

# THE CHARACTERISTICS OF INNOVATOR SCHOOL PRINCIPAL AS A LEADER THE CASE FROM ROMANIA

*Mariana Dogaru, PhD*

Expert on quality education, Romanian Agency for Quality Education in Pre  
University Education (RAQAPE), Romania

*Ioan Neacsu, PhD*

Professor Faculty of Psychology and Education Sciences Bucharest,  
Romania

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## Abstract

The school principal is the most influential person within a school. So, it is very important to find out the complete characteristics of effective school principal from an effective school called “successful school”. It is for the first time in Romania when a complete inventory of features of an effective school principal was identified according the opinion of specialists (persons that are in charge with school improvement). Also, for the first time in Romania we identified the characteristics of effective school from Romania, described by the specialists. The research was conducted during 2012.

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**Keywords:** Leadership, school principal, innovation, effective school characteristics

## Introduction

Management and leadership are becoming increasingly more important in optimizing activity in any organization, particularly in schools. A substantial concern about the efficiency and optimization of organizational processes related to the optimization of leadership has determined that the two paradigms evolve in meaning and interpretation. Regarding the relationship between management and leadership, we fully agree with the approach of replacing management with leadership.

We support this idea as being the most appropriate social context. While leadership is more focused on dealing with people, as the contemporary man is, from our point of view, a community with increasingly more people requires more networking, communication. In the same time, the contemporary man is quite alone and in need of being appreciated for

what he/she is doing. Thus, as we consider that the organization of any type reflects the social context in which it is carried out, from our point of view, in this context, leadership is more appropriate than management.

### **Management–leadership-innovation. Innovator School Principal as a Leader within Effective Schools**

Peter Drucker (1974, 23) defines management as "practice, not science," while Pearson and E. Plowmen considers it "a technique by which the goals and objectives of a particular group are established, classified and realized." A. Lawrence proposes that "management is the development of people and less direction of things "or" all endeavor to function properly "as endorsing Newman, Summer and Warren (apud Aquinas, 2007, 8-9). Ivanchevich, Donnelly and Gibson state that although we cannot precisely define management, it is "a process involving certain functions and activities that the manager must satisfy. He uses certain principles in leadership that are generally accepted and which guided its thinking and actions" (apud Goldman, 2010). Marzano et al. (2004) discusses the concept of „leadership,” dating back to antiquity, and involving a process of influence (Yukl, 2002), which comes from English and means the ability of a manager to lead team members to follow him in achieving the proposed targets. Although semantically this is a new viewpoint, concerns for leadership and its meaning were started as early as the beginning of the 19th century, by Henry Lawrence Gantt. However, James Burns is considered to be the father of the modern leadership; Burns (1978,19) "define(s) leadership as leaders that induce people to act according to certain purposes representing the values and motivations, desires and needs, aspirations and expectations of both the leader and the team. The genius of leadership lies in the manner in which the leader sees and acts on values and motivation"(apud Marzano et all, 2005, 13).

“Innovation doesn’t exist without creativity” (Gallo, C, 2011, 30), so a creative person can be characterized by: how easily one can solve difficult issues, because creativity is a spontaneous and intuitive process; assuming calculated risks because new implemented ideas can have unpredicted effects; teamwork, because the solitaire creator doesn’t exist anymore, new ideas can be easily implemented when are widely accepted; easiness of communicating with people when you work with them, easiness of implementing, and accepting new ideas, a desire to achieve in an area is the idea of maintaining a person as an authentic innovator; optimism; rich experience in a domain because, you can’t have any contribution unless you are well prepared, the fantasy that is synonymous with the imagination. Peter Drucker (1993), in his work „Innovation and entrepreneurship”, offers internal and external sources of innovation: the unexpected (unexpected

success or failure), the incongruity (the discrepancy between the reality as it is and what it should be, being of three kinds: the incongruity between the reality of the true and your perceived incongruity between the manufacturer and the values of the client, the incongruity in rhythm and/or logical process), the process needs, changes in the structure of the domain or of markets; external sources: demographic changes, changes of fashion, faiths, beliefs, fundamental discoveries. Joel Broustail and Frederick Frery consider that the potential for innovation sources are: industrial partners, transfers of technology, market demand. The concept of innovation is in direct connection with terms such as: creativity, creative, spirited attitude, entrepreneurial invention. The notion of creativity is introduced by A. Allport, as the ability to identify new connections between seemingly unrelated elements, among them being the starting point of innovation. The creative idea is unique, different; Erich Fromm says that "the creative attitude presupposes that you have to have the ability to be perplexed in the face of the new"; the entrepreneurial spirit is introduced by Peter Drucker, and means the ability to be successful on the market with the new creation. Specialists consider that innovation is adaptive, when the staff finds new ways, optimal performance of their tasks, but also creative, when talking of something new. There are conceptual distinctions between invention (finding new adds to existing knowledge), innovation (has a pragmatic connotation), discovery (disclosure of objective laws existing in reality their theoretical revealing before), talent (a form of manifestation of the skills that can lead to new and original values), and genius (most high form of skills development) (Popescu, G, 2004, 5-6)

