

**STATE PEDAGOGICAL UNIVERSITY  
„ION CREANGĂ” OF CHIȘINĂU  
DOCTORAL SCHOOL OF EDUCATIONAL SCIENCES**

**As a manuscript  
C.Z.U: 37307 (043)=111**

**CĂLIN IULIANA**

**SCHOOL LEADERSHIP STYLE FROM THE  
PERSPECTIVE OF EFFICIENCY OF EDUCATION**

Doctoral thesis in pedagogy

Specialty **531.02 Educational Management**

**ABSTRACT OF THE DOCTORAL THESIS IN  
PEDAGOGY (F)**

**CHIȘINĂU, 2021**

The thesis was elaborated within the Doctoral School „Educational Sciences”, „Ion Creanga” State Pedagogical University of Chisinau

**Composition of the Commission for public defense of the doctoral thesis:**

1. Goraș-Postică Viorica, dr habilitat in pedagogy, university prof., State University of Moldova - **chairman of the commission**
2. Cojocaru Vasile, dr. habilitat in pedagogy, university prof., State Pedagogical University „I. Creangă” - **PhD supervisor**
3. Cristea Sorin, dr. in education sciences, university prof., University of Bucharest, Romania - **official referent**
4. Paniș Aliona, dr. in pedagogical sciences, associate prof., official Institute of Education Sciences - **referent**
5. Ghicov Adrian, dr. habilitat. in pedagogy, associate prof., L.T. “Socrate”, Chisinau - **official referent**

Public defence will take place on 5.08.2021, hour 11,00 during the meeting of Specialized Scientific Commission D 33.533.01-19 from „Ion Creanga” State Pedagogical University of Chisinau, Building II, Senate Room, Chișinău, Ion Creangă street, nr.1.

The doctoral thesis and the abstract can be consulted at the library of the State Pedagogical University „Ion Creangă”([www.upsc.md](http://www.upsc.md)) and on the website of ANACEC ([www.cnaa.md](http://www.cnaa.md)).

The abstract of the thesis has been sent on 1.07.2021.

**Author,**

Călin Iuliana

**Scientific supervisor:**

Cojocaru Vasile Gh.,hab. Dr. in pedagogy, university prof.

**Commission chairman:**

Goraș-Postică Viorica, dr. habilitat in pedagogy, university prof., State University of Moldova

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EFQM-European Foundation for Quality Management	

## RESEARCH CONCEPTS

### **The actuality and importance of the topic approached.**

Contemporary society has its specific challenges that require change and a modern managerial approach. Education considered as an important factor in social development involves an authentic, real, quality management in such a way as to find the optimal solutions to problems which arise in the process of consolidating social democratization, based on a society of knowledge and computerization by achieving new educational goals. Thus, a simple administration of an authoritarian-bureaucratic nature is no longer accepted, an outdated management because it no longer satisfies the evolution of the modern society and implicitly of the school organization. It is found that the leadership style which represents *"the concrete way of playing a role, of effective transposition in behavioral terms of the requirements deriving from the status of leader"* [M. Zlate] is so important that most of the theories of leadership, start from the leadership style and "revolve" around it or reach it [38]. New educational policies are increasingly focusing on the external efficiency of the school, including the economic aspects of this efficiency in the sense of producing a positive impact of education on the social.

**Description of the research situation and identification of research problems.** In the educational system, the positive evolution of the manager depends on the particularities of the manager's work style, as well as the good functioning of the school organization, the development and improvement strategy of the school, the quality of the students' education. They increasingly require the conviction of the need to professionalize management at all levels of the education system, to outline an appropriate behavioral style, so that the organization he leads will achieve better and better results.

The main directions of investigation of the managerial style, but also their behavioral character aim at the following approaches: functional, structural, situational. In this perspective, the contribution of some authors dedicated to the field regarding the examination of the leadership style issue should be noted, such as: Traian Herseni, R. Lippitt, [apud 38], N. Maier, Brown, W. Schmidt, Tannenbaum [apud 5,32, 38], R. Blake and JSMouton, Fidler, W. Redin, Chalvin, Harsey, Blanchard [at 5, 38], N.Tichy[34],W.Bennis[3],Ş.Covey[14],G.Cole[13],P.Drucker[18],T.Bus

h[4],M. Zlate [38], S. Cristea [16,17], I. Boboc [4], nclusiv din R.Moldova-M.Şleahitiçi [51], V.Gh. Cojocaru [26], D.Patraşcu [47]ş.a

Appreciating the undeniable value of research and work of scientists or specialists in management and leadership, we mention the profound need for investigations to increase the efficiency of school organization management, which "must and can be effective" [P. Drucker, 18] by applying an appropriate managerial style that would fully contribute to the accomplishment of the tasks of the school organization, thus ensuring the increase of the efficiency of education. But, individual and organizational efficiency is no longer an option at present, but an urgent necessity, a condition of survival in a world of competition, of success, of accomplishment in life. This situation requires the elimination of the discrepancy between the limited nature of resources and the increase in educational needs. Based on these considerations, we defined the **research problem**: specifying the praxiology of the current school management and determining the correspondence framework of the educational and economic field in the perspective of meeting the needs of growing education with the use of optimal resources.

**The purpose of the research** is to outline the current school leadership style and to develop the praxiological-managerial model of school management from the perspective of efficiency of education

**Research objectives:**

- analysis of the evolution of paradigms in education and management;
- specifying the concept of efficiency of education and the praxiology of school management;
- highlighting, structuring, typologizing leadership styles;
- determining the difficulties in school management and the criteria of efficiency of leadership styles;
- the scientific substantiation of the Conceptual-methodological Framework of the current school leadership style;
- elaboration of the praxiological-managerial model of school management from the perspective of efficiency of education;
- specifying the effects of practicing school leadership styles in terms of the completeness of the implications of managerial functions and the resizing of the organizational culture

**Research hypothesis:** The school leadership style can contribute to the efficiency of education if a modern and authentic school

management is ensured by: connecting the management act to the current socio-educational context; mobilization and rational use of all resources to meet the needs of education/studies; achieving the educational objectives of the school, promoting a cooperative management based on competencies, a leadership style appropriate to the new social and educational directions; establishing an authentic organizational-managerial culture; harmonization of individual and organizational interests oriented towards efficient results and satisfaction.

**Synthesis of the research methodology and justification of the chosen research methods:**

Our research approach was based on theories, principles of ideas, concepts in the field of pedagogy, educational management, human resources, work psychology, communication and motivation. They served as landmarks of theoretical research: the concept of education [17, 2, 5, 25], change in education [1, 2, 5,], efficiency [2, 15,30, 24], educational needs and resources [37 ], leadership theories [13, 14, 38], approaches to educational management and leadership [8, 24, 29], quality in education and performance [2, 6, 20, 25], competencies [19, 6, 24], organizational culture [28, 21, 24, 5]. Also, the research was based on the epistemological values of normative and legislative documents such as: Education Code of the Republic of Moldova, Romanian National Education Law No. 1 / 2011 with the subsequent amendments and completions , the National Strategy for Sustainable Development in Romania 2020-2030, National Curriculum in secondary education. **The research methods** are specific to the examined field: scientific documentation, poll, questionnaire, case study, graphic and mathematical methods, comparative analysis.

**The scientific novelty and originality** consists in: specifying the basic concepts of efficiency of education and the praxiological approach of school management in the context of change; approaching the concept of finality as “result”, as “result of experience”, as “value”; the scientific substantiation of the Conceptual-methodological Framework of the current school leadership style and of the praxiological Model of school management from the perspective of efficiency of education.

**The scientific problem of importance solved** in research consists in the scientific substantiation of the Conceptual-methodological Framework of the current school management style, capitalized in the

praxiological-managerial model of school management from the perspective of efficiency of education, the implementation of which contributes to increasing performance.

