

# MANAGEMENT AND LEADERSHIP'S IMPACT ON PERFORMANCE AT THE LEVEL OF THE ROMANIAN SCHOOL ORGANIZATION

**Petruta Ionela STANCA**

University of Craiova, Craiova, Romania

ORCID: <https://orcid.org/0000-0002-5426-2319>

Email: [stancaionela94@yahoo.com](mailto:stancaionela94@yahoo.com)

**Tudor TARBUJARU**

University of Craiova, Craiova, Romania

ORCID: <https://orcid.org/0000-0002-5601-5370>

Email: [tudortarbujuaru@gmail.com](mailto:tudortarbujuaru@gmail.com)

DOI: 10.52846/MNMK.21.2.07

## *Abstract:*

*The form of management practiced in most schools in Romania is the bureaucratic model. It is based on hierarchical authority, division of labor (teachers teaching different subjects), rules and regulations for students and subordinates, strict control by superiors/teachers, impersonal relationships between teachers and students, between managers and teachers, limitation of personal initiative in solving problems. In this situation, the educational goals of the school risk being subordinated to centralizing formalities and procedures. A basic condition of leadership, influence means respect, knowledge, cooperation and open communication at the level of the organization, combined efforts through motivation, enthusiasm and transformation in the direction of achieving performance. Ideally, all managers should also be leaders, but this happens, unfortunately, quite rarely. Educational leadership activates a set of behavioral rules and values that, through certain relationships, determine the evolution of attitudes and behaviors, as well as the quality of the results obtained. In order to reduce the negative consequences of this way of organization, specialists recommend combining management with leadership and adapting them to the particular situations of the school, so that creativity and personal initiative can be encouraged, the key factors of progress. The variety of leadership models based on interest in people demonstrates that there is no perfect leadership, but a combination of types of influence that highlights the need for managers to simultaneously manifest themselves as leaders of the people they lead. The article undertaken is intended to pertinent and coherent analysis of management and leadership, of the basic concepts that define them, through the prism of reporting to the need to improve performance at the level of the school organization. The goal of the study is to determine how management and leadership influence organizational performance.*

*Keywords: management, leadership, school organization, performance.*

## 1. Introduction

The factors that influence the improvement of individual and overall performance in a school organization (performance that does not just mean *results*) are extremely complex. They belong both to the visible, concrete, organizational level, and to the attitudinal level, which is much more difficult to manage. Therefore, teachers and school managers must approach the change in the direction of a critical evaluation of the impact they have on the students and, implicitly, on the members of the entire organization.

Like any functional organization, the school is an institution that aims to achieve performance. In an increasingly interconnected post-industrial and informational world, the school organization must adapt to the new realities in order to solve the frustrations generated by the increasingly contested quality of the products resulting from the learning process.

From this perspective, modern management corresponds to a fundamental restructuring both at the level of the school organization and at the level of the student class. Operating mainly through dialogue and collaboration, modern organizations need people with developed critical thinking, capable of autonomous learning, communication and collaboration, creative and independent people that the school, as a provider of educational services, can train.

The article approaches from a complementary perspective the causal relationship between the dimensions of management and leadership, on the one hand, and the achievement of performances at the level of the school organization, on the other.

Without proposing an absolute model as an ideal solution for performance optimization, this paper aims to draw some directions of interest and action that respond to the need to approach a new perspective on change within school organizations.

The present research approach motivates and substantiates its opportunity through the following arguments:

- ✓ the crisis of the bureaucratic authoritarian management model requires the reconsideration of the managerial system at the level of the school organization in such a way as to improve performance;
- ✓ the need to harmonize the management system with the curricular reform, so that the principles of efficient and effective management are transferred from the private to the public domain;
- ✓ the imperative of functioning according to the logic of the performance of the governing bodies by fitting them from a democratic perspective into a new managerial paradigm and the professionalization of managers;
- ✓ streamlining the management system in the school organization by combining it with leadership principles as an innovative approach, with the role of optimizing the management of human resources.

