

# QUALITIES OF THE SCHOOL PRINCIPAL AS A FORMAL AND INFORMAL LEADER: TEACHERS' AND STUDENTS' VIEWPOINTS

*Snezhanka Dobрева Georgieva*

*Shumen University „Bishop Konstantin Preslavski“*

*DOI: <https://doi.org/10.52320/svv.v1iIX.333>*

## Abstract

Leadership in the modern school organization is key to forming a school team committed and motivated to fulfill the strategic goals of the institution, for its development and improvement of the organizational culture. The school principal is a leader by virtue of the authority given to him by holding the position, called to make management decisions. He can have "innate" qualities of a leader or acquire and develop them with the help of trainings and qualifications. Regardless of what type of leader the head is, he must build a vision for the development of the organization and motivate employees to follow it, create conditions for shared knowledge and achieve quality education and effective development of the institution with the participation of pedagogical specialists, parents, interested countries etc. For this purpose, the school director should possess certain qualities, which are the subject of research in this article. A literature review of accessible sources was made, including strategic priorities, characteristics of the phenomenon of "leadership" and its development, the most common leadership qualities and tips for developing leadership in schools according to the authors' publications and others. The differences between a leader, manager and leader are characterized, which defends the thesis about the importance of leadership. Research questions were asked regarding the typical characteristics and qualities of formal and informal leaders in school organizations and their role in ensuring the quality of education, the differences in the professional and personal qualities of formal and informal leaders, the attitude and opinions of current and future teachers towards them and leadership and others. A survey was conducted among current teachers, as well as future teachers (students at Shumen University), who were assigned the task of ranking the previously presented leadership qualities of the informal and formal leader in the educational institution in order of importance. Their answers were processed statistically, summarized and analyzed. The following are the most significant qualities of the formal and informal leader in school according to the opinion of the respondents. A comparison was made between the opinions of future and current teachers. The conclusions of the comparative analysis show that the opinions do not differ significantly in terms of content when determining leadership qualities, but only according to the share of respondents who indicated one or another quality. Priority qualities of the informal leader, according to the respondents, are his skills for working in a team and promoting cooperation in the school community, developing innovations and charging the team with the high goals of the leader in order to create motivation for their implementation. The majority of respondents indicated that having skills for building trust in the team is a particularly significant quality of the formal leader. As a result of the conducted survey, conclusions are summarized, answering the research questions and concerning the most significant leadership abilities of the formal and informal leader in the school community. Recommendations are presented for developing leadership skills according to the identified priority qualities that the school director must possess and purposefully develop for the effective performance of the position of director and for the fulfillment of the goals of the school's organizational strategy, namely vision, cooperation and teamwork, inspiration and trust.

**Keywords:** leader; leadership management; qualities of the formal leader; qualities of the informal leader.

## Introduction

**Relevance of the topic.** The topic of leadership in the school organization is current and significant, the subject of research by Bulgarian and foreign authors. This is because in modern organizations, including schools, it is not enough for the leader to be an administrator and manager. He must be a visionary with ideas on how to develop the institution, possess an innovative spirit and original thinking, "infect", motivate and inspire other members of the collective, parents and stakeholders with the implementation of the goals, be a strategist, see the right direction etc.

In the Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030), a goal is set for a transition from a standardized approach in the management of educational institutions to management based on creativity and innovation. According to the document, this goal requires confirmation of leadership as a leading approach in the management of institutions from the system of preschool and school education, updating the professional profiles of management positions in educational institutions and including in them the key competences of the XXI century; introduction of a competency model with a focus on key competencies and leadership skills in competitions for the selection of directors and increasing the qualifications of directors through training for the development of leadership competencies (Strategic framework, 2021-2030).

In this context, certain research questions related to the study of the characteristics of the "leadership" phenomenon, the development of leadership theories in a historical aspect, the role of leadership in the organizational development of the school, the main regularities of communication between the participants in the educational process in the leadership organization as a prerequisite for ensuring the quality of education, the connection and connectivity between formal and informal leadership, etc.

**Research problem.** The available scientific publications examine and analyze the characteristics of leadership (Iliev, 2016), theories and understandings of leadership (Dobрева, 2022), leadership styles (Temelkova, 2023), the symbiosis and difference between management and leadership (Lilova, 2016), leadership in the context of digitalization (Delibaltova, 2024), etc. To a lesser extent, the qualities that a school leader should possess are affected. The research problem that is considered in the present study is related to the qualities of the formal and informal leader in the school organization and defining the significant ones for ensuring the quality of education through purposeful management.

In a synthesized form, the following research questions can be highlighted:

- What are the typical characteristics and qualities of formal and informal leaders in school organizations?
- Which of them are most significant for ensuring the quality of education?
- What is the role of the formal and informal leader in school?
- Are there differences between the qualities of formal and informal leaders?
- What is the attitude and do the opinions of future and current teachers differ about the qualities of a formal and informal leader? and others.

**Subject matter of the research** – the professional and personal qualities of the formal and informal leader in the institutions of the school education system.

**Research aim** – classifying the professional and personal qualities of the formal and informal leader in the school organization and identifying the significant ones for ensuring the quality of education and effective management of the institution.

**Research objectives:**

In accordance with the purpose and subject of the study, the following tasks are set:

1. Based on a theoretical study of scientific sources, to summarize and analyze the characteristic features and qualities of the formal and informal leader in school.
2. To outline qualities of the formal and informal leader, which are important for the quality of education in school organizations.
3. To conduct a survey among teachers and students to determine the significant personal and professional qualities of the formal and informal leader in school.
4. To research and analyze the opinions of teachers and students with a view to outlining the attitude of future and current teachers towards the research problem.
5. To summarize and analyze the qualities of a leader in the context of providing quality education.

**Research methods:** theoretical analysis of modern literature, normative documents and research on the problem of the study, questionnaire survey, statistical processing of the results using Excel, graphical representation of the distribution of variables and data visualization, methods of deductive statistics (comparative statistics to establish statistical significant difference between the two groups of subjects) and associative statistics (to study the relationship between variables).