There is also a distinction between innovation and invention. If the invention is a breakthrough in the technique or technology, innovation introduces social practice in the invention. The real innovation appears in the processes of networking and cannot be controlled or foreseen, and leaders must maintain a balance between design and enough space for emerging, depending on individual qualities, renewed emphasis on relationships and on encouraging diversity, hereinafter referred to as "distributed intelligence", redundancy and inefficiency. The organization within teaches are innovative is characterized by a process that cannot be controlled by design, but can only be designed for, our project can help or inhibit the process (Raynor, A., 2004, 102)

Fonseca (2002) sees a second approach to innovation that revolves around the concept of visionary leaders who develop cultures in the organization and who are creative based on shared values, and we can say that this innovation is seen as a process that contains a lot of uncertainty and ambiguity in order to be considered a trial planned for that innovation leads to conflicts between people's perception avoid this and to not stop

innovation, it is recommended that a system based on trust and shared values than one on a rational planning of the future, which requires charismatic transformational leaders (apud Raynor, A., 2004, 23). The principles that govern the process innovation are grouped on multiple dimensions: career ("do what you like"), vision ("put your mark on the universe"), thoughts ("put your brain"), ("selling dreams, not products"), design ("say no to a thousand things"), experience ("build great entertainment experiences"), story ("be master on the message you are sending") (Gallo, C, 2011, 31). Innovation presupposes not revolutions inside organizations, contrary to popular beliefs, but a construction thought of management and an organization that can do things, is not alchemy, something mystical, but successful use and other functions, not necessarily pertaining to creativity and a culture of creativity ", but by selecting the right ideas and their implementation, not about the stages and about the tools that even if the matter is not valuable in itself, but in connection with the organization, metrics, you can not rely on the new technology necessarily, but new models of organization and new strategies, it is not necessarily needed in large quantities, but every company needs it in a certain dosage, in certain stages, it is absolutely necessarily in order to be mentained on the market, it is not about secret formula, but it is about an effective management, so Davila, Tony, Epstein, Marc J, Shelton, Robert (2006, xviii) established seven rules for effective and innovator management: strong leadership defines the strategies and encourages the creativity; innovation is an integral part of management's mentality; innovation fits in with the strategy of the organization; capturing the value of creativity and swing, so the organization will generate new ideas and your investment will return; neutralize the elements that kill new ideas, networks of innovation because only so can develop; determination of the presence and the pace of that innovation can be driven and supported; produce appropriate behavior. Davila, T, Epstein, M J, Shelton, R (2006) say that there is not an universal model valid for innovation for all organizations, but there are items that can cause this, even though „you can have the most innovative idea in the world, if not to make people interested in it, no matter your innovation” (Gallo, C, 2011, 31), because an explosion of innovation is not a guarantee of success, but also an opportunity, your style of innovation determines what you are innovating; the elements of innovation are: leadership, strategy, processes, resources, performance, metrics, measuring and rewarding (Davila, T, Epstein, M J, Shelton, R, 2006, 3-9). Therefore, the steps to be taken are: innovative strategy, setting the process of innovation, innovation as part of the mentality, ideas management. Successful school principals direct and indirect contributes both to teachers and pedagogy to student learning; as a result of researches have resulted the following ideas-force: leadership is