**The theoretical significance** is determined by: the analysis of the evolution of educational and management paradigms in the context of change; specifying the theory of organization and individual/organizational behavior from a praxiological perspective; analysis of the evolution of leadership theories and methods, the typology of leadership styles and its effects; analysis of educational resources and needs.

**The applicative value of the thesis** is represented by: the resizing of the management on the dimensions: relational, methodological, technological, systemic with the specification of the taxonomy of the efficient actions; determining the difficulties in school management, conditions and factors to increase the efficiency of education by adapting the style to the situation, environment, context; valorization of the praxiological-managerial model of school management; specifying the decision and organizational culture in manifesting the authentic style of effective leadership.

**The implementation of the scientific results** was achieved by disseminating the results of the theoretical research capitalized in the praxiological-managerial model of efficient school management, valued in the investigations undertaken, through communications at national and international conferences, scientific publications.

**Approval of research results.** The research results were discussed and approved during the meetings of the Department of Education and Management Sciences, the Steering Committee of the Doctoral School "Educational Sciences", at seminars and methodical meetings with school managers in Galati County, Romania.

**Thesis publications.** The results are reflected in 8 articles published in journals and 20 papers at international and national conferences, which specify ideas, innovative concepts with reference to the current school leadership style, methodology and praxiology of management style in the perspective of efficiency of education, the impact of leadership style on the efficiency of the educational process, organizational culture as an expression of leadership style.

**Thesis structure.** The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography (211 sources), annexes (14) and contains a total of 135 basic text pages with 21 tables and 43 figures.

**Keywords:** education, efficiency, educational management, change, educational resources and needs, leadership style, praxiology, skills, concept, model, behavior, organizational culture, performance.

## **THESIS CONTENTS**

The **Introduction** presents the timeliness and importance of the research topic, the description of the research situation and the identification of the research problem, the purpose of the research, the research objectives, the research hypothesis, the synthesis of the research methodology and the justification of the chosen research methods.

Chapter I, **Perspectives on approaching educational management in the context of educational change and efficiency** addresses (1) the evolution of education and management paradigms, (2) school management in the context of change and analysis of educational resources and needs, (3) individual and organizational behavior in the perspective of efficiency of education and (4) the praxiological perspective of school management, the taxonomy of effective actions of the manager.

The analysis of the evolution of the paradigms of education and management denotes their change in the context of a certain philosophy and pedagogy, notions about man (man as labour force, man as economic entity, social man, man as a consumer, man as an executor, complete man).

The interaction of education and management is fully specified in the conception that “education must fulfill two vital functions. The first, which would allow people to govern themselves intelligently and the second, which would make it possible for them to try the full satisfaction of life”. K. Galbraith [apud 5, p.11].

Increasing the role of human capital in social development requires the school to articulate the needs of education to the requirements of the labor market, applying the analysis of resources-needs in the context of change.



**The change in education** has an objective character, says univ.prof. Sorin Cristea, and is part of a general, universal transformation process, valid on the scale of the social system, of its main subsystems-natural, economic, political, cultural, community [17]. **Changes in education** occur at the *conceptual-teleological-content-technological-structural* level, targeting the entire spectrum of the educational system. In this context, a new paradigm of educational management is imposed, which according to the researcher V. Cojocaru facilitates **at individual level**, the transition from *the concept of training of the executor / dependent man* (passive, lacking self-reflection and willingness to make decisions, etc. .) to the paradigm of formative education, which stimulates the *formation / development of the decision-maker* (proactive, high self-reflection, identification of one's own value, oriented towards self-realization), *able to make independent decisions, to opt for a democratic state and social construction*, and **organizational level** *promoting a cooperative, participatory, democratic, innovative and efficient management* [5]. In this context, *the leadership style*, conceived as *"exercising the role of manager in various situations"* [38] is conditioned by the management applied in a certain social-pedagogical context, aspect examined in the thesis specifying the opportunity to reconceptualize school management in the perspective of competences and the efficiency of education, which requires a change of individual and organizational behavior [10].

The "Education 2020" strategy is focused on three pillars: *efficiency, quality, relevance*, thus emphasizing the correspondence of education with economics, the opportunity for efficient and rational management of resources in education in terms of the limited nature of resources in relation to social,human and educational needs.

*Efficiency* ( $E = \text{Results} / \text{Resources}$ ) denotes how great the effort was to obtain the expected result, the relationship between *effectiveness* and *economy*, added value and the value of resources consumed. *Effectiveness* involves doing the right thing to achieve the organization's goals, indicates the achievement of the proposed goals, the extent to which a valuable result has been achieved, the ratio between the *actual effect* and the *ideal effect* [2,10]

Referring to individual and organizational efficiency, the formidable management specialist Stephen Covey mentions: *"Being efficient as an individual or as an organization is no longer optional in today's world -*

it is the very price of entering the field" [14], initiating the paradigm of the seven / eight skills of the most efficient people.

Mielu Zlate has **four types of efficiency**: *personal; interpersonal; group; organizational* [38]. It is easy to guess that, as we move from one type to another, both the level at which the use of resources takes place and the nature of the resources managed change.

To be efficient in education means to satisfy as much as possible the growing needs with the same or less resources, to ensure an optimal ratio between needs and resources in the concrete conditions of the educational process, which is one of the central problems that pedagogical design, the management must solve them. Experience shows that *an effective school* is positioned on the student who learns, the one where the emphasis is on learning, there is a common mission, clear goals, values, shared beliefs and a favorable climate for learning, fellowship and professional development of teachers, continuous monitoring of student's progress, involvement and accountability of students, the community and parents. In this perspective, taking into account the various approaches to management (*systemic, procedural, situational*), increases the opportunity for *a praxiological approach to educational management* [12]

The praxiological perspective of the school leadership style having as priority the efficiency of education imposes a taxonomy of general recommendations, principles and suggestions based on which **norms of effective action** are established, which ensure "the job well done" by: *a) efficiency ; b) precision and economy, c) conscientiousness* [39]. Thus, the praxiological perspective requires the resizing of the manager's behavior in situations of change, which can be efficient and effective under certain conditions - Table 1.1. This requires a different content and a different character of educational management, a **behavior / leadership style of the manager / management team** that emphasizes the formation of efficient, competent personality, able to discover their identity, to forge their own destiny, in the conditions of socio-educational change. So, human behavior, determined by the way reality is perceived, its actions, must, in principle, lead to certain results that the person desires and perceives as rewarding.

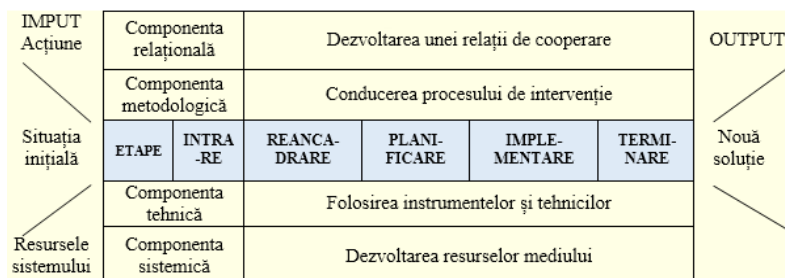
**Table 1.1. Effective behavior of the manager in the process of change [adaptation, 24]**

