

**Review article**

**THEORETICAL CONCEPT OF LEADERSHIP STYLES  
IN CONTEMPORARY EDUCATION**

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**Abstract.** *Leadership in education is an innovative and challenging pedagogical phenomenon that implies the most optimal realization of educational goals and school achievements by leading the dynamics of teaching, developing educational strategies and encouraging the desired behavior and activities. In recent years, leadership has been a significant landmark of numerous reforms in the educational environment, but also an important area of scientific study. Actors in the teaching process who consider themselves as leaders play a key role in increasing the effectiveness and efficiency of teaching. As the success of achieving the vision of a leader depends on his characteristics, abilities and ways of perceiving his role by other participants in school functioning, the focus of this paper is directed on studying these aspects of the concept of leadership. The paper gives an analysis of the basic theoretical determinants of leadership and management in education, with special critical review of leadership styles in the teaching environment, their basic characteristics, values and limitations. Starting with classical leadership styles, the paper presents some of the modern leadership styles such as transformational and transactional leadership styles in education, whose key elements are reflected in the reconstruction of the school in order to design new educational strategies in a collaborative, motivating environment and, on the other hand, in achieving higher performance in teaching through the management and application of reward and punishment systems. These leadership styles are presented in pedagogical practice and they reflect the ways of effective management of modern teaching. The significance and implications of this paper are reflected in emphasizing the importance of recognizing the elements of leadership styles in teaching practice in order to provide conditions for improving educational work but also restructuring the school as a better educational organization for modern society.*

**Key words:** *leadership, management, leadership styles, school principals, teachers*

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## 1. INTRODUCTION

Contemporary society is based on continuous advancement of science and technology, the expansion of new knowledge and the development of essential skills and competencies for work and life in the 21st century. Numerous challenges of today require changes in the educational system in terms of ensuring quality, autonomy, sustainability, democratization and decentralization. In order to achieve these social requirements, innovative strategies or educational reforms are being designed that emphasize new approaches to managing educational institutions. In fact, it is about management and leadership processes in modern education in which school functioning should be managed by the principal as well as other participants. The modified conception of educational system management is reflected in the viewpoint that the teaching staff must participate in making key decisions, improving school achievement, starting initiatives, strengthening professional skills and achieving common goals. Therefore, leadership in education is considered as a crucial factor for improving school work, raising employee's motivation, achieving teaching effectiveness and accomplishing success in organizational functioning of the school (Jovanović, 2022a; Jovanović, 2022b).

In recent years, leadership represents an important pedagogical phenomenon, which is the subject of international and national scientific discussions. The importance of leadership in education is inevitable. Leadership is one of the basic segments in the process of personal development and upgrading of social skills (Andevski, Arsenijević, & Spajić, 2012), implementation of reforms and innovations in educational practice (Ninković, 2017), but also as an essential part of the professionalism of principals and teachers (Purić, 2018). Through effective leadership, schools are transformed into professional learning communities (Vanblaere & Devos, 2016) in which certain mechanisms are used in order to improve the teaching process, to increase student's achievement, and to optimize working conditions and resources.

Besides pedagogical, didactic-methodological, organizational and professional competencies, representatives of educational institutions also strive to strengthen certain leadership skills. Those who consider themselves as leaders have certain characteristics, roles and prominent ways of reacting, which influence primarily on the actions of students, colleagues and parents in the teaching environment. The presented discourse is reflected in the term *leadership style*, which represents a specific set of behaviors, gestures, activities, procedures and actions of employees in the education sector. Leadership style is defined as personal engagement with the aim of achieving a certain vision, implementing a particular leading mechanism and transforming the perception, attitudes and values of followers.

Complexity of the theoretical concept of leadership in education implies the need for identification of different leadership styles that are present in teaching practice. The aim of this paper is the review and theoretical analysis of aspects of leadership styles in contemporary education. The study focuses on the basic theoretical determinants of leadership and management in education, with a special critical review of the elements of leadership styles, their values and certain limitations. Taking into account the existence of traditional and modern leadership styles, but also their representation and importance in the teaching environment, special attention is directed towards the interpretation of the transformational and transactional leadership style in the educational context.