The actuality of the study is given by the need for organizational solidarity, creativity, innovation and general responsibility, in order to respond to the challenges of today's world. The personal experiences of school managers and teachers as class managers testify to this need for effective connection in the direction of success and performance. Although the lack of financial resources can be discouraging, managers in the Romanian educational system can compensate for this fact through a more flexible management, by promoting trust and mutual

respect, by valuing individual qualities and effective motivation techniques, in such a way as to be successfully met the objectives proposed in the direction of achieving the performance.

The competences, qualities, roles and attributions associated with the managerial function assume a strategic approach from the perspective of the effective development of the professional competences of teachers as managers. Their cognitive, attitudinal and action training must correspond to the need for performance and progress as a normal state in education. The efficiency and flexibility of the management of the school organization is a categorical imperative in the context of decentralization, which creates the premises of new coordinates on which to project management. Added to these desired ones is the need to optimize management from the perspective of managing the multitude of variables, for which there is no recipe for success in the direction of improving performance. In this new context, the performance at the level of the school organization can no longer be defined only by reference to certain indicators (existing in the quality assessment standards), but by reference to a general and systemic perspective.

## 2. Literature Review

Management is the activity of planning, organizing, coordinating and controlling at the level of an organization, carried out with the aim of achieving certain objectives of common interest, with the help of the efficient use of resources. In a narrow sense, management represents a type of current, operative leadership, carried out by implementing decisions in order to achieve performance (Benchea, 2014).

The concept of "management" cannot be thought of outside the idea of organization. His mission is "to make people able to work together, to capitalize on their strengths and make their weaknesses irrelevant" (Iucu, 2000). It does not mean only the administration and management of resources, but involves the creation of a context in which people are able to work together. By promoting unifying goals and values, management aims to obtain notable results and performances on an economic or social level.

Management science went through several stages that decisively influenced the development of society. Currently, what we call generic *management* refers to the interweaving of complex elements that make the management of the organization, at the same time, art, science and practice.

The current management - closely related to the global competition for supremacy, but also to the need to survive in times of economic and health crisis - requires a great mastery in the direction of managing resources, especially the informational and human ones, which must be at the level of performance and the need for creativity and efficiency (Belker, 2012).

In essence, the management of the organization refers to the processuality of the activities of efficient management of resources, motivation of personnel, evaluation of results and people through permanent feedback, through continuous transformation and adaptation of the organization to the requirements of society which, at the present time, strongly promotes the idea of performance (Arădăvoaicei, 2019).

To understand the logical connection between management and performance, we must know the meanings of the two terms. If we have already

established the semantic configuration for the first term, we must see what the meanings of the second are. The term "performance" has different definitions, depending on the cultural perspective in which the reference is placed. In Romanian dictionaries, this noun has the main meaning of "result (especially good), obtained by someone in a sports competition; special achievement in a field of activity; the best result obtained by a technical system, a machine, a device" (Goleman, 2017). In our culture, this term mainly refers to the sports field. However, in the Anglo-Saxon culture (where the notion of "efficiency" appeared for the first time), the basic meaning of "performance" refers to how well or poorly an activity is carried out, a thing works or a process of carrying it out of a task (Hattie, 2014).

The overall performance starts from the individual performance level. It simultaneously reflects work productivity, innovation capacity and employees' loyalty to the workplace, being the result of the control exercised by the manager with the aim of "permanently verifying whether the managed system operates according to the designed parameters (if it is carried out according to the managers' intentions) and is on the trajectory that leads to the final objectives, previously established" (Marzano, 2015).

The issue of motivation is extremely important when the success of the organization is desired. Motivation involves the use of certain methods and skills for raising morale, instilling enthusiasm and confidence in the objectives and the effort made. Otherwise, the lack of motivation is reflected in the frequent change of job, in conflict situations and tense relationships that can lead to the loss of qualified and competent labor. The problem of motivation is "an extremely complex, extremely important issue and often approached without the necessary competence: in conditions where employees have different individual needs and objectives, different personalities and behaviors, the manager must coordinate their efforts towards common objectives, of organization" (Sauret, 2012).

