ADAPTING LEADERSHIP: A LITERATURE REVIEW OF EFFECTIVE MANAGEMENT STYLES IN MODERN EDUCATIONAL SETTINGS

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The increasing complexity of the educational environment demands effective management and leadership styles to ensure the success and quality of educational institutions. As globalization, technological progress, and societal changes continue to influence educational systems worldwide, it becomes necessary to investigate and implement management styles that can adapt to these evolving demands and provide appropriate strategic and tactical visions for future development. This study focuses on examining various management styles employed in educational institutions to identify those significantly influencing educational outcomes. Employed mixed methods include bibliometric analysis of literature to identify dynamic trends and research directions focused on effective management styles, alongside in-depth thematic analysis revealing key factors impacting educational leadership and management. The bibliometric analysis revealed a significant increase in academic interest in educational management practices, the majority of research is concentrated in the fields of social sciences, medicine, and economics, underscoring the interdisciplinary nature and broad relevance of educational management research. The thematic areas identified in the research, such as transformational leadership, distributed leadership, and instructional leadership, emphasize the diverse approaches scholars are exploring to enhance educational quality and success. The findings underscore the crucial role of leadership in organizational productivity and development. Developing school principals' leadership capabilities is essential for enhancing institutional effectiveness. The study also emphasizes the importance of integrating managerial and leadership aspects in the role of school principals. Effective principals balance administrative responsibilities with visionary leadership, fostering collaboration and engagement within the school community. In conclusion, the study highlights the importance of effective leadership in improving the quality and success of education. It advocates for developing strong leadership capabilities among school principals and underscores the need for integrated management and leadership practices. These conclusions contribute to a deeper understanding of optimizing leadership in educational contexts, supporting the dynamic and evolving educational landscape.

Keywords: leadership, education, management, styles, educational settings, total quality management, school principal.

АДАПТАЦІЯ ЛІДЕРСТВА: ЕФЕКТИВНІ СТИЛІ УПРАВЛІННЯ В СУЧАСНИХ ОСВІТНІХ ЗАКЛАДАХ

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Зростаюча складність освітнього середовища вимагає ефективних стилів управління та лідерства для забезпечення успіху та якості освітніх установ. Оскільки глобалізація, технологічний прогрес та суспільні зміни продовжують впливати на освітні системи по всьому світу, стає необхідним досліджувати та впроваджувати стилі управління, які можуть адаптуватися до цих еволюційних вимог та надавати відповідні стратегічні та тактичні бачення для майбутнього розвитку. Це дослідження спрямоване на вивчення різних стилів управління, які застосовуються в освітніх установах, з метою виявлення тих, що суттєво впливають на освітні результати. Використано змішані методи, включаючи бібліометричний аналіз літератури для виявлення динамічних трендів та напрямів досліджень, зосереджених на ефективних стилях управління, а також глибинний тематичний аналіз, що виявляє ключові фактори, що впливають на освітнє керівництво та управління. Бібліометричний аналіз виявив значне зростання академічного інтересу до управлінських практик в освітніх установах, більшість досліджень зосереджена в галузях соціальних наук, медицини та економіки, що підкреслює міждисциплінарний характер та широке значення досліджень управління освітою. Виявлені тематичні напрями досліджень, такі як трансформаційне лідерство, розподілене лідерство та інструкційне лідерство, підкреслюють різноманітні підходи, які досліджують вчені для покращення якості та успіху освіти. Висновки підкреслюють важливу роль лідерства в організаційній продуктивності та розвитку. Розвиток лідерських здібностей директорів шкіл є необхідним для підвищення ефективності установи. Дослідження також наголошує на важливості інтеграції управлінських та лідерських аспектів у ролі директорів шкіл. Ефективні директори балансують адміністративні обов'язки з візійним керівництвом, сприяючи співпраці та залученню в межах шкільної спільноти. У висновку дослідження підкреслює важливість ефективного керівництва для підвищення якості та успіху освіти. Воно пропагує розвиток сильних лідерських здібностей у директорів шкіл і підкреслює необхідність інтегрованих управлінських та лідерських практик. Ці висновки сприяють глибшому розумінню того, як оптимізувати керівництво в освітніх контекстах, підтримуючи динамічний та еволюційний ландшафт освіти.