second after learning that influence student learning; almost all successful leaders address the same practice; successful practices are adapted to the context of the school; improve teaching and learning leaders indirectly by improving teachers' motivation and working conditions; leadership has a greater influence on the school and the students when it is widely distributed; certain forms of leadership are more effective than others; personal contributions explain the proportion of variation in the efficiency of leadership (Leithwood, Kenneth and Day, Christopher, 2008, 2-3). Learning is contextual and is moved to the institution towards a transparent community (Williams, P, 2008, 217). To build a vision and to set directions, developed by Yukl behaviors are: motivation and inspiration, clarifying roles and objectives, planning and organization; for understanding people's needs and development: support, development and mentoring, recognition and appreciation; for your organization: redesigning managers and team building conflict, delegation, consultation and networks; for teaching and learning programmers: monitoring (Leithwood, K, Harris, A and Hopkins, D, 2008, 30). Leithwood speaks of a "total leadership" which means influence leadership from all sources (teachers, staff, parents, students, school principals and deputy school principals). He believes the worst is the relationship between leadership and motivation and involvement of teachers and the strongest among the leadership and working conditions, but only concerning the leadership of the manager, the relationship between total leadership and capacity is much stronger than the leadership of the school principal. Schools with pupils with very good results and have high levels of influence from all the sources of leadership, while those with weak results have low levels, their differences resulting from the team of the school, parents and students, and in all these schools, school principals influences (positive and negative) in all schools (Leithwood, K, Harris, A and Hopkins, D, 2008, 35). A number of characteristics of leadership are important for the effectiveness of the school, including: orientation towards mission (objectives, goals, formulated the direction to which the institution is heading) and dissemination of school vision (basic condition of drawing up clear of the mission), setting high expectations for students, renewed emphasis on basic subjects, involvement with the coordination of instructional methods, assessment of progress of pupils, students and teachers support surveillance, providing a climate of learning (Krüger, M, 2009, 111).

The importance of school principal increase as the decentralization process is becoming more functional, because the school principal is the one who implements in-school educational policy measures taken at the strategic level. Thus, we can say that correlates directly to the quality of education offered by the school with quality management, idea backed by OfSTED in

England which concluded that every 100 schools that have a good leadership and good management, 93 have and good results of the pupils and that every 100 schools with poor leadership and management has only one good effect of students. While studies conducted in North America related to the influence of leadership and management have concluded that they have an impact at the rate of 60% of the student's purchases, with the biggest impact, school principals responsibility being at the rate of 25%, and that of teacher of 33% (Barber, M, Whelan, F, Clark, M, 2010, 5). In the literature about the school's principals have the impression that they must incorporate all the skills that influence in the schools who are working well, they must be close to the communities to which they belong, inside and outside of school, need to be masters of human relationships, alleviating conflicts both among students and teachers, we need to set gain autonomy in the face of community, to resist their mixture in affecting teachers ' autonomy, must order a school (Elmore, R, 2000, 16). School principals are seen as: administrators, technicians, implementation of programs, to establish rules and procedures, warrants (Shuttleworth, D. E. , 2003, 128). An effective school principal have the following abilities, skills: understand how children learn and teachers instructing students, discusses and give feed back to improve teacher training, using data to improve student outcomes, creates a community-based social justice, high expectations and equal opportunities, understand the gaps and lays down strategies for filling them, develop and communicate a shared vision about the effectiveness of the classes and instruction and school organization a collegial environment in which leadership is shared, professional practices are made public, are supported risk taking and innovation, with increased training, understand the needs of students, parents, the community that builds strong relationships, uses the school's budget, human resource functions and other strategic resources to improve student achievement, develops and maintains a safe and disciplined environment and conduct operations that support student learning, reflect practice and redefines leadership based on learning and experience (Office of Innovation and Improvement, 2004, 11). There are thus three typical situations: ideal (the same person integrates within both the qualities of the leader and the manager, being named the manager-leader, "manager without limits" considered by Alain Kerjean), real (person who has rather than leader of task manager or vice versa, Mihaela Vlăsceanu saying that the two notions are compatible "leadership is an essential ingredient of the management activity, as are the basis of management and business management support, the major changes in the social and organizational level within the context of contemporary society claiming increasingly more necessitate integration and harmonization of requirements and specific elements of effective management with the typical management"), and the third situation when a

person is leader and another manager, important being their strength, their quality and mode (powerful leader-powerful leader manager strong-weak, weak leader manager-powerful leader, weak manager-manager, only the first leading to organizational success), Craig Watson claiming that successful organizations do not differ by leaders and managers to school children, but by the way in which leaders and managers are harmonized in a common culture (apud Zlate, M, 2004, 180).

The school principal is the most influential person in school organization, a fact illustrated by the Commission's report for Equality in education since 1977 in the USA: "the school principal is the most important and most influential person in any school. It's one person responsible for all activities that occur in and outside the school building. The leadership of the school principal sets the tone of the school, the climate of the professionalism teaching and teachers ' morality, the degree of concern for the students. The manager is the primary liaison between the community and the school. If the school is a vibrant, innovative, child-oriented, if has the reputation of having excellent teachers, whether students are at their level best, we can say that the school principal's leadership is the key to success" (apud Marzano, R.J and Waters, T. and Mc. Nulty, B., 2005, 6).