Managerial style means a set of characteristics that depend on skills, character, intellectual qualities, general knowledge, managerial and psychosocial knowledge that determine, under certain conditions, a certain behavior and way of exercising the management process. The style is an expression of the managerial capacity, a reflection of the way in which a leader always thinks and acts in the direction of achieving the objectives, by reporting to the individuals and groups that are part of the organization. From a psycho-social perspective, style is "the concrete way of playing a role, so the effective transposition in behavioral terms of the requirements deriving from the leader's status" (Jones & George, 2018).

The effectiveness of the leadership style depends on the manager's personality, on his responsibility towards the organization's mission and objectives, on the situational variables (favorable or unfavorable situations) in the life of the organization, on the characteristics of the subordinates, but also on the maturity of the led group (maturity means the ability of the subordinates to demonstrate responsibility, experience and education in the work process).

In conclusion, organizational success and performance depend to a large extent on the manager's personality, which can be permanently built under the influence of the environmental, social, cultural and educational factors with which the manager comes into contact throughout his life. The professional training of managers is an approach of great complexity and importance, which represents

the personal responsibility of the manager, but also of the institutions that offer programs and specialization studies in this direction (Crahay, 2009).

The manager of a school organization must stand out through vision, strategic thinking, motivation, communication and talent. Unlike other managers, he has to assume to a great extent both the quality of executor (since he also acts as a simple teacher, having teaching hours included in his teaching schedule), and the quality of leader. In other words, he becomes a model in the true sense of the word, having the strength to impose his strategic direction through deeds, not only through words (Arnulf, 2015). However, it is necessary for this manager to be a certified professional with special leadership skills.

In order to be the best response to problems in the social, medical, educational, and economic fields—and even ethical problems brought on by the COVID pandemic—the leadership filled some gaps in the managerial system's operation.

Health regulations and constraints have a significant impact on leadership, which has been heavily capitalized with the goal of increasing results (China, 2019).

Without people, nothing can move since they are the motor that propels tools and resources in the direction of maximizing results. This truth became apparent to us, particularly in light of the ongoing pandemic, which made us aware of how flimsy the social structures in which we had resided.

Being a method that has demonstrated its practical effectiveness, particularly during the current general crisis, leadership aims at the emotional component of the organization, which is tied to human connections. Leadership has established itself as a source of harmony and balance in contemporary informational society, which is stressed by the lack of predictability and linearity of the entire economy. Through leadership, the motivation and cohesion of the organizational group can be preserved (Albu, 2015).

The effectiveness of leadership derives from its very definition as a process of social influence, "including an intentional dimension, exercised by a single individual (or a group) over other individuals (or groups), with the aim of structuring the activities and relationships of a group or from an organization" (Adair, 2014). Through leadership, the organizational potential can be evaluated and the key skills needed to maintain the vision can be developed.

The term "leadership" first appeared in the treatises of psychology and sociology, overlapping later with the term "management" (specific to the economic field), an overlap that generated many confusions (Crahay, 2009). Over time, leadership gained its independent status as a field of practice and research, resulting from observations regarding the link between the level of performance and the methods of influencing it.

Leadership can be viewed as both a functional job within management and a separate area of management. His strategies include persuasion, vision, realism, ethics, and bravery (Crahay, 2009). Leadership entails the assertion of certain qualities necessary to lead a team or an organization, attributes that enable cohesion, solidarity, involvement, and voluntarily given cooperation of its members, regardless of the level at which it acts (Arnulf, 2015).

Unlike the manager, the leader chooses the affective relationships that can be established between him and the members of the organization as a way to achieve his goals. In a successful organization, the manager is equally a good leader, a

leader animated by a clear vision, a person endowed with managerial and authentic leadership skills, qualities and knowledge (China, 2019).

The leader has the power to influence and create team spirit, understood as the desire to act unitedly and in solidarity to achieve goals. Its actions converge in the direction of building trust by "establishing a clear mission and goals to which the respective persons adhere, running participative decision-making processes, strong motivation - individual and group - to contribute to the achievement of common goals" (Crahay, 2009).

The notion of leadership is related to the concept of change, of transforming an organization. The phenomena of transformation and value realignment results from a leader's capacity to create a compelling and compelling vision for all organization members. The company will accept and implement the principles reflected in the vision, which will be well-articulated and explicit. The vision will represent hope, the direction to go, and the likelihood of survival and development, especially in the unique circumstances we are currently facing (Marzano, 2015).