Ключові слова: лідерство, освіта, управління, стилі, освітні заклади, тотальне управління якістю, директор школи.

INTRODUCTION

Educational management styles are crucial for the effective operation and leadership of educational institutions. These styles encompass various approaches and strategies used by educational leaders and administrators to manage and guide their organizations successfully. The impact of these management styles on the overall culture, climate, and success of a school or educational organization cannot be overstated.

Leadership plays a pivotal role in organizational productivity and development. As Chemers [1] notes, leadership is a process of social influence wherein an individual enlists the support and cooperation of others to achieve a common goal. In the context of education, management is a dynamic process that requires constant adaptation to changing circumstances and needs.

The *purpose* of this article is to explore the different management styles employed in educational settings. This exploration will provide insights into how leadership and management practices can be optimized to enhance educational quality and success.

Educational management must adapt to the increasing complexity of educational environments. Globalization, technological advancements, and societal changes are influencing educational systems worldwide. This article will address how these factors necessitate changes in management styles and approaches.

Additionally, this article aims to highlight the importance of context in choosing and implementing management styles. Different educational settings, such as primary schools, secondary schools, and higher education institutions, may require distinct approaches to management and leadership.

LITERATURE REVIEW

Educational management styles have been widely studied and documented in the literature, underscoring their significance in shaping the efficacy and performance of educational institutions. Various researchers have explored the dimensions and implications of different management approaches, shedding light on their roles in fostering an environment conducive to learning and development. This comprehensive examination is reflected in Table 1, which presents a dynamic analysis of publications from 2000 to 2023 focused on different management styles in educational institutions.

Table 1. Research on Effective Management Styles in Educational Institutions: Dynamic Analysis of Scopus Publications from 2000-2023

Keywords	2000	2005	2010	2015	2020	2021	2022	2023
Management and Education	5746	10340	13177	16711	21554	21303	19591	20161
Management styles and Education	87	240	338	347	375	331	346	343
Leadership and Education	496	1256	1833	2557	3974	4269	4423	5040

Source: created by authors using Scopus

It is shown a growing academic interest in the broader intersection of management practices within educational contexts. Beginning with 5,746 publications in 2000, keyword "Management and Education" steadily increases to 20,161 publications by 2023. Researchers have increasingly explored how effective management contributes to organizational efficacy and educational outcomes, addressing challenges posed by globalization, technological advancements, and societal shifts. Despite this, the study of different management approaches and their implications for educational settings has acquired a smaller scale, starting with 87 publications in 2000, it climbs to 343 publications by 2023. Scholars have delved into various management styles such as transformational, transactional, and distributed leadership, examining their impact on school climate, teacher morale, and student achievement.

In contrast, the question of leadership as one of the aspects of management in modern educational institutions exhibits a substantial increase in scholarly contributions throughout the years. Beginning with 496 publications in 2000, this category surpasses 5,000 publications by 2023. Studies within this category often explore the qualities and behaviors of effective educational leaders, their role in fostering a positive school culture, and their influence on organizational change and development.

Conducting a trend analysis also reveals a fairly stable trend among Internet users' search queries regarding educational management styles and their effectiveness (figure 1). This stability indicates a sustained interest in understanding how different management approaches impact educational environments. Over the years, educators, researchers, and policymakers have consistently sought information on best practices in educational leadership and management.