## 1. Theoretical formulation of the research problem

Increasingly, school leadership and management are considered key prerequisites for improving student educational outcomes, access to education, and the quality of educational service and management of the institution (Parvanova, 2011). The author brings out a number of qualities of a manager to be a successful leader, such as organization, the ability to inspire, purposefulness, teamwork, systematic work, the ability to solve conflicts, the ability to plan and implement change, but he emphasizes the ability of the director " to see the future", i.e. to be able to plan strategically and create

for the school community the vision for the development of the school organization so that it inspires and motivates (Ibid.). In the same context, Lilova (2016) analyzes the relationship between the manager and the leader and concludes that the combination of the two main types of leadership behavior - directive and supportive should be used depending on the level of competence and commitment of teachers to perform a given task in a given situation.

In connection with the problem of the research and in support of its relevance, Iliev (2016) concludes that there is a lack of uniform universal leadership qualities and styles of behavior recognized by the authors. Presents different points of view, emphasizing the personal qualities of the leader to be a leader - charismatic in situations related to the need to achieve a specific goal by a group of people, socially active (educated, prosperous, popular, cooperative), personally formed (persistent, emotionally stable, self-confident), effective in behavior (standing out among others, purposeful, proactive, taking responsibility), etc.

A distinctive feature of the leader is that he manages both his own behavior and the behavior of the participants in the educational process, being able to involve and attract them to the fulfillment of organizational goals, the achievement of high quality education and their motivated participation in the process. The school leader is the one who places the student at the center of education, creates a positive educational environment for his personal development, introduces innovative practices to lay the foundations of the hybrid school of the future (Tsokov, 2021).

An important factor for quality education and effective development of the organization is the correct and purposeful formulation of strategic goals and their binding with other school documents - plans, programs, projects, etc. In this sense, the role of the leader is to direct the team to consensual formulation of goals and their implementation, to create followers, to motivate the team to introduce innovations and innovative practices, to take responsibility for the course of development undertaken. Only the committed participation of the school team is not enough. A good leader is proactive and enlists various stakeholders as collaborators in a common and shared vision (Thukididou, 2016).

At the same time, since the state creates various opportunities to provide additional funds for the development of the school under National Programs, and European funds allow work on projects, the school director must also be a good project manager. Referring to the interrelationship of a strong leader, individual responsibility, individual results and performance measurement, according to Slavyanska, team management includes two aspects - administrative management and leadership, i.e. this is another role and sphere of the director as a driver of the process, applying a behavioral and situational approach (Slavyanska, 2017).

The most common qualities in the authors' publications are summarized in Fig. 1.

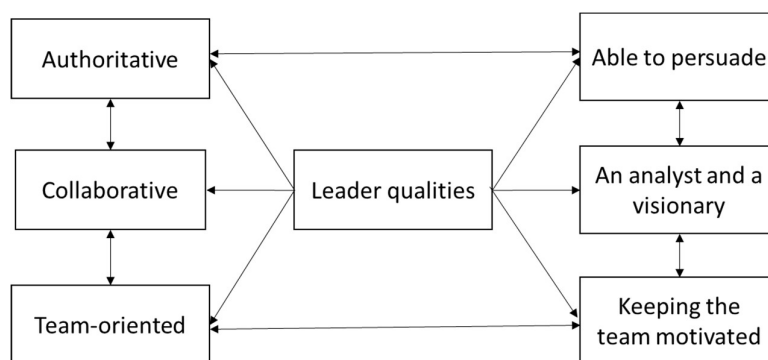


Figure 1. Qualities of the leader

The available publications are more concerned with general characteristics and qualities of the school leader, important for the effective management of the institution, and less analyzing qualities related to the two groups of leaders – formal and informal.

Being a school principal does not automatically mean you are considered a leader. It is a key figure in the management of the school and has the formal and ex officio status of a governing body. He is expected to assume the role of a catalyst, to inspire, orient, create the necessary climate to achieve the

specific tasks and goals of the educational institution. Reflecting on this, Filipov believes that the effective combination of formal and personal power provides optimal opportunities for good leadership. The principal is a true leader when he succeeds with the help of power and authority to make people work in such a way that they accept the ideas of school development as their own, i.e. to influence a group of people and motivate and lead them to achieve a common goal (Filipov, 2021).

In this context, management is associated with normatively regulated empowerment in compliance with procedures and rules, with rights, duties and responsibilities ensuring the functioning of the institution, and leadership with the approaches, behavior and personal skills applied to people in the institution (Zagorcheva-Koicheva, 2024). The author refers to an individual's ability to positively influence other employees due to their empathy, trust, behavior, etc. to informal leadership. This type of leader shows respect, trust and warmth in their relationships with other team members, students and parents. In this sense, Zagorcheva-Koycheva connects the informal leader with the personal qualities that he must possess in order to hear and understand the needs of the participants in the educational process, to encourage and motivate, to support, to look for solutions instead of criticizing, to gain trust, even sometimes breaking the rules to gain followers (Ibid.).

In the context of personal qualities and conditions of competition in which the modern school functions, Petrov equates leadership with art and offers specific tests and advice to the school director to determine how much he is a leader, to be useful for the team or just a leader (Petrov, 2022). The author's ideas are summarized in Fig. 2.