## 2. DEFINITIONS AND MEANINGS OF LEADERSHIP AND MANAGEMENT

Considering contemporary scientific opuses in the field of management of a certain organization, there is a diversity and a wide range of interpretations of leadership and management. Numerous authors have formulated these complex phenomena in several ways, assigning them various characteristics and features. Theorists often equate them, consider them as synonyms but also as complementary conceptions, and even as essentially different categories. The consequence of these inconsistencies is the absence of a single, generally accepted definition and clear interpretation of leadership. In order to have a more comprehensive understanding of the nature of leadership, it is important to indicate the most common terminological definitions of leadership and management, through the presentation of their certain coherence and complementarity.

Although the meanings of leadership and management are discussed from the perspective of modern scientific trends, the initial forms of these aspects come from the first ancient civilizations. The great Greek and Roman philosophers in their writings interpreted the qualities, attitudes and strength of the leader - the one who leads the social community. During historical periods, numerous prominent personalities were considered as leaders, who were distinguished from others with certain qualities (Jovanović & Ćirić, 2019). The initial discussions were conducted with the intention of discovering the origin of leadership abilities, whether they are biologically inherited or developed and acquired throughout life. Based on this, numerous theoretical concepts such as Great Man theories, Trait theories and Environmental theories were created (Madanchian et al., 2016). Therefore, contemporary concepts of leadership and management are defined on these foundations.

The etymological meaning of the term leadership comes from the Old Persian language and means to go, to travel, to change place on purpose (Subotić, Mandić, & Duđak, 2012). The same meaning is indicated by the Anglo-Saxon word *loedan*, i.e. the term *lead*, which originally meant to guide a ship at sea (Srđić, 2015), and later to go along with oneself, to guide with reference to action or opinion (Grace, 2003, p. 3). Today, the term leadership means guidance, which is accepted as the most common formulation.

The origin of the term management comes from the Latin word *manus*, which means hand. The initial interpretation of the management was to control a certain object with hands. Throughout a long historical period, this term denoted the process of supervision, primarily of things, but also of institutions, jobs and people (Srđić, 2015), which is the most reliable connotation.

According to Bass (1990), leadership represents a kind of interaction between two or more members of a group or organization with the aim of shaping a certain situation, expectations or reflection of members. Leadership can also be considered through the prism of activities that direct individuals towards achieving a certain goal (Mirčetić, 2018; Northouse, 2012), which is one of the most conventional explanation. Hence, leadership is seen as the ability to positively influence on people in order to achieve the expected results (Todorov, Radosavac, & Mirčetić, 2020). The basic characteristics of leadership are the ability to give guidelines, to convey certain beliefs and values, to build a desirable model of follower's behavior, to implement changes and to achieve the vision of the organization (Bush, 2008; Kotter, 1990).

Effective leaders have developed skills of emotional influence on subordinates, they indicate how to use all potentials, accomplish effective communication, bring innovations into the work environment, create team spirit and enthusiasm and create preconditions for achieving maximum results in personal and professional development. Briefly, leaders

mobilize their followers through their actions and interpersonal relationships in order to improve the quality of work and achieve a common mission. It can be concluded that the key determinants of leadership are process, goal, vision, group, motivation, influence, empowerment, direction, encouragement, initiation, interaction and connection. These descriptions indicate the social and interpersonal character of leadership, which is a crucial dimension of this phenomenon.

From the modern education context, leadership can be interpreted from the position of the teacher as a key figure in the teaching process. This includes participation in decision-making which is related to the overall functioning of the school, the improvement of teaching practice and creation of a strategic plan for the futuristic development of the school (Amanchukwu, Stanley, & Ololube, 2015; Arsenijević, 2015; Jovanović & Ćirić, 2016). From the didactic aspect, the teacher-leader takes responsibility for improving the quality of teaching and learning processes (Jovanović & Ćirić, 2019; Purić, 2018).

Management represents the process of achieving prescribed strategies, short-term goals and tasks by organizing the activities of members in accordance with certain control standards (Alibabić, 2008). This construct is directed to maintaining the functionality and efficiency of the organization (Ninković, 2017) through the processes of planning, organizing, supervising, monitoring, supervising and financing work activities. The main function of the manager is to maintain stability and controls in the organization through the delegation of activities, duties and work tasks. Similar interpretations are presented by Kotter (1990), who describes management as a system of planning employees' activities, allocating resources, defining budgets, regulating work processes, identifying and solving problems. A manager can be called a person who is in charge of ensuring the success of a certain institution, most often through the design of daily work activities (Nienaber, 2010). It can be concluded that management contains a normative, regulative dimension.

