LEADERSHIP IN EDUCATION - BULGARIAN EXAMPLE IN THE CONTEXT OF GOOD EUROPEAN PRACTICES
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The complex method of researching and combining different approaches for its application (mainly analysis and synthesis based on comparison and analogy), is mainly applied in assessing the changes that occur in the trends of leadership’s development in education in contemporary social conditions.

Research methodology aimed to achieve the objective of the research. Different sources were used: scientific literature in the fields of leadership, pedagogy, sociology, social psychology, etc.

The research is carried out in the second half of 2018 with participation of more than 100 teachers from Bulgarian schools and 50 lecturers in Bulgarian universities. The empirical basis of the study includes data from in-depth interviews.

The freely selected referees - at different ages and with different teaching experience - answered the questions in the interview. The task was to outline the trends in the field of leadership in the educational environment in Bulgaria.
METHODOLOGY

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RESULTS

• The main characteristics of leadership in high schools and universities are identified.
• Leadership styles in the educational environment have been outlined.
• The study establishes links between leadership styles and certain personalities and attitudes, and provides a powerful tool for practitioners working in educational leadership.
• The results raise many questions as evidence that this is still an under-researched area of scientific knowledge and lay the foundations for future scientific debate and developments in the field of scientific knowledge in Bulgaria for educational leadership.
• The article provides a selection of good European practices, according to the criterion - relevance in Bulgarian university educational environment.
Results from the survey

- The results for the interviewed teachers in high schools are as follows:
- 67% of respondents believe that educational leadership is an important topic and should be included in the educational programs; 25% are not familiar with the topic; 8% believe that leadership in education is not a relevant topic for high school.
- 45% do not have knowledge of leadership and are not familiar with its place in the modern secondary school; 30% are familiar and 25% do not have an opinion.
- For 60% the leader in the educational environment must be competent, good communicator, respect colleagues and give ideas, be able to motivate the team to follow in their realization; for 30% he should stand up for his opinion and take responsibility, if necessary be rigorous and impose penalties when the goals are not met, this percentage of respondents accept the leader rather as a manager; 5% are unfamiliar with the topic and 5% have no opinion.
- According to 80% of respondents in education, the authoritarian type of leader is predominant; 15% consider it liberal and 5% consider it democratic.
- 75% of the interviewees need new knowledge on leadership issues, having in mind that it needs to be considered separately from the management of educational institutions; 20% say they are sufficiently familiar with the topic; 5% say they would not deal with the topic unless if they have to do it obligatory.
The results of the interviews of university professors are as follows:

87% of respondents believe that educational leadership is an important topic and should be included in educational programs; 10% are not familiar with the topic; 3% believe that the leadership in education is not a relevant topic for universities.

15% do not have knowledge of leadership and are not familiar with its place in the modern university; 80% are familiar and 5% have no opinion.

For 80%, the leader in a university environment has to generate ideas, give impulse to their realization and be able to inspire his followers; the leader is not necessarily the manager at the university; he must be competent, dialogical, and respectful of his colleagues; for 20% he should be responsible and, if necessary, protect his followers.

According to 60% of university respondents, the authoritarian type of leader is predominant; 25% think it is liberal and 15% think it is democratic.

35% of respondents need new knowledge on leadership issues, considering that it is necessary to study it in parallel with university management; 60% say they are sufficiently familiar with the topic; 5% say they are not interested in the topic.
Based on the answers received, the following conclusions can be summarized. First, we see that the predominant number of respondents believe that it is important for leadership to be present in the educational environment in both high schools and universities. At the same time, a considerable percentage show lack of knowledge or lack of interest in the topic.

It is encouraging that there is a distinction between leader and leadership from manager and management. At the same time, the overwhelming percentage of those who answer the questions define the prevailing leadership style in education as authoritarian. This shows that secondary and high educational systems is not democratized enough to be governed by liberal and democratic leaders.

The aim of the research is achieved and it is encouraging that there is a tendency in which leadership has a place in education and the professionals in this field are open to new knowledge and ideas for its practice and its inclusion in the curricula. This is a positive prospect that gives new opportunities for research in the field. This potential should be used on the maximum level.
CONCLUSIONS

In conclusion, the proposed short overview of the place of leadership in educational institutions (high schools and universities) shows that there is a need to pay attention to the full introduction of curricula at all levels of the topic of leadership. Leadership skills, both in secondary and higher education, create the prerequisites for training not only successful leaders but also leaders who set a vision for development, give impetus to the progress of organizations and inspire their followers to achieve the goals of educational organizations.

It is important to clearly define the differences between ordinary managers and the leaders who go beyond their administrative powers and gain the trust of their colleagues in the path of naturally created authority among them.
Thank you for your attention!