Behavior	Reactions / responses	Results
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<p><b>Ineffectiveness:</b></p> <ul style="list-style-type: none"> <li>• Not defining objectives.</li> <li>• Maximizing gain and minimizing losses.</li> <li>• Minimize the expression of feelings.</li> <li>• Permanent appearance of rationality.</li> </ul>	<ul style="list-style-type: none"> <li>• People become defensive, unconscious.</li> <li>• Sentiment of vulnerability is developed</li> <li>• Manipulative actions predominate.</li> <li>• Existence of mistrust.</li> <li>• Not taking the risk or taking a high risk</li> <li>• Retention of information.</li> <li>• Power-centered behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Limited test capacity of new things</li> <li>• Unquestionable results</li> <li>• Distancing people from results.</li> </ul>
<p><b>Effectiveness:</b></p> <ul style="list-style-type: none"> <li>• Emphasis is placed on interpersonal relationships (explicit manifestation of mutual dependence).</li> <li>• Joint control task performing is accepted.</li> <li>• Protecting feelings becomes a common responsibility.</li> <li>• Problems and results are discussed, not people.</li> </ul>	<ul style="list-style-type: none"> <li>• Building trust and self-esteem.</li> <li>• Development of individual and organizational learning.</li> <li>• Decreasing the defensive nature of relationships and group dynamics.</li> <li>• The confrontation of ideas becomes free and open.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased ability to test new things.</li> <li>• Informal choices.</li> <li>• Intense emotional engagement.</li> </ul>

School management acquires a more comprehensive perspective based on the systemic approach of the educational unit. Regarding the school organization from a systemic perspective, its main function is to transform the “inputs” (students, teachers, knowledge and cultural values, financial resources, etc.) into desirable “outputs” (school education results: educated people, with social authority induced in this education, new information and knowledge, new values and representations and other cultural elements) [24]. Accepting the statement that “*the intervention on a system must be a system itself*” (Meleze) and that “the intervention is the planning of a change [A.

Neculau, 27], the evolution of mentalities regarding the conception of an organizational system, rethought as a whole, of a change of structure, values and representations, of norms and rules of internalized functioning, of professional identity and renewal of the identification process, which corresponds to a new missions frames in our vision four components that facilitate the resizing of the school leadership, implicitly the leadershipstyle-Fig. 1.1



**Figure 1.1. The components of resizing the school leadership in the perspective of change**

Thus, the changes that occur in any of the elements of the management process are felt throughout the system and vice versa. The leadership structure thus redesigned can establish "a new administrative constellation" with paradigm value [B. Warren, 3].

Chapter II, **Theoretical and methodological foundations of the school leadership style in the perspective of efficiency of education** presents a retrospective analysis with reference to (1) theories and models of leadership, (2) the typology of leadership styles and the competence profile of the school manager, (3) the effects of practicing leadership styles, leadership difficulties and the conception of leadership style in actuality, (4) The praxiological-managerial model of school leadership in the perspective of efficiency of education.

As mentioned by Mielu Zlate [57], most authors group the theories of leadership according to the thematic criterion. Another classification of leadership theories is made by Jago (1994) who establishes four criteria (universality versus contingency; traits versus behaviors), from the combination of which result *four types of theories*.

Other specialists (Den Hartog and Koopman, 2001) divide the theories of leadership into four distinct categories on the historical / temporal dimension. Finally, Mielu Zlate proposes to flexibly combine

the two systematization criteria (logic of science and history) "with a slight predominance of the criterion of logic of science", recommending his version of systematization of leadership theories that we believe is the most successful which targets: *personological theories, behavioral theories, primary situational theories, contingency theories, cognitive theories, social interaction theories* [ibidem]. A synthesis of leadership theories denotes researchers' concerns for determining the factors, variables that influence the emergence of leadership, its effectiveness [12, 20,23].

In the context of leadership theories, certain models of leadership were established, based on various ways of conceiving and interpreting leadership, three of which are very distinct: *the model of leadership as a function of the person; leadership model as a function of the situation; the model of leadership as a function of the relationship between person and situation* [38].

An ample and comprehensive analysis of the typology of leadership styles initiated by specialists dedicated to the field is identified in the works of G.Cole [12], St.Covey [14], W.Bennis [3], M.Zlate [38,39], E.Păun [29], Ș.Iosifescu [24], M.Horstman [22], Mihaii Șleahțiți [32], Vasile Gh. Cojocaru [5], D.Patrașcu [28], Guțu Vl. [8], systematized and structured in research with the specification of their characteristics, particularities and the conditions for forming their own style. It has been confirmed, as in previous research, that management style is the result of a large number of factors including an important role of the qualities and characteristics of managers, socio-economic and political environment, educational policies and strategies promoted, motivation, functional and psychological autonomy, the characteristics of the institution and subordinates, the information system, the organization of the educational process, the involvement of parents, the community, aspects that play an essential role in behavioral manifestations and obtaining the desired results [38, 5, 22]. These considerations and conclusions are also confirmed by the case study conducted in Galati County, Romania, with the participation of 157 teachers, aiming to identify how the profile of a school manager can influence the success, school progress and aspirations of employees, organizational climate, organizational culture and training efficiency [10,12].

The analysis of the results of the investigation led us to the conclusion that the high intellectual level is not enough for an efficient management

but we need managerial professional skills that are not present in the respondents' assessments, noting an imbalance between managerial training, intellectual level and the presence of specific leadership skills-Table 2.1.

**Table 2.1. The results of the case study on the manifestation of the director's competencies**

N /r	Generalized content of the structure / assessment	Very strong	Strong	Mode-rate	Weak	Very weak
1	To what extent are the capabilities, competencies of the managing director manifested (includes 15 indicators)	15.8%	32.9 %	34.4 %	13.9 %	3%
2	Appreciate the attitudes of your manager (includes 9 indicators)	23.1%	36%	20.6 %	14.7 %	5.6%
3	Appreciate personality traits (10 ind.)	24.5%	37.2 %	23.6 %	12.3 %	2.4%

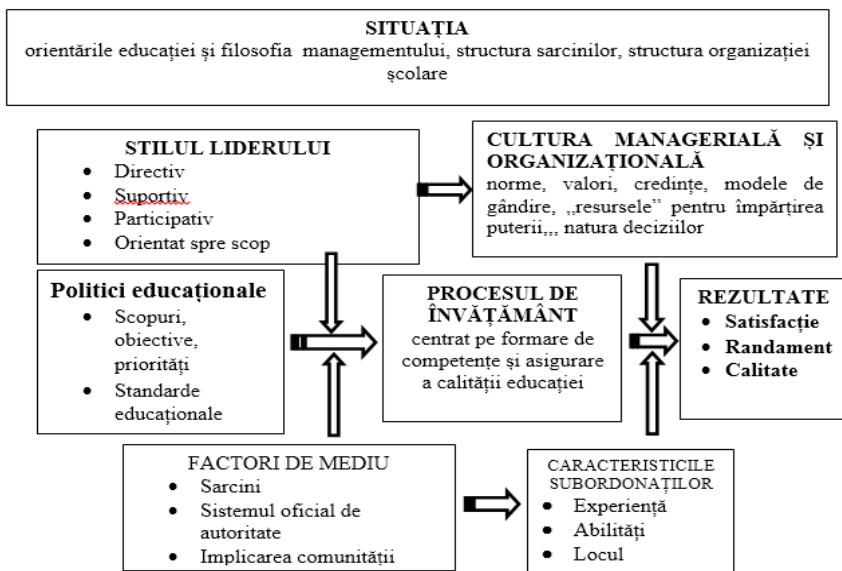
Based on the data collection and other investigations, the difficulties were identified, the "barriers" that are more frequently encountered in the way of driving, by adapting the methodology presented by M. Zlate[38] -Table 2.2.