**The aim of this study** is to investigate the opinion of specialists on the inventory of features on which the school principal as a leader and innovator within the effective school. We have defined three categories of specialists:

- assessment and accreditation experts, external collaborators of Romanian Agency for Quality Assurance in Pre University Education (RAQAPE) enrolled in the register of external assessors, responsible for the external evaluation of the quality of education;
- trainers counselors of RAQAPE, trained for counseling and training in schools to implement the quality management system and raising the quality of services provided by school;
- school inspectors, whereas the main inspectorate attribution guidance, and each inspector is responsible for a number of schools on management issues.

At the time of carrying out research were enrolled 500 external evaluators, experts in the assessment and accreditation and 400 trainers in the field of quality education. At the level of the education system of school inspectors were 1230 and 7,000 school units with legal personality. Sampling requires lot of subjects. In the research selected both individuals and institutions. Persons (N = 1813) investigated were what we call "specialists" in internal or external assessment, in transforming the school into a successful one. They are: *experts* in the assessment and accreditation of schools, enrolled in the register of RAQAPE, which has the role of external

evaluation of schools, preparation of reports with value judgments regarding the establishment of a school as efficient or not, including management activities through the school; *trainers counselors* in the field of quality education and the role of consultant for the school in terms of the institution development, training of personnel and the school principal, advice for transforming the school into a successful one, in all areas of competence, including the school principal; *school inspectors* with the role in the operation and managing educational unit, for control and guidance in the area of internal assessment, to implement the measures that they take in school, turning it into a successful one.

The questionnaire was applied to two categories of staff of pre-university education. The first category, known as "category 1", aimed at: experts in the external quality assessment, teachers experienced in institutional assessment and trainers in the field of quality of education, for educational consultants who want to develop, to become "successful". The second category, named "category 2" certified general inspectors, deputy general inspector and school inspectors, responsible for the control, the guidance of schools in the implementation of the quality management system and transforming the school into a successful one. For both, category 1 and category 2 subjects were represented from all regions of Romania. However, at this stage of the research was applied the questionnaire for 1813, complemented by 1376, as follows:

Table 1. The structure of the sample

Category	Persons	Number of questionnaires applied	Number of questionnaires completed
<b>Category 1</b> Staff of the educational function of the school principal, deputy school principal	Experts in assessment and accreditation, external collaborators, enrolled in the register of RAQAPE	500	629
	trainers counselors in the field of quality education, enrolled in the register of trainers of RAQAPE	400	
Subtotal category 1	900		
<b>Category 2</b> Educational personnel with managerial function	General inspectors, deputy general inspectors, school inspectors from all of Romania's development regions	913	747
Subtotal category 2	913		
<b>Total</b>		<b>1813</b>	<b>1376</b>

For the first category is response rate 69,88% and for second class 81,81% questionnaires, on the whole, being 75,89%. Of the total sample, 21 questionnaires could not be validated due to contradictory responses or lack of answers to the more than 2 items. During the performance, we will name the experienced managerial subjects of all kinds-inspector, school principal, deputy school principal, head of department-"managers", and subjects without managerial experience declared, "teachers". Subjects have the following characteristics in relation to the socio-economic environment and educational. Distributions based on residence environment:

Table 2. Distribution of answers by the first stage of the research according to residence environment

	Residence environment	School principal	
1	Rural	92	6,8%
2	Urban	1261	93,2%
	Total	1353	100,0%

As expected, the predominant urban school principal. Distribution according to management's environmental stance of residence is shown in Table 3.

Table 3. Categories of respondents

	Categories	Total	Rural	Urban	Total	Rural	Urban
1	inspector	751	49	702	55,5%	53,3%	55,7%
2	school principal	250	22	228	18,5%	23,9%	18,1%
3	deputy school principal	112	4	108	8,3%	4,3%	8,6%
4	head of department	48	3	45	3,5%	3,3%	3,6%
5	teacher	192	14	178	14,2%	15,2%	14,1%
	<b>Total</b>	<b>1353</b>	<b>92</b>	<b>1261</b>	<b>100,0%</b>	<b>100,0%</b>	<b>100,0%</b>

The majority of respondents have experience of management inspectors (55,5%), i.e. 751 and managerial experience of only 48 head of department (48, i.e. 3,5%). The managerial experience of the school principal or deputy school principal is only for the 362 respondents, 26,8%. However, we believe that all answers are given by experts since they have experience in the external assessment and advice. We note that the 747 inspectors who responded added 4 from among the external assessors or advisers trainers.