Considering the relationship between leadership and management, it is clear that there is a close connection among these constructs. However, the authors have different perspectives on the nature of their relationship. Some believe that leadership is much narrower than management and represents only one part of it (Alibabić, 2008). In contrast, there are starting points where leadership is broader than management and includes its basic functions such as planning, organizing and controlling. (Tedla, Redda, & Vilas, 2021). This is related to the field of education, where management is used to maintain order and to accomplish a direction of school development, while leadership is aimed at defining academic standards and encouraging behaviors that affect on the achievement of adequate school communication at all levels.

In highlighting the distinctions between these phenomena, there are different viewpoints. The manager has the function of an operative, he coordinates activities, directs behavior, while the leader has the role of a visionary since he directly influences on subordinates to follow an idea (Alibabić, 2008). A person with managerial skills coordinates daily activities, while a leader has the ability to predict and plan activities (Srđić, 2015). It can be stated that the leader is a specific designer of the further vision of the working community, while the manager's task is to ensure the conditions for the execution of that mission in practice. The manager is oriented towards the present and the current situation unlike leader who is focused on future. Thus, their ideas are short-term compared to the long-term aspirations of the leaders. Leaders are concerned with improvement and progress, while managers are maintaining the current state or status quo. It can be concluded that there is a certain distinctiveness between leadership and management that should be respected, without pretensions towards their

equalization. Any extreme perception can contribute to unwanted effects, so pursuant to this, these concepts should be given equal importance in the context of organizational functioning. Therefore, successful leaders are those who "effectively combine management and leadership activities in their actions" (Jovanović, 2022b, p. 24). In accordance with the derived implications, it can be stated that leadership and management are unique processes that contribute to a more effective working and educational environment, so it is important to consider them as unique but interdependent categories.

### 3. TYPES OF LEADERSHIP STYLES IN CONTEMPORARY EDUCATIONAL PROCESS

The representatives of educational institutions develop their leadership dispositions during their professional career. Nowadays, it can be said that leadership skills are important for the proper performance of the teaching profession as much as pedagogical-psychological, didactic-methodological, and organizational, communication and digital competences. The leadership competencies of teachers enable adequate planning and organization of the educational process, developing a stimulating environment for learning, taking responsibility for professional risks, starting initiatives and achieving cooperation with parents, peers and wider social community (Arsenijević, 2015). In the pedagogical sense, the teacher should possess leadership qualities in order to influence students and develop their leadership potential with his socially oriented power.

In the educational environment, principals and teachers through specific personality characteristics, ways of behaving and reacting act on other individuals with the aim of intellectual stimulation, motivation, improvement of the teaching process and creation of a positive school culture. In this sense, it is important to point out the concept of leadership styles, which determines a specific set of traits, behaviors, gestures, activities, actions and influence of teachers and other employees in the education sector.

Leadership style is defined as a characteristic way of leading through personal involvement and commitment in pursuance of a certain vision and further development of the organization and its members. Alibabić (2018) defines leadership style as a series of compatible actions, procedures and means of guidance, while other authors see leadership style as a combination of traits, skills, behaviors and specific characteristics that are manifested when interacting with subordinates (Marturana & Gosling, 2008). Leaders, in accordance with their professional knowledge, competences, experience, opt for a specific way of leadership. In teaching practice, there are different leadership styles that have been studied from the perspective of numerous traditional and modern leadership theories. Modern perspectives indicate the presence of educational leadership models such as servile, pedagogical, strategic, instructional, distributed, transformational, and transactional and constructivist styles. (Jovanović, 2022, p. 103). Despite this, the situation in practice indicates the widest presence of transformational and transactional leadership, so it is necessary to highlight the key characteristics and elements of the mentioned styles.

#### 3.1. Transformational leadership style

The transformational leadership is one of the most prevalent styles in modern work environments, especially in education. The theoretical foundation of this model are relationship or transformational theories that observe the relationships between leaders and followers through the connection which results in increased motivation, morality and

the ability to perceive higher goals (Amanchukwu, Stanley, & Ololube, 2015). In general, it is leadership where the emphasis is on transforming attitudes, beliefs and expectations, causing changes at the individual and social level and achieving organizational goals. Simola et al (2012) define transformational style as a type of leadership in which interactions among interested parties are organized around a wider purpose and longstanding vision in such a way that transform, motivate and enhance the actions of followers. This concept is most often associated with values, motivation, creativity, restructuring the organisation, developing staff and curriculum, achieving strong relationships and academic success (Day & Sammons, 2016). Multidimensional, transformative construct indicates the conversion of the relationship that is established among leader and subordinate with a focus on personal development, communication, encouragement and morale. This leadership model is typical for motivators, visionaries, creatives, innovators, facilitators who rely on spontaneity and those who are ready to respond to challenges, risks and radical changes (Jovanović, 2022a).