**Table 2.2. Synthesis on difficulties in managing in schools**

Objective causes	Psychological causes	
	Individual	Psychosocial / Organizational
<ul style="list-style-type: none"> <li>•The persistence of the administrative concept of management supported by the existing legislative -normative framework;</li> <li>•Distortion in the conception of the position of school manager, perceived as a priority in the role of teacher and then as a person with management</li> </ul>	<ul style="list-style-type: none"> <li>•The reduced capacity to conceive the school administration in a modern vision;</li> <li>•Maintaining old patterns of thinking and action, loyalty, conservatism;</li> <li>• Low motivation;</li> <li>• Lack of privileges for school managers</li> </ul>	<ul style="list-style-type: none"> <li>•Marginalization of the official / public authority of the school manager;</li> <li>•Actions focused mainly on system,structure, strategy;</li> <li>• Low prestige of the school</li> </ul>

positions; •Centralization of educational structures and decisions •Declarative institutional autonomy; •The exodus of parents and the decrease of interest in children's education; •Distortion in the conception of values by parents, excessive orientation towards material values; •Inadequate remuneration for the work and effort of the school manager and teachers.	(salaries, civil servant status ...); • Lack of a coherent and effective certification process; •Difficulties in exercising the roles of the manager, especially the decisional ones; •Inertia of the perception of the arrived changes, receptivity and low flexibility; •Professional managerial training below the level of requirements.	manager; • Maintaining the old organizational structures, including the staff in the school unit; •Conceptual controversies of a political nature regarding the teaching-learning of some school subjects. • Limiting the term of office of director.
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The difficulties of leadership are due to "the lack of conceptual capacity to address larger issues, to have a global and creative vision, to positively influence the functioning of the system as a whole" [Bennis, 3] Or, as Im. Kant "*All knowledge demands a concept, no matter how uncertain*" [apud 35]. In this context, we also recall the statement of S. Cristea that "the efficiency of the management structures on the vertical and horizontal of the education system depends on their *organizational / institutional capacity to report to the main managerial functions of planning-organization, orientation-guidance and regulation-self-regulation* of field-specific activities [16]. In this perspective, *the application of management structures in multiple contexts and situations requires the elaboration of a conceptual model with ideal-type value* [37]. Thus, having as reference the theoretical researches and investigations carried out by ourselves, we pointed out that determining the management style involves taking into account a set of factors that condition the manager's activity and the specific mode of action that by being incorporated in an integrative construction represents a conceptual-methodological framework for perceiving the current school leadership style Figure 2.1.



**Figure 2.1 Conceptual-methodological framework of perceiving the school leadership style from the perspective of efficiency of education**

The above-stated **conceptual-methodological framework** has as reference *the theory of knowledge constitutive interests* of J. Habermas, in his understanding the interests of knowledge constitute the tacit but inevitable premise of any knowledge, the taxonomy of results theories (Bloom, Astin, Tolingerova, Perry) [apud 5 ], which in our case addresses “finality” as “result”, as “the result of an experience”, as “value”, correlating with the provisions of the European Model of Excellence EFQM / *Indicators of appreciation of the progress made by the organization towards excellence* [apud 6].

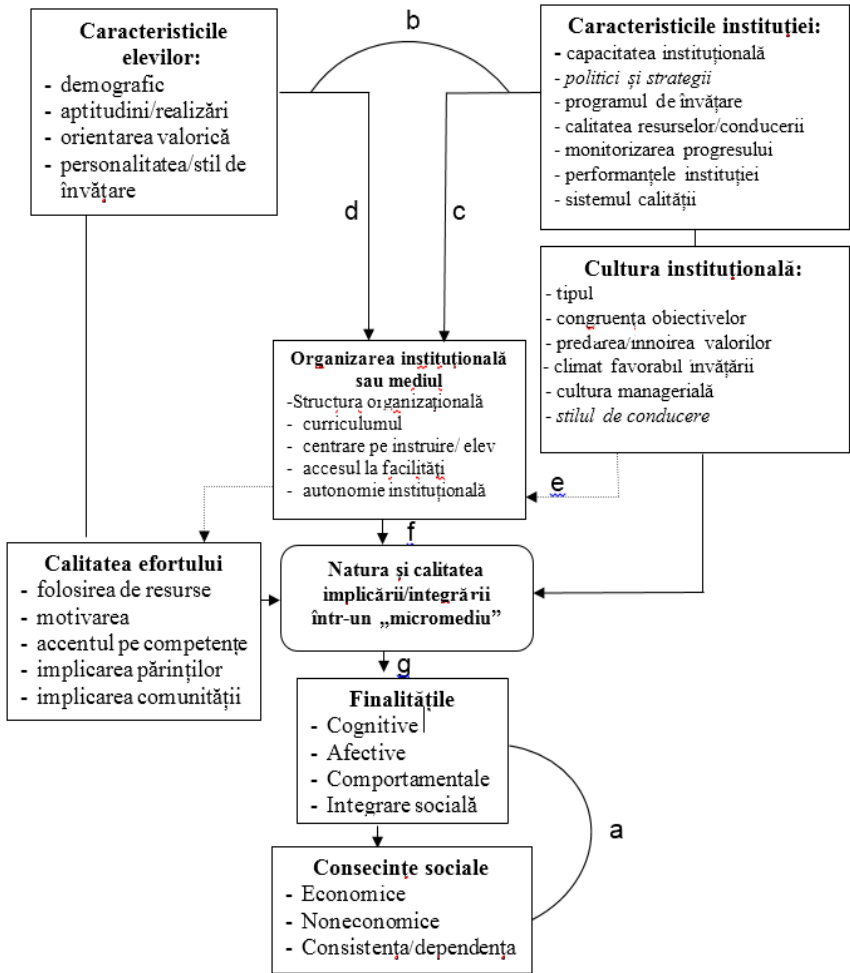
Thus, starting from the hypothesis that "education itself is a finality" and given the "two complementary dimensions of the educational ideal: the social dimension - the psychological dimension" [apud 37], the *perspective of the efficiency of education* as a strategy of school management "synthetically expresses the correlation between society and educational action, respectively the fundamental requirements of society towards educational action "[ibidem] and can be expressed with emphasis on the contribution of leadership style to school efficiency / education efficiency.



This desideratum requires ensuring the internal coherence of all organizational factors involved (engagement, motivation, structures and organization, managerial style, competency assessment, consensus and shared vision), including that of parents and community, considering the characteristics of students and the institution as a whole (institutional capacity, policies and strategies promoted, competence level and the satisfaction of the correspondence between the “needs-resources”, “requirements-offers”, the functionality of the structures responsible for quality assessment, etc.), the appreciation of the organizational/managerial culture, the implementation of the school curriculum and the manifestation of institutional, pedagogical autonomy in achieving an efficient and qualitative learning process. As a result, the *conceptual-methodological framework of the current school leadership style*, the factors that condition the efficiency of education can be integrated in a *Praxiological-managerial model of school management from the perspective of education efficiency* [9] - Figure 2.2.

*The Model* adheres to the typology of the organizational structures analyzed in terms of “mechanistic” and “organic” systems [Emil Durkheim, apud 26] with reference to the type of management applied, moving from “job-based” management, in which the employee has a passive role to “skills-based” management, in which it plays an active role, that calls for another paradigm of leadership, that of promoting skills-based management in the context of prioritizing student-centered education and capacity building; skills, rationally using all educational resources.

## Leadership autentic



**Figure 2.2. Praxiological-managerial model of school management from the perspective of education efficiency**

*The model that was developed is functional, systemic, integrative, dynamic and coherent, with a final orientation towards efficiency / effectiveness and supports the hypothesis that the effectiveness of the management activity of the educational institution follows criteria that include two complementary directions:*

1) *Criteria that reflect the management activity per se* of the management team by assessing the efficiency regarding the development of the educational institution, the application of the managerial functions on the fields of action: curriculum, human resources, non-human resources, organizational development / organization performances.

