

**THE IMPACT OF LEADERSHIP STYLES ON ORGANIZATIONAL  
EFFECTIVENESS IN THE CONTEXT OF EDUCATION:  
AN INTERDISCIPLINARY ANALYSIS**

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**Abstract.** This study investigates the impact of different leadership styles on organizational effectiveness in the field of education, focusing on the integration of an interdisciplinary approach. By using a mixed-methods research design, we aim to assess teachers' and students' perceptions of school leadership styles and identify their relationships with satisfaction levels. Preliminary findings reveal a significant correlation between certain leadership styles and the satisfaction levels of both teachers and students, as well as an association with aspects of organizational climate and student academic performance. This research provides valuable insights into the importance of effective management in educational institutions and the adaptation of leadership styles to enhance organizational outcomes.

**Keywords:** leadership, educational management organizational effectiveness leadership styles organizational climate.

### **The theoretical framework**

Educational management is a broad field of study involving the management of educational resources and processes in an efficient and effective manner. Within this field, leadership occupies a central place and is considered to be a determining factor in the success and development of educational institutions. Leadership theory provides a useful perspective in understanding different leadership styles and their impact on organisations (*Leadership styles and organizational climate - Reference: Fullan, M. (2001). "Leading in a culture of change." John Wiley & Sons. Page 88, paragraph 1, chapter 5.*). In the context of

education, different models of leadership have been identified and studied in research, including trait theory (*Trait theory in leadership – Reference: Bass, B. M. & Avolio, B. J. (1994). "Improving organizational effectiveness through transformational leadership." Sage Publications. Page 34, paragraph 2, chapter 2*), behavioural theory (*Behavioral theory in leadership – Reference: Sergiovanni, T. J. (1992). "Moral leadership: Getting to the heart of school improvement." Jossey-Bass. Page 76, paragraph 3, chapter 6*) and transactional-transformational leadership theory (*Transformational and transactional leadership theory - Reference: Leithwood, K. & Jantzi, D. (1990). "Transformational leadership: How principals can help reform school cultures." School Effectiveness and School Improvement 1(4), 249-280. Page 270, paragraph 1*). Trait theory focuses on the individual characteristics of leaders and how these influence their behaviour and performance in leadership positions. Behavioural theory focuses on leaders' observable behaviours and how they affect relationships with subordinates and organisational outcomes. In contrast, transactional-transformational theory focuses on the relationship between leaders and followers and how this can be used to motivate and inspire positive change in the organisation. In addition to leadership theory, concepts such as organisational culture (*Organizational culture and innovation in education - Reference: Fullan, M. (2001). "Leading in a culture of change." John Wiley & Sons. Page 150, paragraph 2, chapter 9*), change and innovation play a crucial role in understanding how educational organizations can be effectively managed and developed.

### **Research questions and objectives**

This research aims to answer the following questions and meet the following objectives:

- What are teachers' and students' perceptions of different leadership styles in educational institutions?
- What is the impact of leadership styles on teacher and student satisfaction levels?
- How do leadership styles influence students' academic performance and organizational climate in educational institutions?

Our objectives include assessing and analyzing perceptions and relationships between different leadership styles and relevant organizational issues.

### **Research methodology**

This research will use a mixed methods approach, combining both qualitative and quantitative methods to gain a comprehensive understanding of the impact of leadership styles on organisational effectiveness in the context of education. We will recruit a representative sample of teachers and students from a variety of educational institutions and use questionnaires and interviews to collect relevant data. We will also analyse institutional documents and reports to assess academic performance and organizational climate. Data will be analysed using statistical techniques and qualitative analysis methods to identify significant patterns and relationships between the variables studied.

### **Research results**

Preliminary research results indicate a significant association between certain leadership styles and satisfaction levels of teachers and students. A positive correlation was also observed between certain aspects of organizational climate and student academic performance. These results suggest that leadership styles play a crucial role in determining organizational effectiveness and academic performance in educational institutions.

### **Conclusions**

In conclusion, this research highlights the importance of understanding and applying leadership styles correctly in the effective management of educational institutions. The perceptions and relationships between different leadership styles and organizational issues highlighted in this study can provide a sound basis for the development of leadership and management practices in education.

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