Figure 1. Trend Analyses of Effective Management Styles in Educational Institutions: Dynamic Analysis of Google Queries from 2000-2023
Source: created by authors using Google Trends

According to research areas, the majority of research is concentrated in the field of social sciences, medicine and economics (Fig. 2). This distribution highlights the interdisciplinary nature of educational management research and its relevance across various domains.
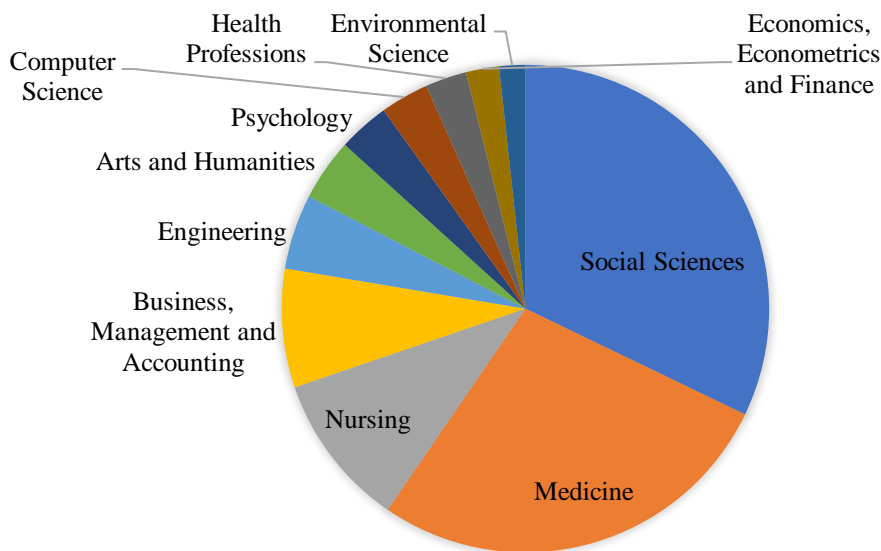

Figure 2. Research Areas on Effective Management Styles in Educational Institutions: Static Analysis of Publications from 2000-2023
Source: created by authors using Scopus

The next step involves exploring the thematic areas of economic research dedicated to effective management styles in educational institutions. Using the embedded tools in SciVal, a keyphrases word cloud was generated. Overall, the diverse range of research topics underscores the complexity

and multifaceted nature of effective management in educational institutions. The analysis highlights the critical need for educational leaders to be well-versed in various management practices, from strategic and quality management to human resource and crisis management, to navigate the dynamic landscape of education successfully.

The analysis highlights a significant focus on different types of leadership, such as transformational leadership, distributed leadership, and instructional leadership. Research in these areas explores how various leadership styles impact educational outcomes, the professional development of leaders, and overall school performance. These studies examine the influence of effective leadership on fostering a positive school culture, enhancing teacher morale, and driving student achievement, demonstrating the critical role of leadership in the success of educational institutions.

a) Management and Education

b) Leadership and Education

Figure 3. Keyphrases word cloud on Effective Management Styles in Educational Institutions: Analysis of SciVal Publications from 2018-2023
Source: created by authors using SciVal

In conclusion, the thematic areas of research on effective management styles in educational institutions are diverse and comprehensive. They encompass various leadership styles, institutional contexts, professional development, management theories, educational outcomes, policy influences, contextual challenges, and innovation. This diversity reflects the complexity of educational

management and the multifaceted approaches required to achieve effective leadership and optimal educational outcomes.

METHODOLOGY AND RESEARCH METHODS

The study employs a mixed-methods approach, combining different qualitative and quantitative research methods to provide a comprehensive understanding of educational management styles and their effectiveness. This approach allows for an in-depth exploration of the subject by leveraging various theoretical methods, including analysis and synthesis, induction and deduction, generalization and comparison. A thorough review of existing literature on educational management styles, leadership theories, and their impact on educational outcomes was conducted with bibliometric tools in Scopus database. This review provided a theoretical foundation and helped identify key variables and constructs for further investigation.

RESULTS

1.1 Leadership is one of the key points of organizational productivity and development.

Total Quality Management (TQM) is a widely used philosophy and methodology. Although its primary use is in business, education increasingly applies TQM to manage changes or other processes. Each organization should adopt a new way of thinking, an alternative that will improve performance and quality, resulting in a paradigm shift. Organizations are not static entities. They exist so long as they fulfill a useful purpose. They and their environment are in a constant state of flux. To adopt an analogy from biology, all institutions have a life cycle [2].