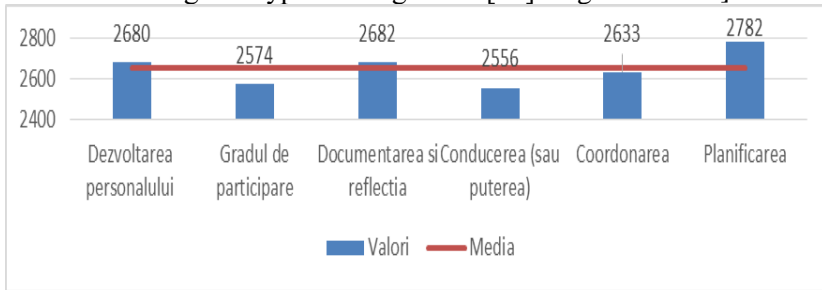
2) *Criteria that reflect the dynamics of the pedagogical processes in the educational institution*, the changes produced that have a positive influence on the development of the personality of each student.

*The model* that was targeted is integrated in the methodological system of performance management that highlights the change of individual and organizational behavior in a vision of the cognitivist-constructivist paradigm of ensuring success by applying the taxonomy of effective actions.

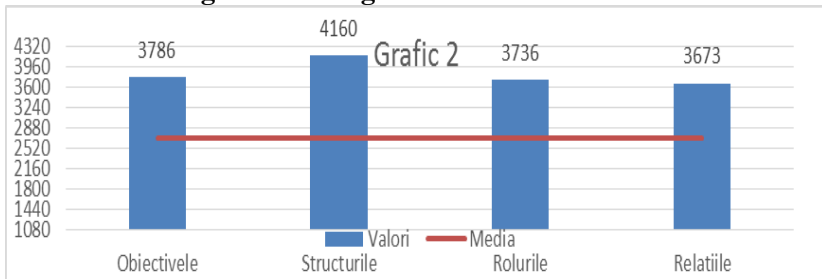
In **chapter III, The impact of leadership style on the efficiency of education** addresses the aspects of (1) streamlining school conditions and optimizing the educational process (2) decision as a determinant of driving efficiency, specifies (3) the role and importance organizational / managerial culture as an expression of the leadership style and condition for increasing the efficiency of education, as well as aspects related to (4) the effects on the valorization of the *Praxiological-managerial model of school management from the perspective of education efficiency* specifying the respective criteria and indicators.

"Leadership styles" in several specialized works are defined with reference to four aspects aimed at *determining policies, choosing techniques and developing stages, tasks allocation to colleagues, attitude towards criticism and praise*, expose / reflect on the one hand the applied praxiological-managerial system, and on the other hand ensures the structures and processes in the targeted context. Since efficiency *depends primarily on the conditions and optimal use of resources in achieving the goals / objectives set*, to diagnose and evaluate the hierarchy of school conditions we proposed to 180 employees from three rural middle schools and three urban middle schools in Galati County, Romania a questionnaire that highlighted specific aspects of school management, such as: 1. Staff development; 2. Involvement of staff 3. Documentation and reflection; 4. Leadership; 5. Coordination; 6. Planning; 7. Setting goals; 8. Changing the structure; 9. Roles; 10. Relationships. The synthesis of the results indicates a

satisfactory state with reference to the conditions in the school in the perspective of an efficient / effective management, but a low level of the actual management and the functions of coordination, participation / involvement of the staff in the school management processes are observed. maintaining the share of an “administrative type” management and therefore the need for a more determined change in the sense of “managerial type” management [10] -Figure 3.1-3.2].



**Figure 3.1. Diagnosis of school conditions**



**Figure 3.2. Diagnosis of school conditions**

*The efficiency of education must be examined at **system level**: the characteristics of the system-structures institutional-level of education planned; at **school or class level**: characteristic of school environment, class, teacher-training process and learning conditions in school / class-level of studies conducted; at **student level**: student characteristic-student activity-level of education achieved. Thus, a reconceptualization of the process of design-planning-organization and development of the educational process from the constructivist perspective and of the competencies at macro-structural and micro-structural level is required-Table 3.1*

**Table 3.1. Designing pedagogical aims in the constructivist perspective and competencies [adaptare, 17,21,5]**

Proiectarea finalităților pedagogice în perspectiva învățării axate pe competențe	Clasa			
	V	VI	VII	VIII
<b>I. Limbă și comunicare</b>	<b>8-10</b>	<b>8-10</b>	<b>9-11</b>	<b>8-10</b>
Limba și literatura română	4	4	4	4
Limba modernă 1	2	2	2	2
Limba modernă 2	2	2	2	2
Elemente de limbă latină și de cultură romanică	-	-	1	-
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>II. Matematică și științe ale naturii</b>	<b>5-7</b>	<b>8-10</b>	<b>10-12</b>	<b>9-11</b>
Matematică	4	4	4	4
Fizică	-	2	2	2
Chimie	-	-	2	2
Biologie	1	2	2	1
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>III. Om și societate</b>	<b>5-7</b>	<b>4-6</b>	<b>4-6</b>	<b>6-8</b>
Educație socială**	1	1	1	1
Istorie	2	1	1	2
Geografie	1	1	1	2
Religie	1	1	1	1
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>IV. Arte</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>
Educație plastică	1	1	1	1
Educație muzicală	1	1	1	1
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>V. Educație fizică, sport și sănătate</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>
Educație fizică și sport	TC 2	2	2	2
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>VI. Tehnologii</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>
Educație tehnologică și aplicații practice	TC 1	1	1	1
Informatică și TIC	1	1	1	1
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>VII. Consiliere și orientare</b>	<b>1-3</b>	<b>1-3</b>	<b>1-3</b>	<b>1-3</b>
Consiliere și dezvoltare personală	TC 1	1	1	1
Opțional*	CDS 0-2	0-2	0-2	0-2
<b>Opțional(e) integrate(e) la nivelul mai multor arii curriculare</b>	<b>CDS 1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Număr total de ore în TC</b>	<b>25</b>	<b>27</b>	<b>30</b>	<b>30</b>
<b>Număr total de ore în CDS***</b>	<b>1-3</b>	<b>1-3</b>	<b>1-3</b>	<b>1-4</b>
<b>Nr. minim - maxim de ore pe săptămână</b>	<b>26-28</b>	<b>28-30</b>	<b>31-33</b>	<b>31-34</b>

**Proiectarea finalităților pedagogice în perspectiva învățării axate pe competențe**

I. La nivelul sistemului educațional  
(1) *Ideal pedagogic*: formarea personalității integre, competente, educate, creative, inovative, deschise

(2) *Scopuri pedagogice*:

- democratizarea educației/învățării în termeni de intrare- ieșire;
- formarea deprinderilor, competențelor școlare, respectând identitatea culturală;
- valorificarea învățământului în sensul progresului socio-uman, formării personalității eficiente, de calitate

(3) *Obiective generale ale sistemului de învățământ* :

- abordarea sistemică (globală, interdisciplinară, în sensul educației permanente);
- abordarea curriculară centrată pe formare de competențe;
- abordarea psihologică în sensul dezvoltării potențialului de care dispune fiecare elev.

II. La nivelul procesului de învățământ

(1) *Obiectiv general* (al planului de învățământ):

- stimularea capacității de învățare inovatoare, creativă;
- formarea de competențe generale și specifice conform standardelor educaționale stabilite.

(2) *Obiective specifice*:

- dobândirea culturii generale ;
- dobândirea culturii generale de bază în domeniu: (cunoștințe, capacități, aptitudini, atitudini, principii fundamentale în domeniile disciplinelor cunoașteri etc.).
- orientarea culturii generale spre profiluri de cunoaștere, spre cultura de specialitate/profesională.