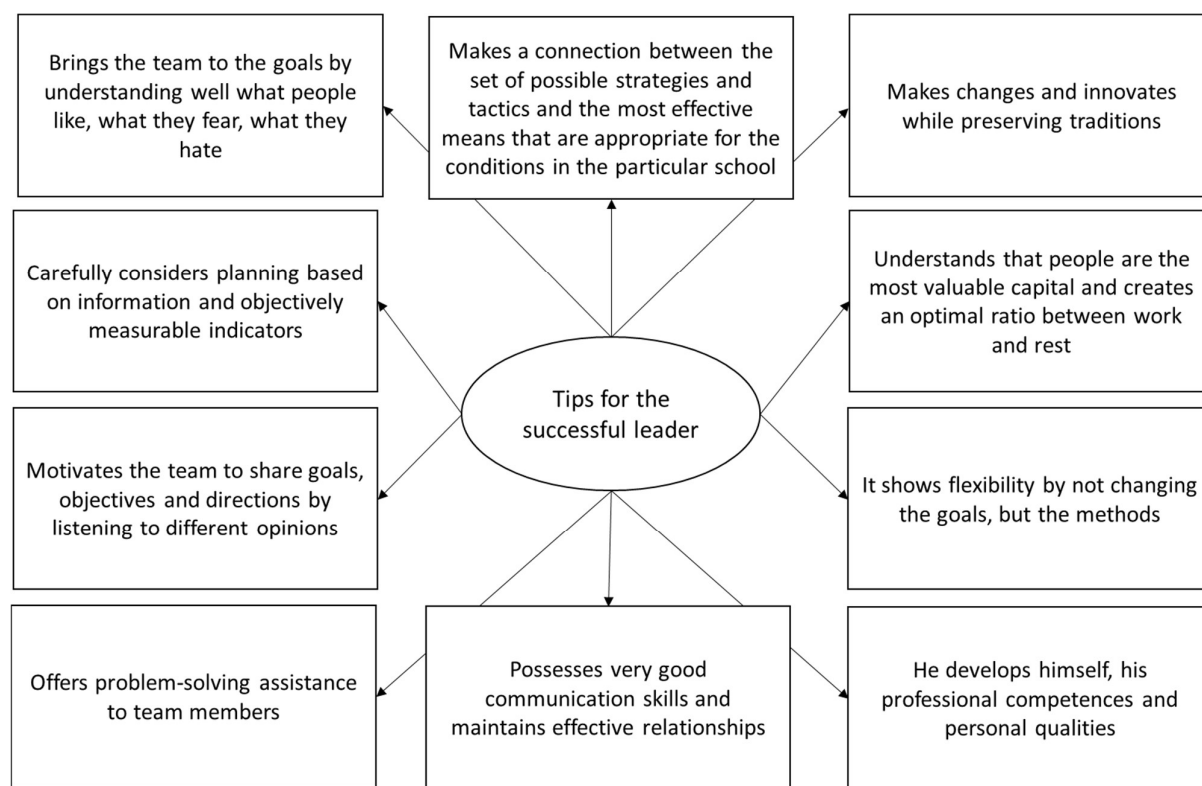


Figure 2. Leadership Tips

Source: Pavlov, P. The school principal – a leader. one experiment and 12 tips to help you succeed, in: "Careers" Magazine, Volume 2, Issue 3 (2022), ISSN 2815-3111 (online) CCR at the Bishop Konstantin Preslavski Higher Secondary School, pp. 55-63

In a sense, they overlap with the qualities of a successful leader, but in terms of content, they provide a detailed description and give specific models.

Leader qualities and leadership principles were considered as early as the 1950s, summarizing several aspects: leadership is supported by the organizational system, and leadership is conditioned by the group's approval of one of its members for contributing to group achievements; the leader sets group goals, based on professional interests, but reflecting the interests and desires of group members, taking

into account their feelings and shared opinion in the process of achieving the goals; the leader is empowered as a source of power and maintains social distance to more easily influence the group, and the leader is inclusive and charismatic (Gibb, 1947). That is why some authors distinguish the leader from the manager and consider that he is rather an informal leader who knows how to attract and motivate the other members of the team and does not necessarily have to be the director, while others put equality between a manager and a leader, to whom are leadership is a given by virtue of the position held, i.e. emphasize formal leadership.

## 2. Presentation and discussion of research results

A survey was conducted among 99 teachers from different types of schools, teaching in the three stages of education, with pedagogical experience covering a longer or shorter period and 44 students from Shumen University, studying in bachelor's and master's programs in the specialties "Management of education", "Pedagogy of training in ...", "Pedagogy of training in technique and technology", "History and geography", "Innovations in technological training and entrepreneurship", Primary school pedagogy with a foreign language, "Technology and technology ", "Applied mathematics", "Preschool and primary school pedagogy". Five of the students work in elementary, primary, middle school and profiled high school, two of them have not completed their education and have no teaching experience, one of them has experience from 1 to 5 years, and two have experience from 11 to 20 years.

Respondents were provided with 14 statements each relating to the qualities of the formal and the informal leader. Teachers and students should arrange them according to their own opinion chronologically from the most important to the least important for creating optimal conditions for the quality of education.

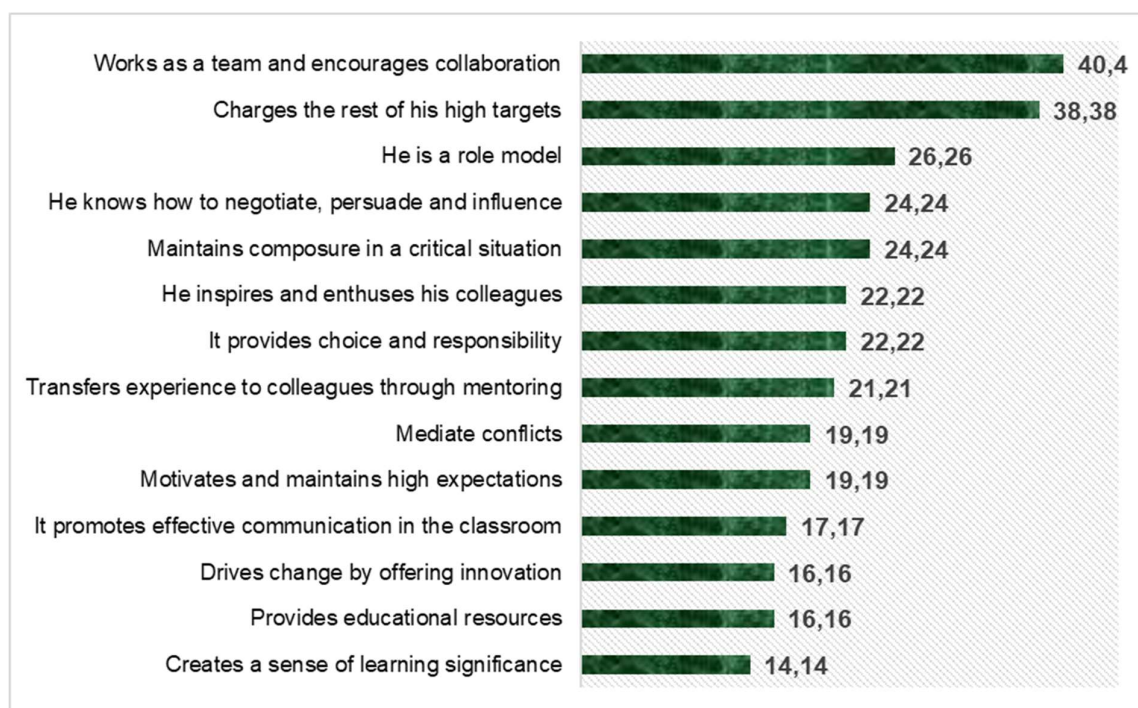


Figure 3 Percentage distribution of teachers' opinions about the qualities of the informal leader

