researched, in the last decade. The aim of the present work is to analyze the results of a systematic revision of literature on leadership styles in education. A systematic analysis of the literature of last the three years, published in international indexed journals. It is recognized the need to recognize the teacher role and importance for the personal and academic success of the students. The leadership style of the teachers can help developing the learning capacity of pupils’ as well as their ability to cope with life challenges and to choose and maintain healthy lifestyles. At a time where the generalized economic difficulties contribute for a heavier school climate, the role of teachers become more and more complex, and innovative teaching and learning strategies are to be designed, implemented and evaluated. This work is proposed as a poster in the area of Sciences of the Education, with a special focus on innovation and challenges in the education arena.

Key Words: *Leadership Styles; Teacher’s Role; Pupils’ success*

Introduction

The appearance essential in improving the school and the success of the students is the professor, as refer Stronge, Ward & Grant (2011), however, the complexity of which is coated with its function requires that their practices are the product of a systematic reflection that will allow them use most appropriate strategies, Thoonen et al. (2011) mention that the feeling of effectiveness of teachers allows them to observe your daily life more positively and commit themselves more in activities of professional learning.

The classroom is one of the scenarios where students and teachers are and as such the action unfolds, by which it is for the teacher to assume leadership until because students do not have powers to manage their learning (Kirshner & Van Merriënboer 2013).

Several studies point to relevant aspects about the role of the teacher, as is the case with research of Kotze & Venter (2011) who claim that there is a positive relationship between

emotional intelligence and effectiveness in leadership, but we must not neglect the type of leadership used and as suggest Wang et al. (2011) the transformational leadership allows you to "subordinates" a self efficacy and self value increased by encouraging better performance of the teams and the organization.

Research Methodology

A systematic review of the literature was performed in two different ways, both online, one directed to magazines and articles about education on the internet and another in B-On (The Library of Knowledge Online) where researched articles with the following key words, Styles of Leadership and Education and Teachers and Students Adolescents with Risk Behaviors. Were used 3 types of filter, the temporal, i.e. would be articles published in the last 3 years; the linguistic, i.e. articles should be written in English, Spanish or Portuguese; and finally the articles are free. The research was going on during the year of 2013, was eliminated duplication and even after read the abstracts, some articles whose subject is not considered relevant for the present work.

Research Results

First were selected 61 articles and performed the reading of abstracts having excluded 37 articles. Then, there was the reading of 24 articles remaining, after analysis were eliminated 11 articles have remain 13 articles that are part of this work. The origin of the studies included in this work is varied, 7 from the United States of America, 3 from the Netherlands, 1 in Spain, 1 in South Africa and 1 in Hong Kong.

The studies presented in this review, 4 are of a theoretical nature and 9 exploratory nature and inferential, the samples vary from study to study but the role of the teacher is always present explicitly or implicitly. Then will be presented with a table that summarizes the most relevant information (table 1).

Table 1: General characteristics of publications

Nº	Author/Year	Country	Participants	Instruments	Type of Study
1	Alderman, G. L. & Green, S. K. (2011)	USA	Teachers	Theoretical Study with focus on the use of Social Powers Model	Theoretical Study
2	Chan, C. S. et al. (2012)	USA	Students from 9-17 years of 67 schools; 496 mentors	Surveys applied to students in the school, by researchers. Surveys for the teachers were self-administered.	Exploratory Study and inferential
3	García-Fernández, J.; Martínez-	Spain	520 Students from 12 to 18	Inventory of School Anxiety (IAES) in students from 12 to 18	Exploratory Study and

	Monteagudo, M. & Inglés, C. (2013)		years	years.	inferential
4	Garza, R., & Ovando, M. N. (2012)	USA	59 Teachers	Questionnaire of open answers (applied to the teachers) about their experiences in tutoring with students at risk.	Qualitative Study
5	Hardré, P., & Hennessey, M. (2013)	USA	13 Teachers	Online Questionnaires through the platform Survey-Monkey	Exploratory Study and inferential
6	Kirschner, P., & Van Merriënboer, J. G. (2013)	Netherlands	Research on urban myths about education	Review of the literature on the subject.	Theoretical Study
7	Kotze, M. & Venter, I. (2011)	South Africa	114 Public sector leaders	The emotional Intelligence was measured by emotional quotient inventory. The effectiveness of leadership through the leadership behaviors inventory (LBI).	Exploratory Study and inferential
8	Law, E. et al. (2013)	Hong Kong	Teachers	Organization and footage of meetings of two teams and subsequent data analysis (qualitative and quantitative).	Qualitative and quantitative Study
9	Mulder, E. et al. (2011)	Netherlands	728 Juvenile offenders from 12 to 22 years	Juvenile Forensic Profile. The official data of new convictions, with a minimum stay of 2 years, were used to record the risk of recurrence.	Exploratory Study and inferential
10	Stewart, G. et al. (2011)	USA	Organizations	Review of the literature on the subject.	Theoretical Study
11	Stronge, J.H.; Ward, T.J. & Grant, L.W. (2011)	USA	Teachers	Phase I - was applied to 4600 students (HLM - Hierarchical Linear Modeling); To 307 teachers was applied the TAI (Teacher Achievement indices)	Exploratory Study and inferential