Current pedagogical planning must clearly specify the objectives and purposes of education, but also the resources (human, material, financial, informational, time), which are limited, to achieve maximum results and ensure the fullest satisfaction of social and individual needs in education. . The need for knowledge and adaptation in the demand for studies, the phenomenon and the *concept of educational market*

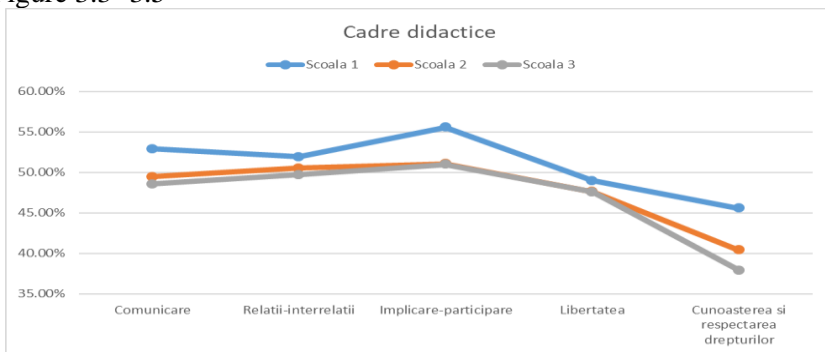
becomes of utmost importance for determining the strategy of the educational institution to be in line with *social requirements, the labor market*. The analysis of educational resources-needs is a first step in pedagogical design, it has the role of developing the educational component of people's social or individual needs, to determine the degree to which they are covered by educational projects and structures and establishes the hierarchy of priorities of educational needs and available resources. In this perspective of understanding are identified the ways to capitalize on one's human potential (personality qualities, positive attitudes and constructive behaviors) and professionally (professional and social skills and competences), [9,12].

The praxiological approach of the educational process, the curricular differentiation allows the adaptation to the rhythm and the learning style of the student, the aptitude possibilities and the level of the cognitive interests. This **differentiation strategy** shows **the transition** from "*a school for all*" to "*a school for everyone*", a transition that can be achieved precisely through the possibilities offered by the design and honest application of the curriculum adapted to the needs and interests of the student, periodic review of the curriculum from the perspective of the market concept of education and social requirements / labor market, consolidation of institutional capacity, quality of teaching staff, optimal learning conditions, etc.

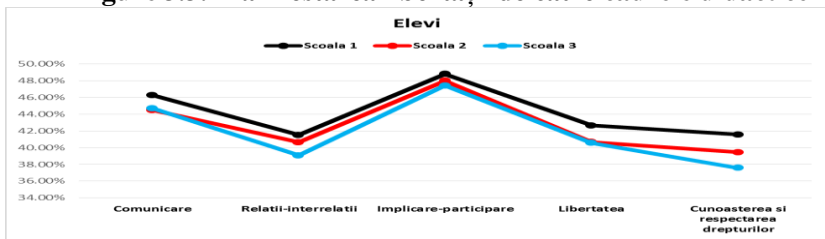
The organizational development of the school as an educational strategy is conditioned by the organizational culture, which in its evolution includes in the meaning of prof. Univ. D. Pătrașcu, five levels: *qualification, procedure, structure, strategy, organizational culture*. In this perspective, considering the importance and role of organizational culture in school development, we conducted an investigation involving teachers and students (cl.VII-VIII) from 3 middle schools in Galati County, Romania, to highlight the influence school leadership on the *innovative dimension-level of freedom for creativity, results-oriented, environmental challenges as an expression of the affirmation of democratic norms and values* [11].

The results, grouped into five components (**communication, relationships-interrelationships, involvement / participation, freedom, knowledge and respect for rights**) show a satisfactory state in asserting democratic values in school, the beneficial influence of

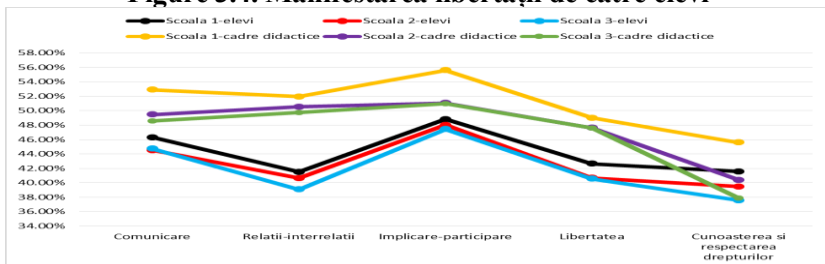
school management in resizing the organizational culture of the school -  
Figure 3.3 -3.5



**Figure 3.3. Manifestarea libertății de către cadrele didactice**



**Figure 3.4. Manifestarea libertății de către elevi**



**Figure 3.5. Manifestation of freedom by teachers and students**

Thus, it is noticeable a high degree of free, open communication, good relations between teachers-students and teachers-teachers, the presence of freedom of thought and freedom of speech, the existence of a favorable psychological psychological climate, timely resolution of conflicts, a high level of involvement / participation of teachers in school life. At the same time, there is a sufficient minimum level in the share of teachers' dissatisfaction regarding the aspects of participation in school planning, promotion of independence and competition,

valorization of the potential to know the rules of law and to promote them.

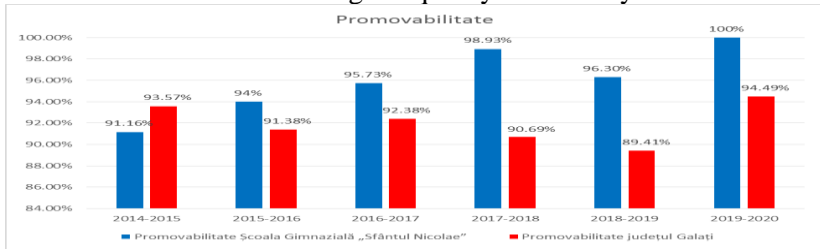
Students perceived the degree of manifestation in school of freedom in education, of the influence of leadership in the context of socio-educational change, similar to teachers, but with a lower share in most indices. The need for increased attention to the knowledge and respect of rights by students is highlighted. In the context of those approached, teachers specified the factors that impede freedom in education - old mentality, dogmatism, conservatism (9.2%), desire to dominate (8.7%), resistance to change, inertia (4.7%), fear of responsibility (4.7%), economic factors, materials (3.2%), teachers' complexes (3.5%), etc.

*The management style* is the result of the action of a large number of factors that have an essential role in the behavioral manifestations of managers, but **the decision and managerial communication** are decisive in promoting a school leadership style from the perspective of educational efficiency. The special importance of the decision in all the functions of the scientific management of the school is determined by the fact that it “decides and triggers the actions that lead to the achievement of the established objectives”, currently, of the provisions of the new educational policies, legislative-normative acts. In this context, the valorisation of the school curriculum for the formation of the capacity to make independent decisions integrates (a) *the education of the spirit of responsibility* (personal responsibility) as attitude and (b) *the formation of the capacity to decide alone, completed socially in the form of constructive behaviors* (social responsibility), which influences personal and public success [9]. Or, the school success that conditions the success in life just denotes the quality of personality formation, the quality / efficiency of education, which can be ensured only by training / manifestation of communication skills, the establishment of the culture of communication.

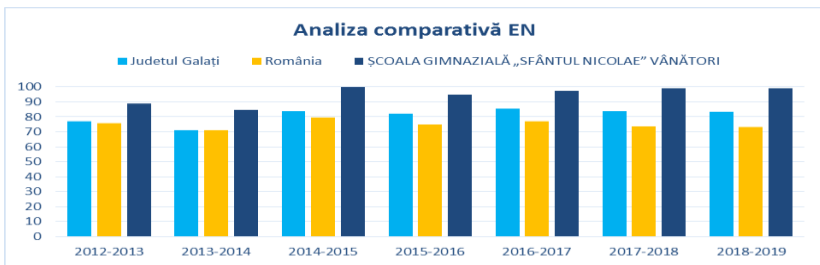
The *analysis of students' passability* [12] in 2012-2019 shows a *higher index* of the “Sfântul Nicolae” Gymnasium School, Vânători commune, Galati county compared to the county level (Figure 3. 6), as well as better results *at the National Assessment at school, county and country level*, (Figure 3.7), which demonstrates that the school manages to stimulate learning through the creative application of constructivist pedagogy and didactics of skills training, practicing an efficient



management, implicitly, a leadership style oriented to the needs of education / studies and ensuring the quality / efficiency of education.