An informal leader, according to 40.4% of teachers, should have teamwork skills and encourage cooperation. It is important to work together with other pedagogical specialists from the school, with non-pedagogical staff, with students and listening to their opinion on various educational and organizational issues, as well as with partners and local and regional authorities, in order to form and implement appropriate development policies of the quality of education and to create conditions for its continuous improvement in various aspects of its manifestation. A similar proportion of respondents (38.38% of them) advocate the opinion that a significant quality of an informal leader is to be able to

inspire others with their high goals. This means that teachers rely on the leader to form the vision for development and the goals that the school must achieve, but also to be able to involve the participants in the educational process in their implementation. According to 26.26% of respondents, an important quality is that the leader is a role model. Indeed, the informal leader is the one who motivates, engages and engages others in the common work to achieve the organizational goals, although the formal leader (the appointed head in the institution) must also possess or form these qualities. This is also the difference between the informal and the formal leader - the former has innate abilities to lead, attract, inspire and enthuse team members, and the latter, if he does not possess such qualities, must develop and improve them. The lowest proportion of teachers (14.14% of them) believe that creating a sense of learning is not the most important concern of a leader. Two other skills also rank in one of the last places, just 2% away from the least preferred quality – providing educational resources and driving change by offering innovation (Fig. 3).

The analysis of the opinions expressed by the students shows that two of the qualities considered by the pedagogical specialists to be particularly important are also important according to the future teachers (teamwork and cooperation and a role model) (Fig. 4).

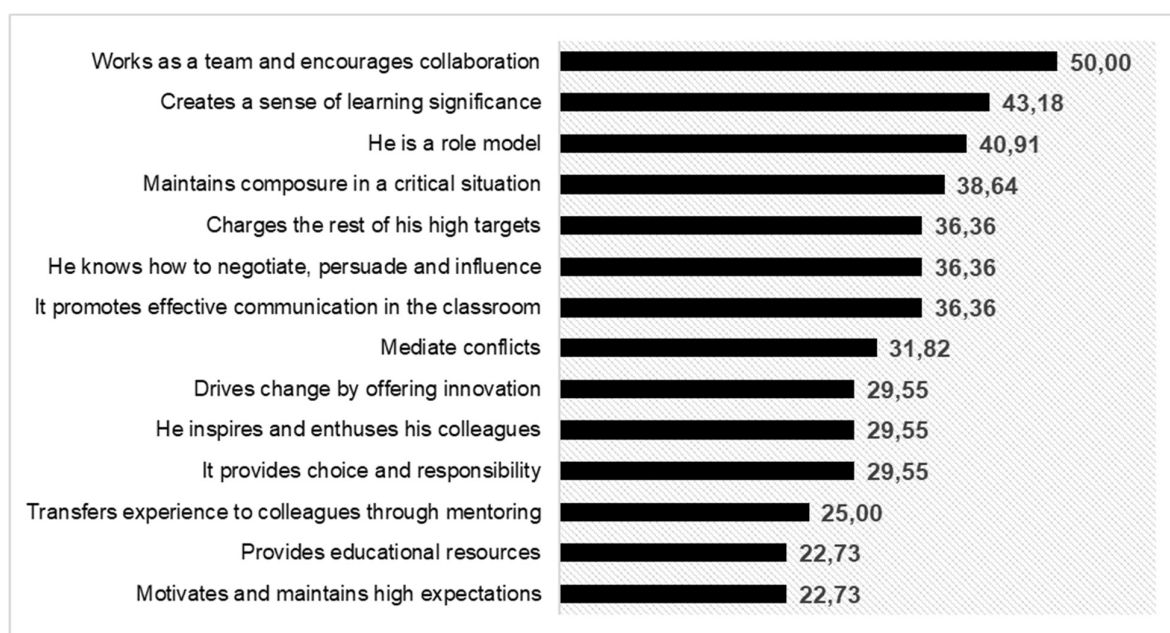


Figure 4. Percentage distribution of students' opinions about the qualities of an informal leader

A peculiarity is that the share of students who indicate them is higher than that of teachers. "Works in a team and encourages collaboration" was noted as an important skill by 50% of students and ranked first among the other 14 qualities previously given in the survey. Among teachers, these skills are also in first place, but indicated by 40.4% of them. The need for the leader to be a role model ranks third in the ranking of leadership qualities, according to both teachers and students - in the first case determined by 26.26% of respondents, and in the second by 40.91%.

Innovation is considered a prerequisite for growth and development, and the leader is the one who must motivate the collective to bring innovative changes, including in teaching and learning, the environment, forms of interaction and cooperation, supporting children and students for personal development, etc. .n. Surprisingly, only 16.16% of teachers consider the leader's ability to drive change by offering innovation as important to the organization. Among students, the share is higher (29.55%), but this quality, together with the ability to inspire and enthuse colleagues, ranks ninth and tenth in the ranking of leadership abilities.

The ranking of informal leader qualities according to current and future teachers in a comparative plan is presented in Figure 5.

Apart from the facts commented so far, the coincidence of the opinions of the students and the teachers regarding the abilities of the leader to charge the collective with his high goals is evident, but

this quality is more significant for the teachers than for the students. In contrast, conflict mediation was reported by students as a more important leader ability, listed by 31.82% of them, while teaching professionals accounted for 19.19%. A difference is also found in the opinions of future and current teachers about the leader's ability to stimulate effective communication in the classroom, which is more significant for students, preferred by 36.36% of them, and the share of teachers who chose this quality is 17.17%. A similar distribution of students' and teachers' views is also found in relation to the leader's ability to create a sense of the importance of learning, which 43.18% of students consider important, and the share of teachers is 14.14%. The rest of the leader's skills proposed for selection are characterized by relatively close values between the two groups of respondents.

