

TENDENCIES OF THE DEVELOPMENT OF GENERAL EDUCATION SCHOOL HEADS' AND TEACHERS' LEADERSHIP

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Abstract

The article deals with the problems of the development of school heads' and teachers' leadership: the relevance of the development of leadership for systemic qualitative changes of school activity has been emphasized, referring to the results of the research the opportunities and conditions of the development of teachers' leadership in school have been described, the relations of the development of leadership with the changes in school governance and culture have been substantiated, the tendencies of five years of the development of leadership in school have been revealed.

Keywords: *school heads' and teachers' leadership, school governance, quality management, school culture, culture of responsibility and quality.*

Introduction

During the recent decades in “strategic documents on education of the European Union and the state and scientists’ works the importance of the development of leadership in education has been emphasized in order to change and modernize the management of human resources and educational processes, to improve the quality of education, to expand personal and organizational potential of leadership and implement changes of organizational culture” (Gumuliauskienė & Vaičiūnienė, 2015, p. 25-26). Foreign and national scientists’ long-term research on leadership (Clift, Johnson, Holland, & Veal, 1992; Kotter, 2001; Bennis & Nanus, 2003; Bass, 2000; Fullan, 2001; Hall & Hord, 2001; Gronn, 2002, 2009; Lambert, 2003, 2011; Mulford, 2003; Marks & Printy, Spillane, 2006; Bush, 2008; Frost, 2008; Harris & Muijs, 2003; Harris, 2003, 2010; Marzano, Waters, & Mc Nulty, 2011; Hallinger 2012; Sharma, 2012; Leithwood & Sun, 2012, etc.; Rupšienė & Skarbalienė, 2010; Šilingienė, 2011; Melnikova, 2011; Cibulskas & Žydžiūnaitė, 2012; Navickaitė, 2012; Balevičienė & Urbanovič, 2012; Nedzinskaitė, 2013, 2015; Valuckienė, Balčiūnas, Katiliūtė, Simonaitienė, & Stanikūnienė, 2015; Gumuliauskienė & Vaičiūnienė, 2015, etc.) stimulated the search for the consolidation of the concept of reconceptualised school leadership as a systemic and distributed process

and the strategies of its implementation in schools, focusing on the factor of the development of human resources as a basis of the realization of organizational aims, a precondition of the effectivization of the quality of activity, an important factor of the changes in school governance and culture. In the research on leadership and the practice of its development the focus has been shifted from the head of an institution as a main source of leadership to leadership as a process that is based on individual and organizational development stimulating personal and systemic improvement (Cibulskas & Žydžiūnaitė, 2012; Skarbalienė, 2015, etc.). Leadership in the field of education reveals itself as a complicated interactive social process that manifests itself in an educational organization with an active communicative aspect characteristic to it, mentorship, striving for feedback (Skarbalienė, 2015), empowerment, sharing, collaboration, reflection.

In the research on the concept of good school and the models of its implementation conducted by the Lithuanian and foreign authors alongside with other features one of the most distinct features is the development of leadership as a basis of the transformation of school into a learning organization, an inseparable condition of the effectiveness and success of school (Study on the creation of the assessment model of schools with high quality performance, 2012). The function of leadership in school is to stimulate “organizational learning”: to help the others to learn, to learn from the others, and to influence the learning of the others (Lambert, 2011, etc.). Leithwood, Janzi, & Steinbach (1999) point out that schools where teachers’ leadership is supported achieve better results and are more innovative. At the level of school meaningful changes in quality are closely related to school heads’ and teachers’ leadership, meanwhile teachers’ leadership is a phenomenon, which describes the teacher’s influence that emerges in the relations with the school community and other participants of the system of education encouraging to take up the activity meant to achieve common aims of the school and the system of education and determine the growth of the quality of education. In the postmodern world this is the essence of the leadership in education (Skarbalienė, 2015, etc.).