Table 4. The distribution of answers according to years of experience as a teacher

	<b>Years of experiences</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
1	Under 3 years	16	217	233	17,4%	17,2%	<b>17,2%</b>
2	3-5 years	1	11	12	1,1%	0,9%	<b>0,9%</b>
3	6-10 years	5	41	46	5,4%	3,3%	<b>3,4%</b>
4	11-15 years	16	194	210	17,4%	15,4%	<b>15,5%</b>
5	16-20 years	22	225	247	23,9%	17,8%	<b>18,3%</b>
6	over 20 years	32	567	599	34,8%	45,0%	<b>44,3%</b>
	NonR	0	6	6	0,0%	0,5%	<b>0,4%</b>
	Total	92	1261	1353	100,0%	100,0%	<b>100,0%</b>
	Mean of years of experience				16,1 years	17,2 years	17,1 years

The mean of years of experience 16,1 years for respondents from rural and 17,2 years for those in urban areas. From this we infer that our sample is in the process of teaching, having a good knowledge of the mechanisms which works and which don't. This fact leads to the conclusion that the answers are knowledgeable of the education system. In terms of managerial experience, I have found that most respondents hold, but at the same time, we considered it very important to calculate the duration of managerial experience.

Table 5. The distribution of respondents according to the managerial experience and environment of residence

	<b>Years of experience</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
1	First year	1	46	47	1,1%	3,6%	<b>3,5%</b>
2	Under 3 years	24	278	302	26,1%	22,0%	<b>22,3%</b>
3	3-5 years	23	307	330	25,0%	24,3%	<b>24,4%</b>
4	6-10 years	23	279	302	25,0%	22,1%	<b>22,3%</b>
5	11-15 years	10	165	175	10,9%	13,1%	<b>12,9%</b>
6	16-20 years	6	109	115	6,5%	8,6%	<b>8,5%</b>
7	Over 20 years	5	77	82	5,4%	6,1%	<b>6,1%</b>
	Total	92	1261	1353	100,0 %	100,0 %	<b>100,0 %</b>
	Mean of years of managerial experience				7,5 years	8,0 years	

Average years of service, name as managerial experience was calculated by reporting in the middle age range, is 7,9 years lower in rural areas than in urban areas (7,5 years old < 8,0). So, judging by the response, the media management experience is at the level of the two mandates, if we

take into account the length of a 4-year term, which leads us to the conclusion that the respondents meet the conditions necessary to give adequate answers of the education system. The characteristics of the subjects of the investigation stage, in relation to individual peculiarities have targeted the distribution according to age and distribution according to gender.

Table 6. Distribution of respondents in the first stage of the research depending on the age of respondents

	Years	Total	Rural	Urban	Total	Rural	Urban
1	20-30 years	18	2	16	1,3%	2,2%	1,3%
2	31-40 years	333	32	301	24,6%	34,8%	23,9%
3	41-50 years	677	45	632	50,0%	48,9%	50,1%
4	over 50 years	325	13	312	24,0%	14,1%	24,7%
	Total	1353	92	1261	100,0%	100,0%	100,0%
	Mean of age				45,2 years	42,8 years	45,3 years

The average age of respondents is 45,2 years, the rural areas being 42,8 years, while that of the urban area of 45,3 years. We note that the average age of respondents correlates with the age of the average, whereas the data presented, it appears that the subjects have entered into the educational system, on average at the age of 29 years.

Table 7. The distribution of respondents according to gender

		Total	Rural	Urban	Total	Rural	Urban
1	Male	437	33	404	32,3%	35,9%	32,0%
2	Female	916	59	857	67,7%	64,1%	68,0%
	Total	1353	92	1261	100,0%	100,0%	100,0%

As was expected, the sample is mostly female, both in rural areas (64,1%) and urban (68,0%). The questionnaire had the following parts:

- The characteristics of school principal as a leader (internal and external communication, orientation, Valuing outcomes subordinated, staff attitude toward teamwork, learning ability, the innovation, school ethos, transparency)
- Characteristics of the school principal as a leader;
- Characteristics of the innovator school principal
- The characteristics of the effective school
- The correlation between school effectiveness with the school principal features
- The key features of effective school principal's personality

### Analysis of the data obtained concerning the inventory of the characteristics of the innovator school principal as a leader

Although there are several definitions of leadership, Peter Drucker, focusing the essence: assumes leadership emphasizing the strengths in such a way that the weaknesses to lose in significance as much, but, whereas in the Romanian educational system there is no an explicit approach to leadership, we avoided using the phrase and we considered useful explanation of meaning, will be highlighted in Table 8.