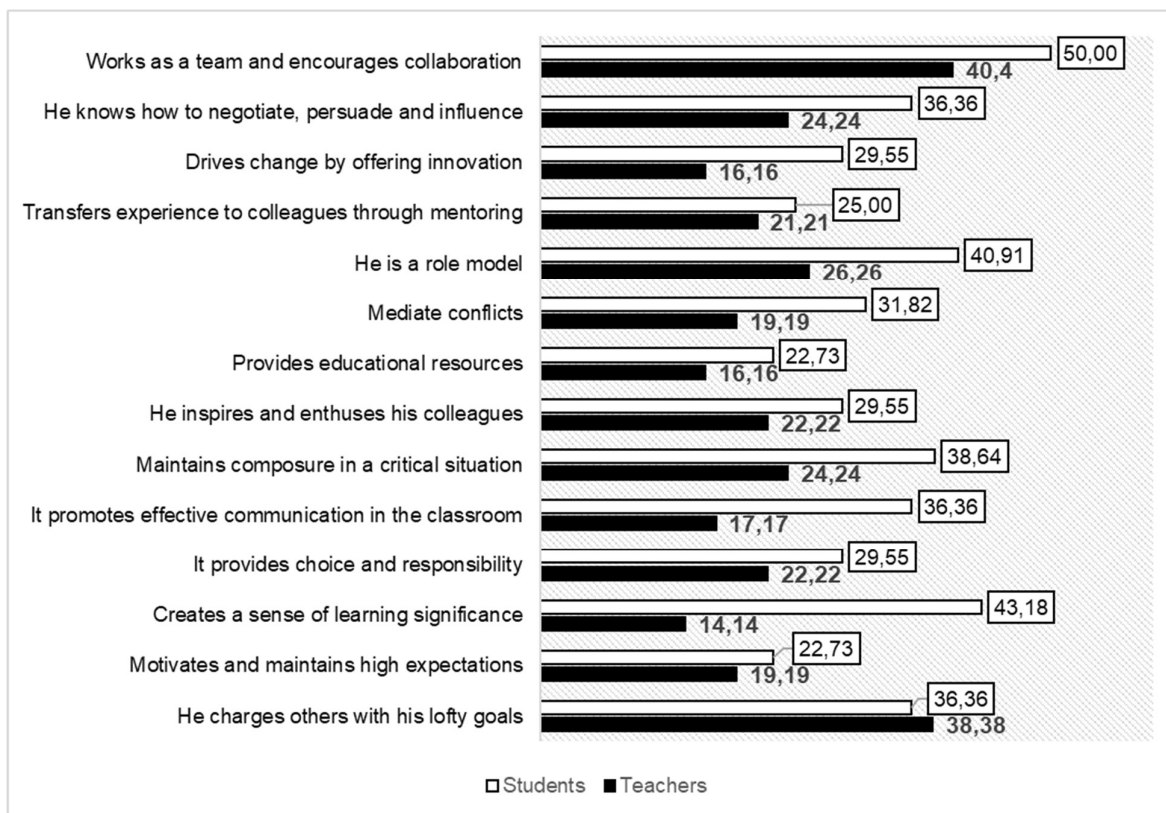


Figure 5. Percentage distribution of teachers' and students' opinions about the qualities of an informal leader

The most significant quality of the formal leader according to the teachers' opinions is building a relationship of trust with the team, indicated by more than half of the respondents, which ranks first in the hierarchy of proposed skills and abilities of the formal leader. Between 21.21% and 23.2%, 20% of the respondents consider it important for the formal leader to create a vision for the development of the school, to inspire the team to fulfill the vision and goals of the organization, to discuss important educational issues with pedagogical specialists by providing them opportunity to participate in decision-making and seeks to achieve consensus, manage conflicts. The smallest share of teachers indicated the skills of the leader for good planning to achieve the vision of the institution, the generation and implementation of innovative ideas with a focus on change and inspiring parents and partners to fulfill the vision of the institution (Figure 6).

In the percentage distribution of teachers' opinions about the importance of the leader's qualities, several facts are striking. On the one hand, for those who participated in the study, the personal qualities of the formal leader were more significant than the professional ones. The very creation of a vision for the development of the school for teachers is an important ability of the head, but the consequences of this - formulation of institutional goals and involvement of the parent community and partners in their implementation stand in the background. Delegating responsibilities to members of the school team, as well as developing leadership competencies in teachers, are also not among the most preferred qualities



of a leader. Taking into account the fact that developing innovation is not among the most important skills of a leader according to teachers, it can be assumed that they do not make the most of the legal opportunities for developing autonomy in the institution or are unwilling to take responsibility for the performance of certain tasks and activities.



Figure 6. Percentage distribution of teachers' opinions about the qualities of a formal leader

The students advocate the same opinion as the teachers, that the trust in the collective, which should build the formal leader, is a defining and fundamental basis for the development of the institution, indicated by 61.36% of them, with which this quality ranks first, and the share of students who indicated it is almost 11% more than the teachers who preferred it (Fig. 7).