The work group of the project “Time for Leaders” while analysing the effectiveness of the governance of the Lithuanian schools in the context of leadership emphasizes that leadership is one of the most important factors conditioning the success in many fields of school, its development is an indicator of a good school, an instrument to strive for high quality of teaching and learning (2011). In order to develop leadership active participation of the school community in taking decisions, determining initiatives, distributing and taking personal responsibility, commitment with respect to the set goals is necessary (Lambert, 2011; Cibulskas & Žydžiūnaitė, 2012; Merril, 2012; Skarbalienė, 2015; Gumuliauskienė & Vaičiūnienė, 2015, etc.). The culture of responsibility is formed when responsible behaviour is incorporated into all the processes of the organization and becomes a skill of its every member. The effectiveness of school activity is proportional to the level of responsibility culture in school (Balevičienė & Urbanovič, 2012, etc.). The development of leadership is directly related to the process of the formation of school culture as well. High school culture is reflected by constant learning of the staff, the feeling of identity, collaboration, confidence, good relationships between school and parents.

The head of school is one of the most important persons in the structure of school activity and the main link joining the community and the school. Therefore, school head’s competence has a big influence on the effectiveness of school governance and the development of leadership in school. Leadership has an opportunity to experience success while the community of the organization takes decisions and finds a compromise concerning the achievement of particular

goals and opportunities for every member of the community to be acknowledged because of the possessed integral potential to act and perform particular roles (Cibulskas & Žydzūnaitė, 2012).

The significance of leadership development in school is substantiated by leadership projects implemented at the international (USA, United Kingdom, 15 different countries, partners are Kosovo, New Zealand, etc.) and national level (Time for Leaders, Time for Leaders-2, Time for Leaders-3), their follow-up activities and scientific research based on the global practice of leadership in education, scientific findings and insights.

The results of the longitudinal research on the expression of leadership in education (2011, 2013), the results of the research on leadership of heads and teachers of general education schools by the authors of the article (2013) and other national scientists have revealed that the potential of pedagogues' leadership in schools is assessed limitedly; the development of new leaders does not get enough concern; the manifestations of leadership are the most slowly adapted by teachers; in school there is a lack of collaboration and closer mutual understanding among different links; the expression of teachers' leadership in school is mostly related to the encouragement of their activity and participation, it is less related to the opportunities of the expression of leadership and education of leaders; statistically significant relations of different strength of the indicators of the development of leadership with separate components of school governance and culture and other tendencies have been identified.

The relevance of the problems of the development of leadership in school is revealed not only by the results of the research but also by the problem of the potential of leadership of the heads of educational institutions, the demand of future heads and the education of their reserve that emerged in recent years when in Lithuania the implementation of the reorganization of the evaluation and attestation of the activity of the heads of state and municipality educational institutions (except higher educational institutions), their deputy-heads for education and the heads of the departments that organize education started (Order of the Minister of Education and Science of the Republic of Lithuania of February 19, 2018, No. V-146, Order of the Minister of Education and Science of the Republic of Lithuania of March 27, 2018, No. V-279). Leadership is not static, the whole complex of factors has influence on its development, and the internal context of the educational institution is especially important for the intensity of expression. It substantiates the research interest of the authors of the article – to investigate what changes have taken place in the development of leadership in school in recent five years. They are relevant when striving to identify the situation of leadership development in school and the potential of leadership, and projecting the strategies of its development and improvement. In this context the **scientific problem** is formulated: *what are the tendencies of the development of general education school heads' and teachers' leadership in general education school?*

The object of research – the changes in the development of teachers' and school heads' leadership in school.

The aim of the research – to investigate the tendencies of the evolution of the features characteristic to the development of teachers' and school heads' leadership in school.

The methods of research: analysis of scientific literature, strategic documents and documents regulating educational activity; questionnaire survey of school heads and pedagogues; statistical analysis of the data of the research, comparative analysis of the data of the research. The data of the research have been analysed with SPSS 20.0 statistical software. The indicator of the reliability of the difference t was calculated according to Student's criterion.