The reflection of successful transformational leadership is presented in The Four "I" model, which consists the following components: a) idealized influence, b) inspirational motivation, c) intellectual stimulation and d) individualized consideration (Bass & Avolio, 1994, p. 26). Idealized influence means building respect and trust in followers. Leaders have influence on others through behavior model, charisma and charm in order to create an organizational culture based on support and commitment. Moreover, leaders evoke strong emotions in employees and their need to identify with them (Ninković, 2017). The second element represents the leader's behavior that can motivate and encourage others to be more efficient. This includes the leader's ability to inspire the community with his enthusiasm and optimism (Jovanović & Matejević, 2015). Encouraging the innovation and creativity of subordinates, taking intellectual risks, making key decisions, participating in problem-solving situations, identifying solutions are aspects included in the framework of intellectual stimulation. The last dimension, individualized consideration, represents the provision of higher levels of employee's performance and the promotion of their individual potentials. A leader must be able to recognize what aspects motivates each individual while paying equal attention to the personal needs and successes of employees.

Transformational leadership style is the main factor in the quality of teaching work. This process implements reconstruction as a way to design new educational strategies in a collaborative, motivating environment. From the director's position, transformational leadership is reflected in the construction of the institution's current work plan, modeling of school activities and constructively designing the school's appearance in the future. This implies the need for a high level of commitment and dedication of employees, which is achieved through effective cooperation with teachers and the creation of unique motives and ambitions. It can be concluded that principals with a transformational style turn the school into a professional community which is built on the mutual trust and on relationship that is imbued with support and encouragement.

In terms of teachers, transformational leadership is manifested in the activities of encouraging student's work and promoting cooperative teaching tasks. With his authority and charisma, the teacher has the ability to positively influence on students and inspire them towards the achievement of higher learning results. Teacher-leader introduces innovations in classes, designs creative tasks and pays attention to student's individual differences. Through interactive challenges, they strengthen students' intellectual capacities, encourage imagination and critical thinking. Students recognize the value of learning, so the motivation to acquire knowledge and skills is higher. Teachers are led by personal example in working with

students, they build strong relationships and encourage their self-confidence and independence (Jovanović, 2022a).

The values of the transformational leadership style in the educational context are numerous. First of all, this leadership model is focused on long-term goals and vision. Transformational relations are characterized by showing respect to employees, which creates a harmonious climate and greater dedication to work. A leader enhances the actions of followers and directly influences on their transformation into a future leaders. Transformational leader is directed to changing existing conditions and practices. For them, continuous changes are the basis of the successful functioning of the organization. Leaders channel their efforts and activities to increase the productivity of followers, creating common values and mutual support among staff (Smith, 2016). Besides morality, motivation and creativity, the value of transformational leadership is reflected in emphasizing emotions and individual needs. A teacher with transformational abilities examines motives, interests, experiences, previous knowledge and has a positive effect on the psychological empowerment of students. By personal example, teacher has an effect on students and their results, which may be beyond than expected. This statement is confirmed by research findings that indicate a positive correlation of transformational leadership style with academic success and school effectiveness (Jovanović, 2022a, p. 30; Tatlah & Iqbal, 2012, p. 796). This model is widely present at all levels of education, especially in higher education (Gojkov, 2019; Jovanović & Ćirić, 2019). University teaching provides the possibility of inspiring influence on students through personal example, assertive communication and facilitation. It can be concluded that the advantages of this type of leadership are related to ideals, emotions, values, beliefs, insights, innovation, cooperation, motivation, creativity, commitment, stimulation and personal priorities. For the field of contemporary education, these ideas are of a great importance, so transformational relations among all stakeholders in the school environment should be promoted.