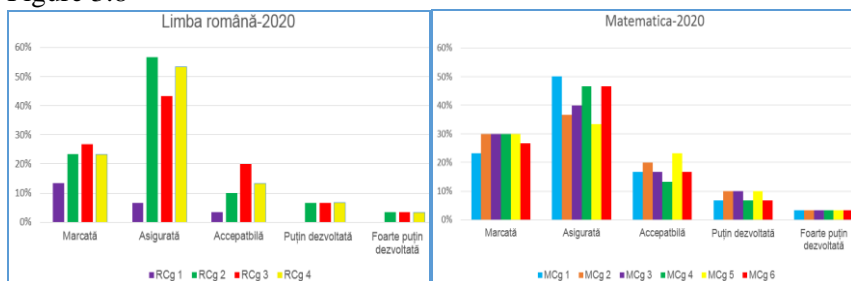
**Figure 3.6. Comparative analysis of passability at county and school level**



**Figure 3.7. Comparative analysis of the results of the National Evaluation at school, county and country level, Romania**

*Valuing the individual and his abilities* is the major objective of school management today, oriented towards **skills training**, fundamental change in the perspective of axiologization ("what kind of man?"), Completion ("what kind of education?") And teaching ("What kind of competencies?") and **ensuring the quality of education, implicitly of efficiency**, desideratum that include the whole spectrum of repositioning education in modernity on democratic and modern principles, requires *the monitoring of the educational process* (which targets three essential aspects: *the current decision; managerial styles, management styles*) and the resizing of the evaluation from the perspective of competencies, applying in this sense the model with 5 levels of evaluation of competencies in Romanian, cl. VIII (RCg1- Receiving the oral message in different communication situations; RCg2-Correct and adequate use of the Romanian language in the production of messages in monologue and dialogue communication situations; RCg3-Receiving the written message, from literary and non-literary texts, for RCg4-Concrete and adequate use of the Romanian

language in the production of written messages, in different contexts of realization, with different purposes) and mathematics (MCg1- Identification of data and mathematical relationships and their correlation according to the context in which they were defined ; MCg2- Processing of quantitative, qualitative, structural, contextual data contained in mathematical statements; MCg3-Using algorithms and mathematical concepts for local or global characterization of a concrete situation; MCg4-Expressing quantitative or qualitative mathematical characteristics of a concrete situation and of their processing algorithms; MCg5-Analysis and interpretation of mathematical characteristics of a problem situation; MCg6-Mathematical modeling of various problematic contexts, by integrating knowledge from different fields) - Figure 3.8



**Figure 3.8. Demonstration of skills in aptitude tests**

Applying the competence assessment methodology on the five levels, it is found that the highest weight has *the marked one* (the student's competencies completely satisfy the requirements / requirements), *assured* (the student's competencies clearly satisfy the requirements / requirements) and *acceptable* (the student's competencies satisfy the minimum requirements / requirements), the other levels of manifestation have a lower *representation less developed and very little developed*. Thus, the results obtained in the educational progress are conditioned by the integration of the component elements of the conceptual framework of the current leadership style design, the harmonization of the functioning factors of the praxiological-managerial model of the school leadership style, using the system of indicators applied in community education. European Union, in particular, the 16 quality indicators grouped in 4 areas, *the Indicators for assessing the progress made by the organization towards excellence*, provided by the EFQM Excellence Model, as well as the criteria, standards and

performance indicators applied in pre-university education in Romania and the Republic of Moldova (especially *Dimension IV, Educational Efficiency*).

### **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The research highlighted the meanings of the school leadership style in terms of education efficiency through a *systemic, procedural, situational, praxiological approach* to these phenomena in the context of socio-educational changes in Romania and the Republic of Moldova. The theoretical and methodological approaches undertaken in the context of the investigations made have contributed to the creation of new values of knowledge in the targeted field, little previously scientifically explored.

**The important scientific problem solved in research lies in the scientific substantiation of the conceptual-methodological framework of the current school leadership style, capitalized in the praxiological-managerial model of school management from the perspective of education efficiency, whose implementation contributes to increasing education efficiency. Thus, the research ultimately highlighted the influence of the school leadership style on the efficiency of education, opens new research horizons with reference to addressing the correspondence of the educational market and the labor market, the methodology of analysis of resources-educational needs. In general, the research results are summarized by the following conclusions:**

1. The analysis of the literature highlighted the evolution of educational management in the context of education with emphasis on current changes and addressing the concept of educational efficiency, through a *systemic, procedural, situational, praxiological approach*, with elucidation of trends in education and educational management, arguing the opportunity to resize school management in the *praxiological perspective*, integrating the components: *relational, methodological, technical, systemic*, and specifying the praxiological approach to management and the educational process from the perspective of educational efficiency [ 12,19]

2. The study provided conclusive evidence on the need to guide school activity in the *educational efficiency perspective*, which involves the analysis and satisfaction of resources-educational needs, creating optimal conditions for education, exchange the area of individual and organizational behavior, the manifestation of *individual and collective*

*competence* in achieving the objectives, educational goals and promoting a valuable organizational / managerial culture [12].

3. Having as reference the considerations of the analysis of the typology of leadership styles, the theory of knowledge (J. Habermas), the constructivist perspective and the effects of practicing leadership styles today, the synthesis of existing difficulties, scientifically based **The conceptual framework of current school leadership style**, which reflects a set of factors that condition the activity of the school manager, the leadership style, from the perspective of education efficiency [10].

4. Through the approach / development of the notion of “finality” conceived as “result”, as “result of an experience”, as “value”, based on *the Conceptual Framework of the school leadership style*, the praxiological approach of management and training, **The praxiological-managerial model of school management from the perspective of education efficiency** was elaborated that meets specific characteristics, such as:

a) has an explanatory, theoretical-practical character by identifying the provisions of an efficient mode of action of the school manager for optimal mission, goals, educational objectives promoting an authentic and effective leadership style, with the involvement of educational actors in decision-making, school management, in order to increase efficiency, quality of education.

b) suggests the need for a systemic approach to school management by ensuring the connections of the components of the school structure, actions of the manager seen in the system, evolving, and emphasizing the praxiological approach, which involves promoting an effective taxonomy of actions of the school manager.

c) specifies the management style of the school in the perspective of education efficiency by knowing “resources-needs”, “supply-demand” in education and solving these correspondences, updating the educational objectives and contents in order to satisfy the education needs and obtain maximum performances, using optimal resources.

d) is systemic, integrative, dynamic and coherent, with a final orientation towards efficiency / effectiveness, possible to be achieved through the connection of two complementary directions: the actual management activity of the manager and the dynamics of pedagogical processes in the school institution;

e) is integrated in the methodological system of performance management that highlights the change of individual and organizational behavior in a vision of the cognitivist-constructivist paradigm to ensure success, maximum success [9,10,11,12].

5. The research results confirm that the efficiency of education in the perspective of a creative and efficient management is conditioned by the interaction between different categories of education needs (individual, common, social, special), by connecting the educational market to social needs, market economy, which requires: strengthening institutional capacity; expanding the school curriculum offer in the context of "new education" and periodically reviewing it; optimizing the learning process and assessment procedures [9,10].