Table 8. Specialists ' opinion concerning the extent to which leadership's school principal builds on the features listed

	in a very small degree	in small measure	in the right measure	to a large extent	in a very large measure	Mean	Stdev.	Median	Var
capacity of internal communication (within the school)	27	64	128	505	628	<b>84,2</b>	18,91	80	<b>22,5%</b>
the ability of external communication	15	112	183	591	450	<b>79,9</b>	19,21	80	<b>24,1%</b>
orientation objectives (aims, objectives)	20	58	128	542	586	<b>83,0</b>	20,33	80	<b>24,5%</b>
teamwork	42	87	136	404	678	<b>83,2</b>	21,76	80	<b>26,1%</b>
valuing the subordinated personnel	39	80	130	467	624	<b>82,4</b>	21,84	80	<b>26,5%</b>
the school principal's ability to learn	37	62	136	528	583	<b>82,7</b>	20,25	80	<b>24,5%</b>
innovation school principal capacity	44	81	152	494	554	<b>80,4</b>	28,24	80	<b>35,1%</b>
school ethos	22	31	183	407	349	<b>59,2</b>	39,09	80	<b>66,0%</b>
transparency of means used	34	53	170	350	345	<b>55,8</b>	40,21	80	<b>72,1%</b>

Of course, in addition to the ability to communicate internal (within the school), school principal' s external communication ability orientation,

objectives (aims, objectives), teamwork, valuing the subordinated personnel, the school principal's ability to learn, innovation school principal capacity, innovation school principal capacity, school ethos, transparency means used, the respondent had the ability to add your own opinions, other necessary features of leader. From the analysis of the responses received, we found that there were added others. The average indicator of central tendency is absolute value over 80. The school principal communication ability orientation on internal objectives (aims, objectives), teamwork, valuing the subordinated personnel to learn, innovation school principal capacity, and closer to the nominal value of 100 % "heavily" which categorizes as a very important criterion set out. Less important are the respondents school ethos, transparency means used, they are hovering on the scale at the level of "minor extent" or "right" position. Therefore, it is more important the communication school principal, setting clear objectives to orientation and the team that manages to coagulate and lead it, how he values, how many staff learns from experience, and the ability to innovate, school principal printed and transparent than the means used. We could say that there is a paradox of opinion because, in our vision, transparency of means used by the school principal is in direct correlation with the communication within the school. Another contradiction that we could show off how, another indicator of central tendency, which is the highest value for the criterion of teamwork, (678), the least frequent response being given for the school ethos criterion that we print the school (349), although they define according to explanatory dictionary of the Romanian language as a set of specific features of a social group "among which we list and how teamwork, cooperation and collaboration between members of the group. However, overall, there is a tendency of replies, towering over the levels "in large measure" and "heavily", actually rendered and by calculating the median, 80 degree correspondent ", that is, to "a large extent".

We notice that of the indicators of the dispersion, variance, mean, standard deviation is the highest criterion for transparency of means used, leading to the conclusion that the answers are more dispersed for this criterion, the criterion compared the ability of school principal communication within the school which has the lowest variance, results are more clustered. Therefore, we conclude that the majority of respondents appreciate more the way the school principal communicates with them than transparency in the use of the means used. The observation is clearly confirmed by the standard deviation, how the media is named in statistics, the square root of the variance, which aims to establish the dispersion of the responses from specific the central tendency. Poor consideration of respondents for the criteria school principal, transparency means used is highlighted. For influencing staff, the school principal must communicate