Transformational leadership is criticized for the possibility of manipulating followers after the leader has gain upon them in the context of emotions, visions, values and ideals (Subotić, Mandić, & Duđak, 2012). In addition, in some situations it is very difficult to identify this way of leadership in practice because certain properties are also present in other styles, which leads to ambiguity in its interpretation (Jovanović & Matejević, 2015). The main disadvantage of this approach is reflected in the insufficient focus on pedagogical aspects (Ninković, 2017; Stanković, Ševkušić, & Teodorović, 2015). The impact on general educational issues such as teaching, learning and the development of essential skills is not clearly indicated. In this sense, it is necessary to consider the possibilities of incorporating transformational style in teaching practice in order to fulfill the contemporary school's mission.

### **3.2. Transactional leadership style**

Transactional style is a frequently present model of leadership in education. It is leadership in which the leader supervises and controls the activities of his followers through the use of reward or punishment mechanisms for the achieved or unachieved goal (Howell & Avolio, 1993; Jovanović & Matejević, 2015; Smith, 2016). This concept essentially represents a kind of exchange of valued resources or interaction between leaders and followers that motivates them to direct their efforts towards achieving maximum performance (Amanchukwu, Stanley, & Ololube, 2015). Interactions are maintained through

the provision of directives, informations, conditions and rewards for the productive completion of work tasks or the alignment of group performance. As can be assumed, transactional leaders rely mostly on power and authority in order to lead the members of the organization. A leader with high integrity and credibility establishes a link between regulations, expectations, performance, and reward, followed by an exchange that implies a response or action from subordinates. So, encouraging extrinsic motivation, achieving short-term goals and satisfying basic needs are the main dimensions of this model.

This leadership model can be applied in various educational contexts, even in "critical" situations caused by planning, programming and evaluation, when it is necessary to maintain stability in the teaching process (Subotić, Mandić, & Đudak, 2012). Transactional relations are visible in relations of all participants of the school organization, mostly between teachers and students and management staff and employees. Teachers as transactional leaders establish control in the classroom by emphasizing hierarchical relationships to retain discipline. Students who complete the assigned tasks will be rewarded by the teacher with appreciation, a high grade or other means of encouragement. Therefore, students are expected to be more committed in teaching activities, which determines the further direction of the transaction. Similarly, principals ensure an adequate level of completed work through monitoring. Also, they provide all the necessary conditions and resources for teachers to reciprocate with their productivity and commitment. Teachers who achieve optimal results can expect some kind of premium such higher salary, bonuses, awards, promotion, positive reviews, higher qualification or more demanding task. Due to these facts, the transactional interaction of principals and teachers is episodic and interim because it refers only to the performance of duties.

There are two basic elements of transactional leadership. The first dimension represents the conditioning of individuals' actions with a contingent reward. Leaders establish the goal that must be achieved as well as the type of reward. In order to improve the work performance of followers, the leader assigns various types of conditional stimulations as a form of positive feedback. The second element is management by exception, which can be manifested in an active and passive way. Active management by exception represents the tendency of leaders to observe the work of employees and look for possible mistakes with the aim of applying corrective actions. In contrast, passive management by exception is reflected in intervening only after problems and failures have occurred (Bass & Avolio, 1994). In accordance with certain educational situations, leaders will apply some of the presented forms of transactional behaviors.

There are many benefits of transactional leadership. First of all, transactional leaders are action-oriented towards achieving the organization's goals. They maintain the existing structure of the institution so employees know what they need to achieve in order to be rewarded, or what are the consequences if they not accomplish the defined criteria. The value of this model is recognized in the teacher-student relationship, where emphasizing the role of each student is a key factor for the successful realization of teaching activities. Transactional leaders boost followers' scores by providing timely feedback and positive learning atmosphere. The key advantage of this style is reflected in a mutual respect and relationship based on trust between leaders and subordinates that implies more productive work and affective commitment to the organization, which is confirmed by the research (Whittington et al., 2009, p. 1880). In the educational context, it is important to nurture the presented principal-teacher connection, so teachers can perceive the impact they are having on the quality of school functioning.



The limitations of the transactional leadership style are reflected in the promotion of a uniform relationship with subordinates, which is based only on the observation of achieved results. The aim is not individual development. In the educational environment, such relationships reduce the possibility for the development of creativity and innovation. It implies an inability to overcome problems that disrupt the current state of the organization. School stakeholders are focused on short-term results without looking at the broader spectrum of student development. Unwilling to talk, they do not provide space to listen to other people's experiences, emotions or ideas (Jovanović, 2022b). The transactional matrix can cause disinterest, demotivation, negative emotions and an unfavorable atmosphere for learning. Also, the leader-subordinate model can cause the effect of burnout, indifference and lack of commitment to school activities. If teachers do not achieve success, they may expect certain consequences or punishments, which can have an extremely demoralizing and disappointing effect. Accordingly, it is important to implement adequate mechanisms or strategies in specific educational circumstances in order to reduce the negative impact of this leadership model on other participants of the school organization.