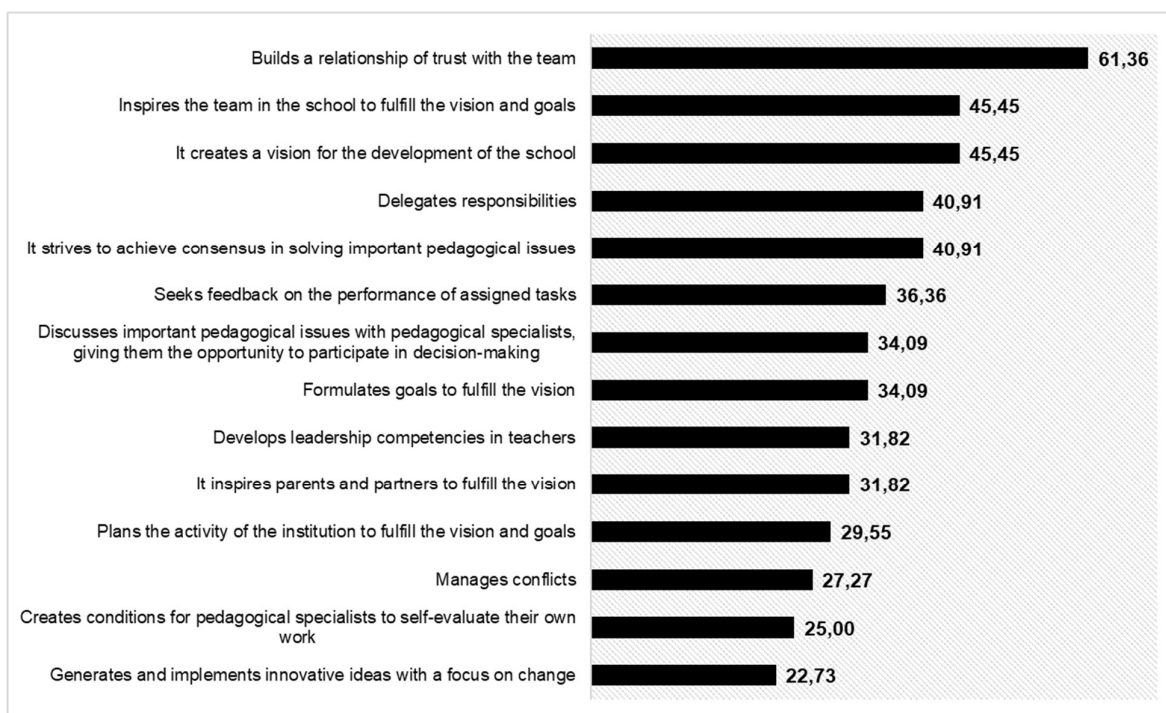


Figure 7. Percentage distribution of students' opinions about the qualities of a formal leader



Future teachers agree that the ability to create a vision for the development of the institution is important for a good leader, indicated by 45.45% of them. In contrast to the teachers, more than 40% of the students also prioritize the leader's ability to inspire the team in the school to fulfill the vision and goals, to delegate responsibilities. At the last place in the hierarchy of formal leader abilities, students, like teachers, place the leader's skills to generate and implement innovative ideas with a focus on change. It should be noted, however, that this opinion was expressed by 22.73% of them, while the share of teachers with an opinion about the importance of this quality was 13.13%.

Figure 8 presents the opinions of the respondent groups on the qualities of the formal leader in a comparative plan.

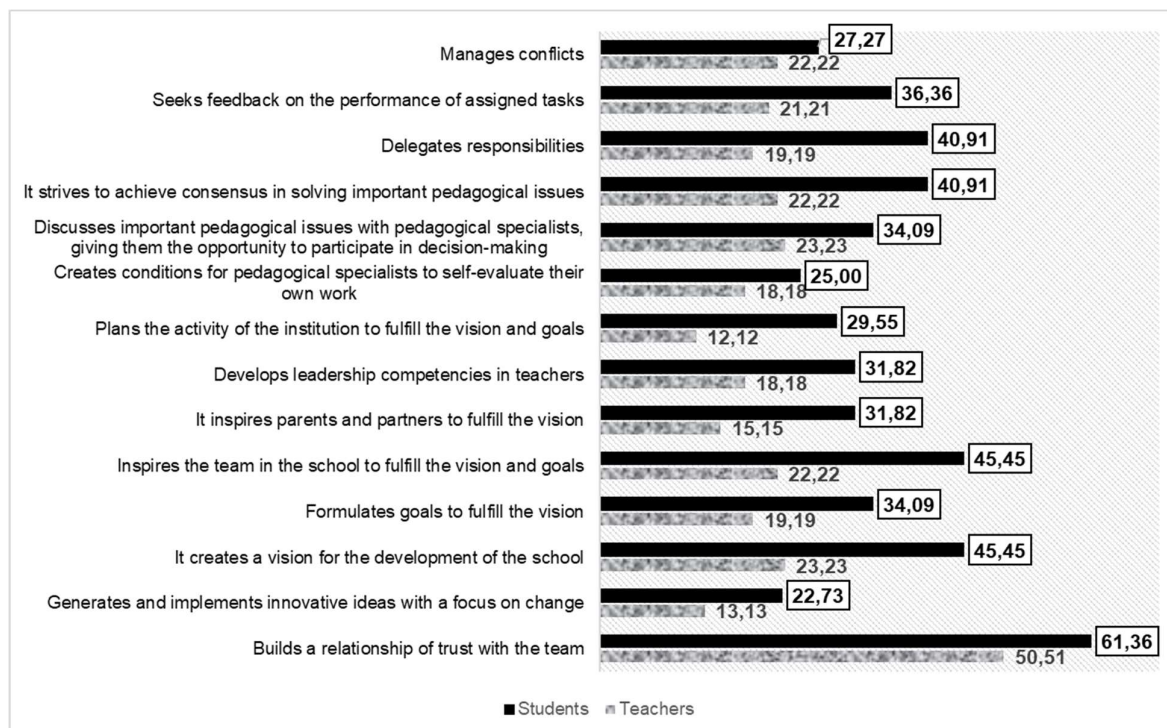


Figure 8. Percentage distribution of teachers' and students' opinions about the qualities of a formal leader

It can be seen that greater differences are found in relation to the leader's ability to delegate responsibilities, indicated as a significant quality by 40.91% of the students, ranking one of the top places in the ranking according to their opinions and by 19.19% from the teachers, according to whom it is not such an important quality. In fact, delegation of authority is the ability of the manager to achieve results through the team, provides an opportunity for the participation of pedagogical specialists in management and shows the professionalism of the manager. The percentage distribution of teachers' opinions again shows their insufficient desire for active activity and taking responsibility. A similar distribution of opinions is seen in the teachings of the leader to strive for consensus in solving important pedagogical issues, i.e. not to make unilateral decisions, but that they have been discussed in the corrective and there is agreement on their implementation. Again, 40.91% of future teachers report the importance of this skill, and the share of current teachers is almost twice as low - 22.22%. The formulation of goals for the implementation of the vision and the planning of the institution's activities as qualities of the leader also occupy a different position according to the opinions expressed by students and teachers, with students considering them more significant with differences of 15% to 17%. Consensus is the opinion expressed that it is important for the leader to manage conflicts, indicated by 22.22% of the teachers and 27.27% of the students.