really well, to prove that is geared towards achieving goals and objectives, to encourage teamwork, value their staff, to prove that it can learn from the experience, that can innovate and less that prints a specific ethos of the school and that is transparent in the use of funds. Opinions according to the managerial position under consideration were different. If the inspectors have all the criteria considered important, school principals, deputy school principal and trade union leaders have said less important transparency means used. Heads of department, intermediate managerial position tended most to innovation school, principal capacity. The school principal's ability to communicate is appreciated by all, regardless of the experience they have, criteria guiding objectives (aims, objectives), teamwork, valuing the personnel manager, subordinated to learning, innovation school principal capacity, instead of experienced managerial respondents between 16-20 years old do not appreciate school principal transparency of means used as important criteria for influencing staff. Respondents with teaching until age 20 years assessed as less important school principal transparency means appreciated only by those with more than 20 years. Influencing the team, i.e. the leadership of the school principal may be determined by the characteristics set out above. However, after determining the characteristics that may cause influence the team, what we call leadership, it was investigated what is the opinion of specialists linked to the characteristics of the school principal to be the leader, whom we called "school principal leader". The spectrum of features aimed at dealing with the staff through their motivation, how she inspires, teamwork, transparency of decisions, delegation of powers, but also some driving style and own, default values and attitudes shared by this authority on.

### Features that define school principal as a leader

The characteristics considered to be decisive for school principal as a leader are shown in Table 9.

Table 9. Frequency response of specialists on the defining characteristics of the school principal as a leader

Criteria	The frequency response	%
authority over employees	1054	77,9%
inspires people subordinated them, encouraging ideas	1018	75,2%
teamwork	1155	85,4%
it is transparent in the decisions	1032	76,3%
it is authoritatively	232	17,1%
delegate tasks/skills	934	69,0%

In the opinion of specialists investigated, motivating the people of subordinates is the defining characteristic of a director who is a leader and authority over employees, being a non-leader. Almost equally we can talk about the importance of the other features listed: inspires people subordinated them, encouraging ideas, work in teams, is transparent in the decisions, delegate its powers/duties. It was not added to any other characteristic, even though respondents have been asked to do so. Correlating the first two items of the questionnaire, we conclude that, in the opinion of the specialists, the determination to pursue their team leader is done through less transparent means employed, but, it is leader in defining to be transparent in the decisions. School principal appreciates most about teamwork (85,6%), criterion being the least appreciated of the respondents who said they are in the first year of management experience. Inspires people subordinated them, encouraging ideas is the most appreciated (85,4%) of heads of department and the least important for teachers with seniority between 3-5 years (66,7%), and teamwork is most appreciated by respondents in urban areas (91,3%) and least appreciated by teachers with seniority in the range of 3-5 years (75%). Transparency in decision-making is valued less than respondents in the first year of management experience (59,6%) and the highly acclaimed directors (82,8%), while the delegation of powers is considered the least (9,8%) of those with work experience in education for over 20 years and most (25,2%) of those who have managerial experience in the range of 16 to 20 years. Analyzing the media response rates obtained, teamwork (85,4%) is the highest-rated criterion, the least appreciated being authoritarian (17,1%) is what was expected. However, we manifest our amazement for representation, even if very weak, the criterion relating to the authority, specific to a a non-leader.

### **The opinion of specialists investigated innovative school principal characteristics**

The characteristics considered for defining innovative school principal are shown in Table 10.

Table 10. Respondents concerning innovative school principal features

<b>Criteria</b>	<b>The frequency response</b>	<b>%</b>
has solutions to many of the problems of the institution and of the people	660	48,8
it has a lot of ideas	475	35,1
learn from the experiences	659	48,7
apply new and good ideas, even if they are not of his	1088	80,4
has the vision	1081	79,9
good organizer	848	62,7

know how to mediate conflicts	703	52,0
good strategist (institutional development, vision has found ways of development)	1031	76,2

We note that the highlighted feature better in the opinion of specialists is "apply new ideas, even if they are not of his" (80,4) and "vision" (79,9%).

The opinion of specialists on the school principal's innovative features had double purpose: identify them, on the one hand, comparing with the leadership and the leader, on the other hand. Of course, in addition to an inventory of features, respondents were given the freedom to add others, which did not take place. Thus the frequency answers, respondents have established that apply new and good ideas, even if they are not of the most suitable criterion for an innovative manager (80,4%), which, at the same time vision (79,9%), good strategist (institutional development vision, find ways of development) (76,2%), the fewer answers for the many ideas (35,1%). Correlating with composing the above, keep the general trend toward communication, vision, goals and strategy, management, to the detriment of those which relate to specific relationships, leadership. Judging by the media, the largest percentages of the criterion applied to new and good ideas, even if they are not of his (80,4%), while the lowest criterion has a lot of ideas (35,1%). Those two criteria are contained in the same workbook, but is less appreciated if the school principal, although it has many ideas, apply them on the best. In this we can easily distinguish understood the need to be appreciated, good ideas are not being recognized, the head of staff development.