In summary, the variety of leadership styles shows the modern understanding of leadership theory, which is in line with the demands of companies today. It is well known that they currently work on the basis of flat organizational structures with a reduced command, where the boss can no longer track every subordinate due to the majority of actions taking place online.

Thus, it is the responsibility of leaders to sustain a motivating environment that allows individuals to continue to feel like a cohesive team that is motivated to achieve objectives.

### **3. Research objectives**

In order to understand how management and leadership affect organizational performance at the level of the school as a whole, this study aims to pinpoint their effects.

*Research objectives:*

1. Recognizing managerial approaches and powerful leadership paradigms that can enhance school organization effectiveness;
2. Determining how management abilities and function-effective application affect the school organization's capacity for performance improvement;
3. Identifying the types of leadership that influence motivation in the direction of improving the performance of the school organization;
4. Establishing the role that managerial communication has in the plan of increasing the performance of the school organization;
5. Establishing the personality traits of the ideal manager/leader, which can contribute to optimizing performance in the school organization.

Two research hypotheses were established, these being the following:

1. *Practicing scientific management at the level of the school organization determines the improvement of the general level of performance;*
2. *Leadership models exercised at the level of the school organization can contribute to improving the general level of performance;*

The SPSS system was used to gather, analyse, and interpret the data. With the aid of this program, the technical and operational components were standardized, and the outcomes aided in the validation of the hypotheses. The methodology was chosen and modified based on the characteristics of the study

topic and the field's special requirements. In the fulfillment of the research strategy, the methodological construction involved the valuation of theoretical knowledge in the field and the meanings that might be learned by examining the working hypotheses.

A research tool was the sociological survey questionnaire. The technique employed is interactive, which denotes a direct communication between the researcher and the subjects of the study. The objective is to gather information about specific events, occurrences, and manifestations in order to enhance the operation of the school as a whole. The questionnaire is a collection of written questions that are arranged logically and psychologically as a method of social and psychosocial study. Interviewees might provide written or verbal responses.

The questionnaire's complexity and quality are determined by its design (the number and format of the questions), as well as by how precisely it is administered. The proposed questionnaires for conducting the research were created in a sophisticated manner from a sizable number of questions, depending on which to acquire data that would enable the identification of solutions to specific problems with many variables. The questionnaire has an introductory section where the need for using the questionnaire is explained, the purpose and objectives of the research are briefly described, the person who started the research is mentioned, and suggestions are made for how to fill it out, with an emphasis on the importance of being sincere and honest in your responses.

Stratified sampling, namely proportional stratified sampling, was selected as the sample technique. From the perspective of the sample's structure, representativeness was therefore entirely secured. Based on subject availability, sampling was done. The location of the educational unit (rural, urban) and the cycle of subjects that the teachers teach are two factors that could result in behavioral variances (high school and gymnasium).

#### 4. Results and discussion

We proceeded to analyze each formulated hypothesis, as it results from the interpretation of the questions addressed to teachers and students, as follows:

*Hypothesis 1:* Practicing scientific management at the level of the school organization determines the improvement of the institution's performance level, as can be seen in the table below (Table 1).

**Table 1. The relationship between performance growth and the leadership style practiced at the level of the school organization**

		The level of performance achieved by the school management, currently			Total
		Satisfying	Good	Very good	
The leadership style your manager practices	Democratic style	21.7%	44.9%	1.4%	68.1%
	Control style			23.2%	23.2%
	Permissive style			8.7%	8.7%
Total		21.7%	44.9%	33.3%	100.0 %

*Source: developed by author based on collected data*

From Table 1, we can formulate the conclusion that managers who use the management style based on control have very good results in the proportion of 33.3% (of total results); on the other hand, it can be observed that the democratic style obtains good results in 45% of the total cases and that it is the most used.

**Table 2. Chi-Square Tests**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	129.191a	4	.000
Likelihood Ratio	156.320	4	.000
Linear-by-Linear Association	79.069	1	.000
N of Valid Cases	138		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 2.61.  
 Source: developed by author based on collected data

From Table 2. Chi-Square Tests, we note the significant value of  $X^2$  of 0.000, which is below the threshold of 0.05, showing a significant relationship between the two variables, in other words, the leadership style practiced by the manager influences the results of the organization, conclusion also represented in the results recorded in the table below (Table 3).