Differences were considered statistically significant if $p < 0,05$. To evaluate the strength of statistical relations correlation analysis (Pearson Correlation) was applied.

The research is based on the following methodological approaches: *systemic concept of leadership* (Avolio, Walumbwa, & Weber, 2009, Cibulskas & Žydžiūnaitė, 2012, etc.); the essential provisions of the *theories of shared leadership* (Seifert, Vornberg, 2002; Hallinger, 2012; Hargreaves & Fink, 2008; Harris, 2010, etc.) stating that sustainable development of schools should be based on sharing leadership among the interested parties; *the essential provisions of the theoreticians of total quality management and general management* (Ruževičius, 2010; Northouse, 2009; Marzano, Waters, & McNulty, 2011; Hargreaves & Fink, 2008, etc.) emphasizing the stimulation of changes, team work, constant improvement, strengthening of confidence and refusing short-term aims as a precondition of effective management.

Techniques and organization of the research and respondents' characteristics

The research was conducted in 2018 in the same general education schools of Šiauliai town as in 2013 (4 progymnasiums and 3 gymnasiums). 72 respondents of the same target groups participated in the survey: 61 teachers (84,7 percent of the respondents) and 11 school heads (principals, vice-principals for education, heads of departments). 43,1 percent of the respondents work in a gymnasium, and 55,6 percent work in a progymnasium. 1,4 percent of the respondents did not indicate the type of school they work in. 95,8 percent of the respondents were women. The average pedagogical experience of the respondents is 23,2 years. 22,2 percent of the respondents have bachelor's qualification degree, 38,9 percent have master's qualification degree. To achieve the aim of the research the strategy of quantitative and qualitative research has been chosen. To obtain the results the online survey for school heads and teachers was created. The block of diagnostic variables consisted of semi-closed type questions by which it was attempted to find out the teachers' position towards formal personal leadership, also the respondents' opinion about the development of leadership and its relations with school governance and culture. The authors of the article conducted an analogous broader research in 2013. 210 respondents from 7 gymnasiums and progymnasiums of Šiauliai town participated in it: 193 teachers (92 percent of the respondents) and 17 school heads (principals, vice-principals, heads of departments). In the repeated research of 2018 that could be considered as longitudinal, the same slightly modified instrument was used. It was limited to a smaller general study set, because the questions related to the essential indicators of the development of leadership identified on the basis of the results of the research of 2013 were left in the research instrument. The indicator of the reliability of difference t according to the Student's criterion applied for the comparison of independent samples (Independent-samples T test or Two-samples T test) of variables observed in two populations and the indicator of reliability p (the level of reliability – 95 %, when $p < 0,05$) were calculated.

The results of the research and their analysis

Teachers' position towards governing a school. In order to find out the position of the research participants towards personal leadership they were asked whether the teachers wanted to be school heads. The results of the research by Katiliūtė et al. (2013) have revealed that teachers do not want to take the position of school heads (in 2011 it was 65 percent of teachers, meanwhile in 2012 even 75 percent). It shows that teachers are not focused on formal leadership that is related to a certain status in the organization. According to the data of the

research conducted by the authors of the article in 2013 only 5 percent of the respondents indicated that they would like to govern a school. 18 percent of the respondents who participated in the research in 2018 pointed out they wanted to be school heads, 13,1 percent are not sure, however, they would take such a decision only under certain circumstances. In comparison with the results of the research of 2013 the tendency of the growth of teachers' positive position towards formal personal leadership is observed, however, it remains relevant. Such a position expresses teachers' attitude towards the phenomenon discussed that forms through their personal experience evaluating the functions, responsibilities, and requirements attributed to school head's position, the opportunities and consequences of governing an educational institution, the context of educational policy, of the reorganization of school heads' attestation and competitions, etc. Pedagogues' position at the same time reflects the self-assessment of their own personal goals of professional activity, career, management skills, competences, traits and opportunities. The results of the research have revealed that 26,2 percent of the teachers who participated in the research do not want to become school heads because they like pedagogical work, 16,3 percent of the respondents pointed out the fear of responsibility, 13,1 percent – their insufficient management competences and skills, 13,3 percent of the teachers are not interested in managerial activity, they do not like administrative work. Having analysed the directions of professional development it has been identified that the majority of the research participants (79,4 percent) are improving the competences of their subject, 10,3 percent – psychological knowledge, meanwhile 10,3 percent – management competences.