### Characteristics of effective school

The aspects considered crucial for effective school are shown in Table 11, of them by highlighting the "ensures each student's progress" (94,9%) and "good teachers" (72,3%).

Table 11. Frequency response of specialists on the defining characteristics of effective school

Criteria	The frequency response	%
it is a school recognized by the community as being successful	607	44,9
has students awarded at international contests	409	30,2
has good teachers	978	72,3
has good students (with more than 9)	487	36,0
has students with good financial situation	75	5,5

ensure the progress of each student	1284	94,9
the self-evaluation identifies their weaknesses, finding suitable measures to improve	943	69,7

We note that the specialists did not consider that effective school "students with good financial situation" (5,5%) or students awarded in national or international contests (30,2%). Identification of the criteria defining "School of success" was needed in establishing strict group of schools that are eligible in our research. Therefore, from a range of features, we've stopped the attention to is a school recognized by the community as being successful, has students awarded in national or international contests, good teachers, good students (with more than mark 9), students with good financial situation, ensure the progress of each student self-evaluation identifies their weaknesses, finding suitable measures to improve them, the respondents having the ability to add and others. Response rate was higher for criterion ensures that the progress of each student (94,9%), followed at a short distance from has good teachers (72,3%) and identifies their self-evaluation points, finding suitable measures to improve them (69,7%), which contradicts the collective idea through which a school has fame just by the number of students awarded in national or international contests, which gives impression that govern value judgments about good schools. At the same time, in total disagreement were respondents with the criterion has students with good financial situation (5,5%), although the economic level is one of the factors that influence student achievement in a positive way. The experts expressed their opinion concerning the extent to which the school principal features correlate with effective school.

Table 12. Specialists ' opinion concerning the extent to which the characteristics of effective school correlates with the school principal's features

In a very small degree	in small measure	in the right measure	to a large extent	in very large measure	non response (NR)
19	21	95	784	424	10
<b>1,4%</b>	<b>1,6%</b>	<b>7,0%</b>	<b>57,9%</b>	<b>31,3%</b>	<b>0,7%</b>

Research has provided the knowledge of specialists concerning the linking of the school principal with the characteristics of effective school. From the analysis of frequency responses, dominant proves that they consider that correlates "to a large extent" (57,9%), at the opposite pole is "in very small degree" (1,4%). Correlating responses with the profile of respondents, we find that the specialists who have managerial experience between 16-20 years noted, having the highest score in relation to criterion,

that an effective school is recognized by the community as being successful (56,5%), above average rates of 44,9% attributed to bestow, lowest score being obtained from teachers with seniority in the range of 3-5 years (16,7%). We can explain the difference of opinion by understanding the mechanism of advertising of the young generation, formed in a society in which the advertisement is considered the soul of commerce, compared to the older one, vulnerable to this method of interpretation of the market, and in education, by taking over the economic sectors. Another explanation of the high percentage of people with managerial experience than can be given by the fact that people in this area has led to the recognition of the school's concern in the community. Criterion "has students awarded at academic international contests" is not rejected by all respondents with work experience in education between 3-5 years and only supported by 21,7% of those in the range 6-10 years and appreciated by those with managerial experience between 16-20 years at the rate of 47.8%. Effective school is defined by good students (with over 9, being identified with the lowest score (14,6%) of respondents who are in the first year of management experience, and with the highest percentage (50,4%) for the enunciated being experienced managerial respondents between 16-20 years. Characteristics of effective school through pupils with good financial situation at the lowest possible level is totally rejected by the respondents with the age between 3-5 years and accepted in the highest percentage of those with managerial experience between 16-20 years (8,7%). Instead, to ensure the progress of each student is appreciated to all those who have seniority between 3-5 years, and the least of them between 6-10 years (91,3%), while identification through the self-assessment weaknesses and implement appropriate improvement measures, concrete measures to increase the quality of education provided is appreciated by 88% of the respondents from the more than 20 years old and no less than those of the age under 3 years (32,6%).

## Conclusion

Effective school rankings can be made by reporting different criteria, and the specialists made a complete inventory of characteristics for an effective school principal. For the first time in Romania, we report critical features for an effective school in Romania. It was very important that the effective school *is oriented towards continuous improvement*. The school's principal, as a leader, is oriented to *teamwork*, and as an innovator, he or she *applies new and good ideas, even if those ideas are not his/her own*. *An effective school ensures the progress for each student* and, in the specialists' opinion, *an effective school has an effective school principal*.

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