#### 4. CONCLUSION

Leadership and management are key foundations of contemporary education and concepts of great importance in pedagogy. The improvement of educational organizations depends on ability for taking leadership actions and readiness for the acquisition of leadership competencies of all participants in educational institution, starting from principals through teaching and non-teaching staff to students. A successful leader in education creates a stimulating working culture, gives direct support to followers, provides their commitment to the higher goals and creates conditions for developing their potentials. In other words, leaders must consider the classroom instruction and the needs of teachers and students as the main professional goal. In order to succeed in this, participants in school life must be aware of their leadership skills and channel all activities in the direction of improving quality of teaching and learning.

While most approaches clarify particular dimensions of every leadership style, the wider understanding of this aspect emphasizes the need to consider leadership through integrative, comprehensive approach. More specifically, in the educational reality, leadership should be both transformative and transactional, in order to improve and manage teaching practice in an effective way. The correlation of these two models in practice provides an opportunity for restructuring a school as a professional learning community in which all participants contribute to the further improvement.

The significance and implications of this paper are reflected in highlighting the necessity of recognizing the elements of leadership styles in teaching practice. Primarily, principals must build a relationship of trust that will allow teachers and other employees to truly understand the values and apply one of these two leadership styles in their further professional career. Also, during initial education, it is necessary to strengthen teachers in the context of developing transformative and transactional leadership skills through interactive methods of learning and acquiring a practical knowledge. It is crucial to raise awareness of this question because, in this way, teachers will have the ability to prepare students for taking their first leadership steps, steps that are the basis for living and working in a modern society.

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## TEORIJSKI KONCEPT LIDERSKIH STILOVA U SAVREMENOM OBRAZOVANJU

Liderstvo u obrazovanju je inovativan i izazovan pedagoški fenomen koji podrazumeva što optimalnije ostvarivanje obrazovnih ciljeva i školskih postignuća vođenjem dinamike nastavnog rada, razvijanjem obrazovnih strategija i podsticanjem željenog ponašanja i aktivnosti. Posljednjih godina, liderstvo predstavlja značajno obeležje brojnih reformi u vaspitno-obrazovnom okruženju, ali i važno područje naučnog proučavanja. Akteri nastavnog procesa koji sebe smatraju liderom igraju ključnu ulogu u postizanju efektivnosti i efikasnosti nastave. Kako uspešnost ostvarivanja vizije lidera zavisi od njegovih osobina, sposobnosti i načina percipiranja njegove uloge od strane drugih učesnika školskog funkcionisanja, fokus ovog rada usmeren je na proučavanje navedenih aspekata koncepta liderstva. U ovom radu dat je sažet prikaz i analiza osnovnih teorijskih odrednica liderstva i menadžmenta u obrazovanju, sa posebnim kritičkim osvrtom na stilove liderstva u nastavnom okruženju, njihovim osnovnim karakteristikama, vrednostima i ograničenjima. Počevši od klasičnih liderskih stilova, u radu su predstavljeni i neki od savremenih liderskih stilova poput transformacionog i transakcionog stila liderstva u obrazovanju, čiji se ključni elementi ogledaju u rekonstruisanju škole u cilju osmišljavanja novih obrazovnih strategija u kolaborativnom, motivišućem okruženju, i sa druge strane, u postizanju viših učinaka u nastavi putem upravljanja i promovisanjem sistema nagrađivanja i kažnjavanja. Ovi liderski stilovi su zastupljeni u pedagoškoj praksi i oslikavaju načine efektivnog rukovođenja savremene nastave. Značaj ovog rada ogleda se u isticanju važnosti prepoznavanja elemenata stilova liderstva u nastavnoj praksi u cilju obezbeđivanja uslova za unapređivanje vaspitno-obrazovnog rada ali i restrukturiranja škole kao kvalitetnije obrazovne organizacije za savremeno društvo.

Ključne reči: liderstvo, menadžment, liderski stilovi, direktori, nastavnici