Peters & Austin [3] discovered the features of excellence in their study, A Passion for Excellence. The study led them to believe that what makes the difference is leadership. That is, a particular leadership style will lead to a quality revolution. They called this style MBWA – Management By Walking Around. Passion for excellence cannot be transmitted from behind an office desk. MBWA focuses on the visibility of leaders and their understanding and sense of the front lines and institutional processes. They talk with employees, seek out deficiencies and fix them, identify their own abilities and achievements, discuss ideas and issues brought by employees, and try to find out what is happening in the workplaces on the ground. As Peters & Waterman [4] described in their book "In Search of Excellence," the "management should be taken out of the office". MBWA is a management technique focusing on human relations, open assessment, and knowledge. It aims to develop high standards for work and performance. This leadership style involves transmitting the organization's vision and values to others. Therefore, managers who adopt this style should be a part of the team and the clients. They must experience the service themselves and experience being on the ground.

Teacher leadership is specific to education and is different from other types of leadership in that it is related to students, teachers, curriculum, and learning-teaching processes [5]. Principals must lead teaching improvement, foster effective efforts for change, direct the application of the new standards, and focus on shaping strong and professional school cultures [6]. The principals' critical role of "being a teacher leader" can significantly affect teaching and student achievements [7,8].

Liberal arts researchers discuss the various dimensions of leadership. Some researchers view leadership as a part of management roles. Other researchers believe that, in comparison with management, leadership has a broader perception. They emphasize the ability of leaders to persuade others to act diligently to achieve specific goals. Some researchers define leadership as influencing people to achieve a common goal Leadership [9].

According to Stuart Levine and Michael Crom [10], "is about listening to people, supporting and encouraging them and involving them in the decision-making and problem-solving processing. It is about building teams and developing their ability to make skillful decisions." A leader is a person who takes the central roles in interactions and who influences the behaviour of other members of the group. He is an individual who has authority over others and is responsible for guiding their actions. According to Afjeie. Despite the multitude of definitions, there are some commonalities between them: (a) leadership is a process; (b) leadership involves change; (c) leadership takes place within a group; (d) leadership is goal-oriented.

According to Johnson and Johnson [11], the school principal's duty is not to create new teaching methods and techniques but to take a stand against the status quo and support new opinions and applications. The leadership directs the discourse on teaching beyond the traditional categories of exercising teaching. Today, the goal is to create a new management technique, an innovative and more specific approach to creating responsible school learning systems.

There is growing evidence that leaders today engage in new practices, such as social-emotional learning, in many schools to help their schools systematically improve the way students study [12].

Adizes [13] believed that management is not only an art and science. It also includes social and political values. The essential features of management include planning, organizing, leading, and oversight [14]. Furthermore, managers must have a set of skills to oversee the work done by others and improve the coordination of various functions within the organization by using conceptual, human, and technical skills to manage the organization efficiently and oversee employees' work. In the end, the managers' role is reflected in the results they produce, in managing organizational processes, entrepreneurial skills (creativity and risk-taking), and in integrating the organization's overall functions according to Adizes' model: P- producer, A – Administrator, E-entrepreneur, I-integrative.

1.2 Developing the principals' leadership capabilities as a resource for increasing effectiveness

Optalka [15] argues that most researchers agree on the centrality of the school principal in developing and promoting education and teaching at his school. Most studies on the subject emphasize that since the 90s, school principals have become responsible for an increasing number of issues [16] while emphasizing the principal's role as an educational leader [17].

There are several approaches to educational leadership. Three of them are prominent. The first, Transactional Leadership, is described as exchange relations between the principal and their subordinates. According to this approach, the principal sets the goals and strategies, provides the staff with confidence in their ability to perform, and rewards them according to their achievements. The second approach, Transformative Leadership, focuses on the characteristics of the leader: charisma, vision, delegation of authority, and a sense of commitment. This leadership style highlights the importance of vision for increasing the professional and organizational commitment of the team and for its motivation [18,19,20]. The third approach, Collaborative Leadership, focuses on collaborative, democratic decision-making [21,22]. In recent decades, Collaborative Leadership has been supported by studies examining the place of "Collective Intelligence" in the decision-making process [23].