**Table 3. Factors influencing results and performance level**

			The level of performance achieved by the school management, currently			Total
			Satisfying	Good	Very good	
The factors influencing managerial performance	The manager's personality	% of Total	2.9%	3.9%	2.2%	9.0%
	Focusing on efficiency and optimal resolution of tasks	% of Total	2.7%	7.0%	4.1%	13.8%
	Flexibility and adaptation of the leadership style to the different situations existing in the school	% of Total	3.9%	8.5%	5.3%	17.7%
	The ability of the manager to delegate part of the tasks to the employees	% of Total	3.9%	7.5%	5.8%	17.2%
	Permanent concern for self-improvement of the leader	% of Total	3.6%	6.5%	5.3%	15.5%
	The experience and seniority of the manager	% of Total	2.9%	6.1%	4.4%	13.3%



	The manager's desire to change and innovate	% of Total	1.5%	3.9%	3.1%	8.5%
	The desire to involve the subordinates in establishing and assuming the objectives	% of Total	0.5%	1.7%	2.9%	5.1%
Total		Count	90	186	137	413
		% of Total	21.8%	45.0%	33.2%	100.0%
Percentages and totals are based on responses.						
a. Dichotomy group tabulated at value 1.						

*Source: developed by author based on collected data*

Table 3 represents the association of the variable Factors influencing the results of the school management and the variable Level of performances obtained by the school management at present. From these data, we can formulate the conclusion that the item Flexibility and adaptation of the leadership style to the different situations existing in the school is the factor with the greatest weight in influencing the results of the organization (17.7%), followed by the item The ability of the leader to delegate part of tasks of employees (17.2%), then by the item Permanent concern for self-improvement of the manager (15.5%). In last place is the item Desire to involve subordinates in establishing and assuming the objectives (in proportion of 5.1%), this percentage explaining the results obtained by using the control style in the management of the organization, as also revealed in the data contained in the following board (Table 4).

In table 4 we find the Kendall's-Tau coefficient for each item taken into account. The coefficient shows us if there is a connection between these items and the current level of school performance, the meaning and intensity of this connection. From the data presented in this table, it was found that, in most cases, the variables are correlated with each other, the relationships being significant at the 0.01 level as well as at the 0.05 level, the correlations are positive, medium in strength in the case of the Coordination function and motivation, correlated with the level of performance obtained by the school management at present, and weak in strength in the case of the function of planning and forecasting, correlated with the level of performance obtained by the school management, at present. In the case of the correlation between the organizational function and the level of performance obtained by the school management, currently, it can be observed that the correlation coefficient is insignificant, this shows the lack of connection between the two items.

**Table 4. Correlation of the way in which the managerial functions are performed and the performance increase**

			Plannin g and forecast ing function	Organizati onal function	Evaluat ion and guidan ce functio n	Coordina tion and motivatio n functions	The level of performance achieved by the school management, currently
Kend all's tau_b	Planning and forecastin g function	Correlat ion Coeffici ent	1.000	.409**	.319**	.009	.285**
	Organizati onal function	Correlat ion	.409**	1.000	.441**	.376**	.079
	Evaluation and guidance function	Coeffici ent	.319**	.441**	1.000	.174*	.249**
	Coordinati on and motivatio n functions	Correlat ion	.009	.376**	.174*	1.000	.454**
	The level of performan ce achieved by the school managem ent, currently	Coeffici ent	.285**	.079	.249**	.454**	1.000
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Source: developed by author based on collected data

*Hypothesis 2:* There is a connection between the practice of leadership models and the performance level of the school organization. This link is highlighted in the following table (Table 5):

**Table 5. The correlation between the use of different leadership models and the increase in performance**

				The present level of performance attained by the school administration		
				Satisfying	Good	Very good
The styles of leadership that improve the efficiency of the school as a whole	Leadership based on charisma	% of Total	0.0%	2.8%	0.0%	
	Leadership based on loyalty	% of Total	0.0%	17.4%	0.0%	
	Leadership based on negotiation	% of Total	0.4%	11.0%	0.0%	
	Leadership based on freedom of action	% of Total	14.4%	0.0%	12.9%	
	Leadership based on the example provided by the manager	% of Total	1.5%	27.9%	8.9%	
Total		Count	33	122	46	

*Source: developed by author based on collected data*

Table 5 displays the data acquired by relating the variable Level of performance currently attained by the school administration with the variable Forms of leadership that contribute to the school's performance. From here, it is abundantly evident that the factor that has the greatest impact on the performance of the school is leadership based on the manager's example.