6. The research highlighted the system of criteria and indicators regarding the school leadership style in the perspective of the efficiency of education that integrates the existing and applicable variants at European level.

### RECOMMENDATIONS:

#### a) for school principals:

- to exercise the management of the modern school in a professional and creative way by forming their own leadership style and creatively applying the *Praxiological-managerial model of school leadership from the perspective of education efficiency*

- to take as a basic benchmark in the school management activity *The conceptual-methodological framework of the current school management style*, ensuring through efficient actions the mobilization and rational use of all resources to achieve the educational objectives of the school.

**b) for the decision-makers at county level and of the relevant ministry:** to systematize the advanced educational practices of school management at present with the dissemination of the respective experience.

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### **Annotation**

**Călin Iuliana**

#### **The style of school management from the perspective of educational efficiency**

Doctoral thesis in pedagogy, Specialty 531.02 Educational management,

"Ion Creanga" State Pedagogical University, Chisinau, 2021

**Thesis structure.** The thesis includes: introduction, three chapters, general conclusions and recommendations, bibliography - 211 sources, 14 annexes. In total, the thesis contains 135 pages of text, 43 figures, 21 tables and 15 diagrams. The results are published in 22 scientific papers.

**Keywords:** education, efficiency, educational management, educational resources and needs, leadership style, change, praxeology, behaviour, competence, concept, model, organizational culture.

**Field of study:** General theory of education, educational management

**The aim of the research** is to conceptualize the current school management style and to develop the praxeological-managerial model of school management in the perspective of education efficiency.

**Research objectives:** analysis of the evolution of paradigms in education and management; specifying the concept of efficiency of education and the praxeology of school management; highlighting, structuring, typologizing of leadership styles; determining the difficulties in school management and the criteria for efficiency of leadership styles; the scientific substantiation of the Conceptual Framework for perceiving the current school leadership style; elaboration and valorisation of the praxeological-managerial model of school management from the perspective of the efficiency of education; specifying the influence of the decision and the organizational / managerial culture as an expression of the leadership style and the efficiency of the education.

**The scientific novelty and originality** consists in: specifying the basic concepts of efficiency and the praxeological approach of school management in the context of change; approaching the



concept of finality, as “result”, as “result of experience”, as “value”; the scientific substantiation of the Conceptual-methodological Framework of the current school leadership style and of the praxeological-managerial Model of school management from the perspective of ensuring the efficiency of education.

**The scientific problem of importance solved** in the present research consists in the scientific substantiation of the Conceptual-methodological Framework of the current school leadership style, capitalized in the praxeological-managerial model of school management from the perspective of the efficiency of education, whose implementation contributes to increasing individual and organizational performance.

**The theoretical significance** of the research is determined by: the analysis of the evolution of the educational paradigms and of the management in the context of the change; specifying the theory of organization and individual / organizational behaviour from a praxeological perspective; analysis of the evolution of leadership theories and methods, the typology of leadership styles and its effects; educational resource-needs analysis .

**The applicative value of the paper** is represented by: the approach of the school management from a praxeological perspective with the specification of the taxonomy of efficient actions; arguing the need for resizing on the dimensions: relational, methodological, technical, systemic; determining the difficulties in running the school today, the conditions and factors needed to ensure the efficiency of school education by adapting the style to the situation, environment, context; specifying the decision and organizational culture as an expression and condition of the efficient leadership style, elaboration and valorization of the praxeological-managerial model of school management from the perspective of efficiency in education; specifying the decision and organizational culture as an expression of the style of efficient leadership.

**The implementation of scientific results** was achieved by disseminating the results of theoretical research capitalized in the praxeological-managerial model of school management from the perspective of education efficiency, valued in investigations, through communications at national and international conferences (18 ) scientific publications (8), seminars and methodical meetings with school managers in Galati County, Romania.

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Аннотации  
Кэлин Юлиана

Стиль управления школой с точки зрения эффективности обучения  
Докторская диссертация по педагогике по специальности 531.02 Менеджмент образования

Государственный педагогический университет имени Иона Крянгэ, Кишинев, 2021 г.

**Структура диссертации.** Диссертация включает: введение, три главы, общие выводы и рекомендации, библиографию (211 источников). Всего она содержит 135 страниц текста, 43 рисунка, 21 таблицу и 15 диаграмм. Полученные результаты опубликованы в 22 научных статьях.

**Ключевые слова:** образование, эффективность, менеджмент образования, образовательные ресурсы и потребности, стиль управления, изменение, праксиология, поведение, компетентность, концепция, модель, решение, организационная культура, личная и организационная эффективность.

**Область исследования:** Общая теория образования, образовательный менеджмент.

**Целью исследования** является концептуализация современного стиля управления школой и разработка праксиолого-управленческой модели администрирования школы с точки зрения обеспечения эффективности образования.

**Задачи исследования:** анализ эволюции парадигм в образовании и менеджменте; уточнение концепции эффективности образования и праксиологии управления школой; выделение, структурирование, типологизация стилей управления школой; определение трудностей в управлении школой и критериев эффективности стилей управления; научное обоснование Концептуальных основ восприятия современного стиля школьного руководства; разработка и оценка праксиолого-управленческой модели администрирования

школы с точки зрения эффективности образования; определение влияния решения и организационной/ управленческой культуры как выражения стиля руководства и эффективности обучения.

**Научная новизна и оригинальность** заключается в уточнении основных понятий эффективности и реализации праксиологического подхода к управлению школой в контексте изменений; выявлении подхода к понятию итоговые результаты, как «результат», как «результат опыта» и как «ценность»; научном обосновании Концептуально-методологических основ стиля руководства современной школой и праксиолого-управленческой модели администрирования школы с точки зрения обеспечения эффективности образования.

**Важная научная проблема**, решаемая в настоящем исследовании, заключается в научном обосновании Концептуально-методологических основ стиля руководства современной школой, воплощенных в праксиолого-управленческой модели администрирования школы с точки зрения обеспечения эффективности образования, реализация которой способствует повышению личных и организационных показателей эффективности.

**Теоретическая значимость исследования** определяется анализом эволюции образовательных и управленческих парадигм в контексте изменений; спецификацией теории организации личного/ организационного поведения с праксиологической точки зрения; анализом становления теорий и методов управления; типологизацией стилей управления и результатов их использования; анализе образовательных ресурсов и потребностей.

**Прикладное значение исследования** представлено: подходом к управлению школой с праксиологической точки зрения: реляционным, методологическим, технологическим, системным с конкретизацией таксономии эффективных действий; определением трудностей в управлении современной школой, а также условий и факторов, необходимых для обеспечения эффективности школьного образования, путем адаптации стиля к ситуации, окружающей среде, контексту; разработкой и апробацией Праксиолого-управленческой Модели администрирования школы с точки зрения эффективности образования; определением решений и организационной культуры как выражения проявления аутентичного стиля эффективного руководства.

**Внедрение научных результатов было достигнуто** посредством распространения используемых в праксиолого-управленческой модели администрирования школы с точки зрения эффективности образования теоретических результатов работы, последовательного эксперимента и тематических исследований. Основные положения диссертации обсуждены и одобрены на национальных и международных научно-практических конференциях (14). Выводы и рекомендации исследования, имеющие теоретическое и прикладное значение, отражены в научных публикациях (6) и представлены на семинарах и методических встречах с руководителями школ в уезде Галац, Румыния.

**PRINT DATA SHEET (1 page)**

**CĂLIN IULIANA**

**SCHOOL LEADERSHIP STYLE FROM THE  
PERSPECTIVE OF EFFICIENCY OF EDUCATION**

**Specialty 531.02 Educational Management**

Abstract to doctoral thesis in pedagogy

Name and adress of the institution where the abstract was printed