Alongside these approaches, studies discuss leadership that emerges from the state of the organization – here, the school - whose features have two axes: goal orientation and human relations orientation [24]. Studies also discuss a leadership model focused on change, offering two axes from which leadership emerges: the need for change and the need to maintain school stability [25]. The educational leadership of a school principal is, therefore, reflected in his ability to present a vision, extract goals from the vision, and lead the way to realizing these goals [25].

1.3 Combining managerial and leadership aspects in the role of school principal

The school principal's roles combine both managerial and leadership aspects. Conceptually, these are two separate dimensions [26,25]. The administrative aspect includes an emphasis on maintenance, regulation, and daily operation of the school. Conversely, the leadership aspects highlight other features such as values, morals, inspiration, designing goals, renewal, and especially motivating people towards a common and agreed goal [27].

From a practical point of view, it is unhelpful to sharply distinguish between management and leadership [28,24]. The principal's role combines leadership and management: According to Bennis and Nanus [29], this role involves shaping the vision and leading changes alongside routine and effective maintenance. According to Fridman, the role is based on "transformation leader" and "routine leader." A "transformation leader" is characterized by a high level of innovation and a low level of daily school maintenance. This type of principal acts to instigate, stimulate, and introduce changes. The second, "routine leader," is characterized by a low level of innovation, giving his attention to issues related to the current maintenance of the school [24,28]. Both styles of management are needed in an organization. Therefore, the school's effective management is a function of

leadership characteristics with a managerial foundation [30]. The school principal's role is perceived as the most significant factor in the success of this organization and its operation. While teachers and educational staff are perceived as responsible for teaching-learning activities in the classrooms, the principal is responsible for all the pedagogic activities and the organizational processes taking place at his school [15]. The elementary school principal is one of the central links in connecting the school and its environment [31, 32]. His role includes diverse activities, three of which are central: pedagogy, management, and public relations [33].

The Ministry of Education In Israel [34] defines the role of school principals as follows: "The central role of school principals is to lead the school, educationally and pedagogically, to improve the education and learning of all students. Four further areas of management facilitate this role and support it: shaping the school's future – vision and managing change; Leading the staff, managing it and developing it professionally; focusing on the individual` managing the school-community relationships. As the school's leader, the principal must have a broad view of the school system, its various dimensions, and areas and create tight connections between them for the success of all students.

Effective school leaders have a vision they aspire to. The vision serves as a managerial tool. The principal can draw on the vision for his strategic objectives, which will promote realizing the vision in the most significant way. The strategic objectives point to the action plan. The vision is also a tool the principal can use for team building to encourage effective teamwork. The vision also serves as a vital source of inspiration for realizing leadership.

As a scholastic leader, the principal plans, leads and is involved in the central educational tasks of the school in collaboration with the inter-school community. The school principal's role is to shape the school's future, to be a visionary, and to lead change. He must lead strategic efforts based on gathering information, educated forecasting, systematic learning, planning goals, and long-term, evidence-based targeted actions in collaboration with the school staff, the local authority, and the community. If he does so wisely, the school has better chances of successfully meeting the partners' needs, flexibly adjusting to future changes, and being rewarded with recognition for his efforts and achievements by those who work in and with the school [34].

The school principal is crucial to the school's success [27]. The success of schools requires drafting and realizing educational goals [25]. Since the middle of the 20th century – and especially in the past three decades the school's goal has been for all students to succeed – in their education, learning, and achievements [35]. The school principal has, therefore, a supreme responsibility to ensure the success of all students. It is important to nurture his commitment to that goal.