Comparing it to the item Leadership based on charisma, we can state that, in some situations, it obtained very good results and, in the vast majority of cases, it obtained good results. Only 1.5% of the times when leadership based on the manager's example was employed resulted in satisfactory outcomes, as opposed to 14.4% of the times when leadership based on freedom of action was used.

The variable Type of leader that can influence the level of performance of the organization is correlated with the variable Level of performance currently obtained by the school management, as shown in Table 6.

**Table 6. The type of leader that can positively influence the performance level of the organization**

		The present level of performance attained by the school administration		
		Satisfying	Good	Very good
The kind of leader that can affect the organization's degree of performance	Visionary leader	2.7%		35.3%
	Advisory leader	17.5%		
	Collegial, democratic leader	1.7%	43.9%	0.6%

*Source: developed by author based on collected data*

These data show that while the visionary leader has a significant impact on achieving favorable (very good) results, the democratic, collegial leader has a larger impact on the organization's outcomes. If we consider the outcomes, we can draw the conclusion that a visionary leader is capable of achieving peak performance.

Following the Chi-Square test (Table 7), the value of Asymp. Sig. is below the 0.05 threshold, which shows a statistically significant relationship between the two variables. The Spearman correlation coefficient shows a positive connection of medium strength. In conclusion, we could say that the type of leader can influence school results. It can be concluded that the leadership models practiced by the manager lead to the improvement of the performance level of the school organization.

**Table 7. Chi-Square Tests and Symmetric Measures**

Chi-Square Tests					
		Value	df	Asymp. Sig. (2-sided)	
Pearson Chi-Square		326.375a	4	.000	
Likelihood Ratio		331.253	4	.000	
Linear-by-Linear Association		42.694	1	.000	
N of Valid Cases		138			
a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 2.61.					
Symmetric Measures					
		Value	Asymp. Std. Error <sup>a</sup>	Approx. Tb	Approx. Sig.
Interval by Interval	Pearson's R	.469	.059	5.960	.000c
Ordinal by Ordinal	Spearman Correlation	.511	.089	5.943	.000c
N of Valid Cases		138			

Source: developed by author based on collected data

### 5. Conclusions

Most of the managers in the schools where the interviewed teachers work practice a democratic leadership style, based on consulting subordinates regarding decision-making, on good communication with subordinates, on encouraging the initiative of subordinates and on delegating certain less important work tasks, aspects that lead to obtaining very high performances; however, there are managers who do not practice such a democratic leadership style and who obtain poor results in the management activity;

Among the most important factors on which efficiency in the management processes depends are: *flexibility and adaptation of the leadership style to the different situations existing in the school, the ability of the leader to delegate part of the tasks to the employees, the permanent concern for self-improvement of the leader, focusing on efficiency and on the optimal solution of tasks, the experience and seniority of the manager, his desire to change and innovate.* All these aspects allow managers within the pre-university education system to plan, organize and lead complex work processes in a flexible and dynamic manner, to communicate empathetically and engage subordinates in decision-making, with the stated aim of increasing efficiency and the effectiveness of specific management processes;

It was found that each of the four main functions carried out within the management processes has a special role in the entire management process carried out within the school organization, no function being able to be carried out independently of the others, each of them influencing the totality of the

management processes. It is necessary for managers to put due emphasis on each of the management functions in order to issue legitimate claims to increase the general performances of the school organization;

From the theoretical and practical perspective of the direct impact that scientific management and leadership practice has on enhancing performance in the school organization, we can formulate some general conclusions that highlight both the benefits and the limitations of implementing this leadership model at the level of the educational system:

1. Without setting up the conditions for an adequate professionalization of managers, performance improvement through the effective practice of management and leadership at the level of the school organization cannot be achieved. The initial and ongoing training of teachers is where the manifestation of the European trends in the training of managers at the level of school organizations can be seen in the direction of transferring the emphasis from knowledge to the training and development of managerial abilities.