The importance of the leadership qualities that are presented and discussed in scientific developments is confirmed, but the preferences of the respondents are more towards the personal qualities of the manager to be a good leader, his abilities to create a calm work environment and good relationships, to be an example and inspires and motivates other team members with ideas.

## Conclusions

1. The typical characteristics and qualities of an informal leader, according to almost half of the teachers, are his skills to work in a team and to promote cooperation. A similar, but lower proportion of teachers advocated the opinion that the informal leader should charge others in the team with his high goals. The students agree with this ranking, but also add the role model quality as significant for the informal leader.

2. The two groups of respondents with a high share of opinions define as the most significant quality of the formal leader his ability to create and establish trust in the team as the primary basis for organizational development and improvement.

3. The answers to the questions show that the qualities of the leaders that lead to an appropriate vision and goals of the school, create conditions for cooperation and teamwork and relationships of trust are important for the achievement of high quality education, and they have a significant role to inspire and lead to organizational improvement.

4. The respondents believe that both the formal leader (the appointed director) and the informal leader have a role in school development and quality assurance, which should complement each other - the formal leader should set priorities and goals, and the informal leader should motivate the participants in the school community for implementation them

5. According to the research of the opinions of the respondents, the roles of the two types of leaders outline the differences between them in the school community. While expressing the opinion that leadership qualities should be possessed and developed by both the formal and informal leader, they believe that the informal leader has the innate ability to lead, attract, inspire and enthuse team members and is the one who motivates, engages and engages others in the common work to achieve organizational goals. The formal leader, according to respondents, has greater organizational skills and leads strategically and operationally according to the vision and school priorities, goals and objectives. They also determine the need for the appointed head of the school to form, develop and improve his personal qualities as a leader and inspirer.

6. Current teachers give more priority to the personal qualities of the leader than to his professional qualities. For teachers, the skills of the formal leader to build relationships of trust in the team, discuss with pedagogical specialists important pedagogical issues by giving them the opportunity to participate in decision-making and reach consensus in solving important pedagogical issues are more significant than his professional skills to planning, formulating goals to fulfill the vision and developing innovations. Similar is the opinion of the students, but with a lower share of opinions. There are also differences in the shared opinions between the survey participants. Prospective teachers place higher importance on the leader's abilities to create a long-term vision for the development of the institution, implement forms of autonomy and provide teachers with co-management responsibilities than pedagogical specialists. Conflict management skills are more important for students than for teachers. There are also different opinions about the qualities of the leader to delegate responsibilities, as well as to create a sense of the importance of learning, also more priority for students than for teachers.

In relation to the opinions expressed by the lower proportion of teachers about the importance of the leader's abilities to engage the collective in creating innovations and drive change by motivating and maintaining high expectations from teachers, providing educational resources, transferring experience to colleagues through mentoring, as well as about taking responsibility and being active in the school community, certain recommendations can be made. The formal leader should develop the commitment not only of the teachers, but also of the other participants in the educational process with the goals and activities of the school. It is necessary to develop the attitudes of the pedagogical teams towards innovative practices that provide added value to the quality of education and taking responsibility for motivated participation in the change process for developing a learning organization and for organizational improvement. The school leader should have the professional skills to create a vision for the development of the institution, to introduce innovations to increase the quality of education, to provide an opportunity for participation in management and consensus decisions, and through his personal qualities and example to inspire, enthuse and involve the participants in the educational process and interested parties in achieving the institutional goals and organizational development of the school.

## References

1. Bogomilov, B. (2022). Liderstvo i organizatsionno razvitie. Block, P. (2013). *Nepriekaištingas konsultavimas: kaip paskatinti naudotis jūsų kompetencija*. Vilnius: Eugrimas.
2. Delibaltova, V. (2024). Liderstvoto v konteksta na digitalizatsiyata na obrazovaniето prez prizmata na darzhavnite dokumenti i nauchnite izsledvania. *Pedagogika*, 96(3s), 121-132.
3. Dobreva, S. (2022). Gledni tochki za liderstvoto v savremennoto uchilishte i detska gradina–rezultati ot empirichno izsledvane. *Pedagogika*, 94(7), 870-885.
4. Filipov, A. (2021). Uchilishtniyat direktor-obrazovatelyn lider i profesionalen menidzhar. „*Biznes upravlenie*“, *Akademichno izdatelstvo „Tsenov“*, *Svishtov*, № 2, 40-55.
5. Filipova, M. (2013). Organisational Leadership In Manager’S Activities. *Entrepreneurship, Faculty of Economics, South-West University "Neofit Rilski", Blagoevgrad*, vol. 1(1&2), pages 41-50.
6. Gibb, C. A. (1947). The principles and traits of leadership. *The Journal of Abnormal and Social Psychology*, 42(3), 267–284. <https://doi.org/10.1037/h0056420>.
7. Iliev, T. (2016). Lider i liderstvo–sashtnost i teoretichni konstruktсии. Nauchni trudove. *Mezhdunarodno visshe biznes uchilishte-Botevgrad*, (8), 159-179.
8. Lilova, E. (2016). Direktorat na uchilishteto–simbioza mezhdu menidzhar i lider. *Pedagogika*, 88(2), 224-235.
9. Pavlov, P. The school principal – a leader. one experiment and 12 tips to help you succeed, v: *Spisanie „Karieri“*, Tom 2, Broj 3 (2022), ISSN 2815-3111 (online) TsKR kam ShU „Episkop Konstantin Preslavski“, s. 55-63.
10. Parvanova, Y. (2011). Uchilishtniyat menidzhar i lider (tendentsii i evropeyski perspektivi). *Sbornik dokladi ot teoretichen seminar na katedra „Istoria na pedagogikata i upravlenie na obrazovaniето“ po sluchay 25 – godishninata na fakulteta po pedagogika pri SU „Sv. Kliment Ohridski“*, DEAL – Emilia Nedyalkova, 47-54.
11. Slavyanska, V. (2017). Management of project teams in a multiproject environment. *UARD Yearbook*, 5, 9-71.
12. Strategicheska ramka za razvitie na obrazovaniето, obuchenieto i ucheneto v Republika Bulgaria (2021-2030) – <https://www.strategy.bg/strategicdocuments/View.aspx?lang=bg-BG&Id=1399>.
13. Temelkova, M. (2023). Izsledvane na liderskia stil na mazhete i zhenite, zaemashti rakovodni pozitsii v balgarskite visshi uchilishta. ravnopostavenost na zhenite i mazhete v akademichni i nauchni organizatsii–*dobri praktiki, predizvikatelstva i perspektivi*, 22.
14. Tsokov, G. (2021). Hibridnoto uchilishte na badeshteto. *Pedagogika*, 93(5), 712-716.
15. Tukididu, E. (2016). Rolyata na direktora za vklyuchvaneto na zainteresovanite strani v obrazovaniето kato aspekt na uchilishtnata efektivnost. *Pedagogika*, 88(5), 663-674.
16. Zagorcheva-Koycheva, D. (2024). Neformalniyat lider prez pogleda na uchenitsite – problem ili polza za uchilishteto. – V: *Sbornik Patuvashst seminar „40 godini Pedagogicheski fakultet“*, Rim – Perudzha – Asizi, 13 mart – 16 mart 2024 g. Shumen: UI „Episkop Konstantin Preslavski“, 2024, ISBN 978-619-201-760-6, 23-32.