The school principal leads the professional development of the teacher. He manages the teaching staff. His role is to plan and lead his team's professional development and learning processes in accordance with school policy, the professional needs and aspirations of the teachers, and following the stages of the teachers' careers. The principal shapes a school designed to be a safe and pleasant human environment and encourage the growth of all students. The school is an organization that focuses on educating and nurturing young people who are different from one another. The focus on the individual student is an expression of caring. This focus on the student strives to meet the needs of many teens who feel lonely in our times, and it is founded on the commitment to the success of every student in their studies and social and emotional lives. A child experiencing emotional distress cannot learn or engage with other children. Studies have indicated several models of effective teaching patterns that lead to higher learning levels. That is, today, the focus on the student is increasing [36, 37, 38, 39].

One of those teaching models is a model of learning. As the students acquire information, ideas, skills, values, ways of thinking, and means of expression, they also learn how to learn.

1.4 The principal as a promoter of contacts and cooperation with the school communities

Schools affect the social and cultural contexts in which they operate and are also impacted by them. Many institutions (governmental, business, economic) pose challenges and demands for the school, but they are also an important source for improving its educational, teaching, and learning

processes. Favorable mutual connections between the school and the community are a prerequisite for realizing the school's vision and goals and contributing to the community's resilience. Social engagement increases the sense of independence and control, self-confidence, and the individual's ability to take a significant part in decision-making [40]. Community activism bolsters mental resilience and contributes to decreasing risk-taking behaviors [41]. Engagement and volunteering increase aspirations for acquiring higher education, improve achievements, and increase self-image and motivation [42]. An education in social activism at a young age leads to volunteering later and affects teens' attitudes toward society and the community into adulthood [43].

The school principal's role is a busy and complex, and it includes tasks of various nature. One of the central reasons is that schools and their principals act in a dynamic, uncertain reality. The COVID-19 pandemic changed the nature of school principals' work. Today, principals are expected to be exceptional and excellent in an era where change is increasing exponentially. For instance, in Ontario, Canada, public school principals adopted a bi-directional approach during the pandemic crisis: (a) They expanded their roles, focusing on creating appropriate conditions for safe education and the connection to future educational means; (b) At the same time, school principals broadened their roles as teaching leaders, to include being digital instruction leaders [44, 45, 46, 47].

All organizations, both private and public, contend with increasing competition. Those who provide public services have additional requirements of supervision and increased responsibility. New techniques must be devised to meet those increased demands and allow the institutions to be ahead of competitors, prove they function well, and provide value for money [48, 49]. Educational institutions must develop tools that can be embedded within their mechanisms to allow them to learn from their successes and failures, as well as from the best practices of others.

CONCLUSIONS

Management styles in education play a critical role in shaping the culture and success of educational institutions. Leadership, defined as a process of social influence and goal-oriented action, is essential for effective school management. The ability to inspire, motivate, and guide others is a defining characteristic of successful educational leaders.

Principals and other educational leaders must adopt flexible management styles that integrate both leadership and administrative functions. By balancing these roles, they can create a supportive and dynamic environment that promotes educational excellence. The findings suggest that a combination of Transformative and Collaborative Leadership styles, supported by practices like MBWA and TQM, can significantly enhance school performance.

Future research should continue to explore the interplay between different management styles and their impact on educational outcomes. Emphasizing leadership development in school principals is critical for the ongoing success and improvement of educational systems. By cultivating strong, visionary leaders, educational institutions can better navigate the complexities of the modern educational landscape and achieve their goals.

Additionally, educational policymakers should consider the contextual factors that influence the effectiveness of management styles. Tailoring leadership development programs and management practices to the specific needs of different educational contexts can lead to more effective and sustainable improvements in education. The integration of technology in educational management offers promising avenues for enhancing efficiency and effectiveness. Educational leaders must be proactive in adopting and utilizing technological tools to support their management practices. Ultimately, the goal of effective educational management is to create an environment where students can thrive academically, socially, and emotionally. By adopting comprehensive and adaptive management styles, educational leaders can ensure that their institutions provide high-quality education that meets the needs of all students.

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