2. The goal is to adapt the management of school-type organizations to the new requirements of society, which evolve in the direction of innovation, creativity, communication, and digitization. This is done within the context of the shift in emphasis from knowledge to competences, and especially to values and attitudes manifested in the exercise of management and leadership.

3. In order to increase performances, managers' performance inside the school organization influences operational behavior and decision-making at the level of the entire organization.

4. The manager and the leader can be one and the same person if they equally possess, in a complementary and balanced way, managerial and leadership qualities and skills.

5. If management is conceived as a process of imposition, leadership is asserted as a process of effective motivation, capable of orchestrating the psychological and human side of the organization.

The school organization urgently needs the professionalization of managers and the implementation of management as an effective form of substantiating and adopting decisions, monitoring their operationalization. The knowledge of specific managerial behaviors, of the managerial tools provided by management science, of influencing methods through leadership ensures the functionality and the constant improvement of the performances at the level of the organization. Normality and managerial performance are ensured by capable people, endowed with the knowledge, qualities and skills inherent to their position and role in the organization. They must pay due attention to each managerial function, but also to the relationship with people, actively, effectively and responsibly getting involved in the performance improvement process. These people know what to do and how to do it, being both managers and leaders. The teacher, as a manager of the learning processes, must nuance his role by assuming specific actions of a leader, constantly considering the socialization, well-being and self-esteem of the students, as well as the development of a climate favorable to learning, legitimate and directly related actions of the specific and general needs of the school, but also of the community.

The coherence of educational policies has direct and clear effects on the performance of the school organization. Management and leadership must be

characterized by increasing the capacity for sustainable change, by ensuring the quality of the educational act, even in the conditions of distance learning.

*The limits of the research:* The empirical development of the research carried out with the help of the SPSS program used as a data collection tool two questionnaires with mainly closed answers, built on the basis of the Likert scale. The verification of the working hypotheses and the results of the scientific research was carried out in the most objective way possible. However, the relatively small number of respondents (138 teachers and 138 students) represents a relatively average sample from the perspective of generalizing the results obtained at the level of the entire pre-university education.

The verification of the hypotheses, carried out by predominantly quantitative methods, can be strengthened by extrapolating the results in accordance with the results obtained by other researchers for the same problem under analysis.

## ACKNOWLEDGEMENTS

„This work was supported by the grant POCU/993/6/13 -153178, co-financed by the European Social Fund within the Sectorial Operational Program Human Capital 2014 – 2020.”

## REFERENCES

- Adair, J., 2014. *Strategic leadership*. Meteor Publishing.
- Albu, G., 2015. *Landmarks for a humanistic conception of education*. Parallel Publishing House 45.
- Arădăvoaicei, G., 2019. *The leader and the 21 principles of effective leadership*. Antet Publishing House.
- Arnulf, J.K., 2015. *About leadership. How to achieve remarkable results through people Usuals*. University Publishing House.
- Belker, L., 2012. *I am a manager*. Teora Publishing House.
- Benchea, C., 2014. *Motivational management in the educational system*. Rovimed Publishers.
- China, R., 2019. *School organization management. Institutional Development Project (PDI)*. University Publishing House.
- Crahay, M., 2009. *The psychology of education*. Trei Publishing House.
- Goleman, D., 2017. *Emotional intelligence in leadership*. Curtea Veche Publishing House.
- Hattie, J., 2014. *Visible learning. Guide for teachers*. Trei Publishing House.
- Iucu, R., 2000. *Management of the class of students*. Polirom Publishing House.
- Jones, G.R. & George, J.M., 2018. *Contemporary Management*. New York, McGraw Hill.
- Marzano, R.J., 2015. *The art and science of teaching. A Comprehensive Framework for Effective Training*. Trei Publishing House.
- Sauret, J.M., 2012. *Postmodern management*. C.H.Beck Publishing House.