				Phase II - Belief of teachers - Teacher Sense of Efficacy Scale (TSES); Questioning Techniques Analysis Chart (QTAC); (Teacher Effectiveness Behavior Scale - TEBS).	
12	Thoonen, E. et al. (2011)	Netherlands	Teachers	Survey by questionnaire	Exploratory Study and inferential
13	Wang, G. et al. (2011)	USA	Based on 117 independent samples and 113 primary studies	Review of 25 years of research	Theoretical Study

Discussion

In the study of Wang et al. (2011) which consisted in a review of 25 years of research focused on transformational leadership, we observed that the results obtained are related this kind of leadership with a good performance on the team and the organization. However, contrary to the expectations of authors found no causal relationship between transformational leadership and a better performance at the individual level.

The fact that individuals do not respond as expected may arise from the type of organizational structure and the position that each occupies in the team. In this follow-up, another study can better clarify the role of the individual in all, Stewart, Courtright & Manz (2011) studied the relationship of individual self leadership and teams and how they influence the performance and emotional responses and concluded that the studies show consistently that the increase of self leadership is intimately related with best responses affective and a better job performance of the individual. On the other hand, Kotze & Venter (2011) found no significant differences with regard to the emotional intelligence between leaders effective and ineffective, i.e., qualities of human relationship as the understanding and kindness allow greater effectiveness.

The study of Alderman & Green (2011) focuses on the teacher and the pedagogical relationship with the students, with behavioral problems, and makes the assessment of Social Powers Model pointing out their results for the need of teachers use in a balanced way the four basic types of social power (coercion, manipulation, specialization and flexibility) in order to promote greater academic success of the students, even because, as mention Kirshner & Van Merriënboer (2013) the students do not have necessary skills to manage their learning, being fundamental the teacher.

Continuing with the role of the teacher, Hardré & Hennessey (2013) studied what motivates teachers to motivating your students and concluded that the answers obtained are consistent with the theory of frames of human motivation and action, With the theory of self efficiency, the theory of self-determination and the theory of reasoned action, having also been consistent with the strategies related to your interpersonal style, beliefs and perceptions, they all factors of motivational dynamics. Once again, if the highlight of the effectiveness individual, in this case, coupled with the ability to diagnose the source of the lack of motivation of students.

The research of Garza & Ovando (2012) focuses on the relationship of mentoring created between teachers and students (with risk behaviors), as an approach to improve the understanding and pedagogical relationship. They concluded that mentoring carried out with students of risk has a promising future and facilitator of the construction of the teacher/pupil relation, the self efficiency, a pedagogy focused on the student, in improving the professional capacity and the need for academic success. Also, Chan et al. (2012) who studied the results of national programs of Big Brothers Big Sisters School-based Mentoring Programs concluded that there were improvements in teacher/pupil ratio.

Conclusions

The transformational leadership is related to good performances of teams and organizations (Wang et al. ,2011), however when we focus on people emerge the trade-related aspects related with the self leadership, which promotes in addition to better professional performance best emotional responses (Stewart, Courtright & Manz, 2011).

On the other hand, effective leaders have better qualities of human relationship that is intimately connected to emotional intelligence (Kotze & Venter, 2011), everything unfolds, then, from the individual himself and his role in the organization.

Focusing in several investigations we realized that regardless of the prism of study the authors consider the predominant pedagogical relationship (Alderman & Green, 2011), the motivation of teachers to motivating students for learning (Hardré & Hennessey, 2013) and the relationship of mentoring and its results (Garza & Ovando, 2012) and (Chan et al., 2012), finally give emphasis to the role of the teacher.

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