### **MOKYKLOS DIREKTORIAUS, KAIP FORMALAUS IR NEFORMALAUS LYDERIO, SAVYBĖS (MOKYTOJŲ IR MOKINIŲ NUOMONĖ)**

**Snezhanka Dobreva Georgieva**

#### **Santrauka**

Vadovavimas šiuolaikinėje mokyklos organizacijoje yra esminis dalykas formuojant mokyklos komandą, atsidavusią ir motyvuotą siekti strateginių įstaigos tikslų, plėtoti ir tobulinti organizacijos kultūrą. Mokyklos direktorius yra vadovas pagal jam suteiktus įgaliojimus einant pareigas, pašauktas priimti valdymo sprendimus. Jis gali turėti „įgimtą“ lyderio savybių arba jas įgyti ir ugdyti mokymų ir kvalifikacijos pagalba. Nepriklausomai nuo to, kokio tipo vadovas yra vadovas, jis turi susikurti organizacijos plėtros viziją ir motyvuoti darbuotojus ja vadovautis, sudaryti sąlygas dalytis žiniomis ir pasiekti kokybišką išsilavinimą bei efektyvų įstaigos vystymąsi, dalyvaujant pedagoginiams specialistams, tėvai, suinteresuotos šalys ir kt. Šiuo tikslu mokyklos direktorius turėtų pasižymėti tam tikromis savybėmis, kurios yra šio straipsnio tyrimo objektas. Buvo atlikta įvairių specialybių Šumeno universiteto dėstytojų ir studentų apklausa. Jiems pateikiami teiginiai apie formalaus ir neformalaus vadovo savybes mokykloje, kuriuos jie turi surikiuoti pagal svarbą. Tyrimo tikslas –

išryškinti reikšmingiausias formalaus ir neformalaus lyderio mokyklinio ugdymo sistemos institucijose profesines ir asmenines savybes. Mokinių ir dėstytojų išsakytos nuomonės sutapo dėl svarbiausių formalių ir neformalių lyderių įgūdžių. Abi respondentų grupės daugiau dėmesio skiria jo asmeninėms savybėms, dauguma jų kaip svarbiausią įvardija neformalaus lyderio gebėjimą dirbti komandoje ir skatinti bendradarbiavimą, o formalus vadovas, pasak daugiau nei 50 proc. geba sukurti pasitikėjimo požiūrį su komanda. Mokytojai ir studentai taip pat mano, kad jų vadovas turėtų būti sėkmingas pavyzdys, savybė, kuri patenka į trejetą svarbiausių vietų. Kitaip tariant, komandinis darbas ir geri santykiai tolerantiškoje ir palaikančioje aplinkoje, remiantis tyrimo rezultatais, lemia mokyklos lyderystę. Mokytojai mažiau dėmesio skiria vadovo įgūdžiams kurti įstaigos plėtros viziją ir vesti ugdymo proceso dalyvius bei suinteresuotas šalis, su kuriomis bendradarbiauja, keliu siekti norimos vizijos ir tikslų. Jie neišreiškia pasirengimo pokyčiams ir lyderio gebėjimo diegti naujoves nelaiko reikšmingu. Jie taip pat nerodo didelio noro dalyvauti valdyme ir prisiimti atsakomybę, kurią suteikia mokyklos autonomija. Skirtingai nei mokytojai, mokiniai labiau teikia pirmenybę vadovo įgūdžiams kurti ilgalaikį mokyklos plėtros planą su tam tikra vizija, deleguoti pareigas pedagogikos specialistams, kelti užduotis ir siekti grįžtamojo ryšio apie jų įgyvendinimą. Tačiau jie taip pat labiau orientuoti į asmenines lyderio savybes, į jo įgūdžius kuriant ir palaikant komandą. Tyrimo rekomendacijomis siekiama didinti dėstytojų (būsimų ir esamų) įsipareigojimą tirti, diegti ir plėtoti inovacijas, siekiant skleisti ir dauginti gerąsias praktikas, palaikančias organizacijos kultūros ir besimokančios organizacijos principų plėtrą. Apibendrintos tyrimo išvados rodo, kad mokyklos vadovas turi turėti profesinių gebėjimų kurti inovatyvaus institucijos plėtros viziją, o savo asmeniniu pavyzdžiu ir savybėmis įtraukti į ugdymo procesą dalyvius bei bendradarbius į jo įgyvendinimą, kad būtų užtikrintas ugdymo procesas. ugdymo kokybę mokykloje.

**Pagrindiniai žodžiai:** lyderis; vadovavimo valdymas; formalaus lyderio savybės; neformalaus lyderio savybės.