The expression of the development of teachers' leadership in school

To identify the tendencies of the expression of the development of leadership the respondents were given 36 closed-type questions with the response options according to the Likert scale: “strongly agree”, “agree”, “doubt”, “do not agree” that are respectively evaluated in 5, 4, 3, 2 and 1 points. The obtained results have been compared to the results of the research conducted in 2013.

Encouragement of teachers' leadership. Analysing the opportunities of the expression of leadership in school, attention should be paid to the creation of opportunities for leaders to express themselves, the tendencies of the encouragement of leadership. According to Cibulskas & Žydžiūnaitė (2012), the components of activity and participation create a favourable context for the development of leadership. An active person persuades the others, is self-confident; initiates activities, is creative; is able to lead the others and manages the situation; empowers himself/herself and the others for active performance. A participating person sees problems that he/she can solve independently and collaborating with the others, he/she is responsible, takes risks; is supportive, collaborative, self-confident and evaluates his/her own competence, influences the others, is able to initiate and implement changes. Student's t criterion has shown that only in 4 out of 13 statements the significance of p is lower than 0,05, consequently, the evaluation of this statement among school heads and pedagogues is statistically significant (Table 1).

Table 1. Comparison of the indicators of the encouragement of teachers' leadership and the opportunities of its expression

| Statement | Mean/Standard Deviation | | Difference in Means | Statistical Significance p |
|--|-----------------------------|-----------------------------|-------------------------------|----------------------------|
| | 2013 | 2018 | | |
| Opportunities of the expression of leadership | | | | |
| Teachers have an opportunity to get help from a mentor or consultant or to be mentors or consultants themselves. | 2,80/0,71 | 3,19/0,78 | 0,39 | 0,000 |
| | Strongly agree 14,5 percent | Strongly agree 38,9 percent | 24,4 percent more respondents | |
| Encouragement of participation | | | | |
| Encouraging teachers to participate in the processes of school governance. | 3,00/0,61 | 3,27/0,60 | 0,27 | 0,002 |
| | Strongly agree 19,1 percent | Strongly agree 35,2 percent | 16,1 percent more respondents | |
| Dissemination of good practice, teachers organize and conduct events on competence development. | 3,31/0,58 | 3,50/0,55 | 0,19 | ,020 |
| | Strongly agree 38,8 percent | Strongly agree 53,5 percent | 14,7 percent more respondents | |
| Encouragement of activity | | | | |
| Encouragement of extracurricular activity. | 3,14/0,56 | 3,38/0,59 | 0,24 | ,002 |
| | Strongly agree 25,2 percent | Strongly agree 43,1 percent | 17,9 percent more respondents | |

Analysing the data, significant ($p=0.002$) differences in the field of the encouragement of pedagogues' participation have been noticed – pedagogues are encouraged to participate in the processes of school governance to a greater extent (*in 2013 – $M=3.00$; in 2018 – $M=3.27$*) and in the processes of the dissemination of good practice (*in 2013 – $M=3.31$; in 2018 – $M=3.50$*). Standard deviation (SD) is not big, consequently, the opinion is unanimous among the teachers. Statistically reliable change ($p=0.000$) in the field of the opportunities of the development of leadership in school is reflected by the indicator “*teachers have an opportunity to get help from a mentor or a consultant or to be mentors or consultants themselves*” (*in 2013 – $M=2.8$; in 2018 – $M=3.19$*). The observed positive changes of the means of the indicators “*the school has a system of staff encouragement*”, “*the potential of pedagogues' leadership is acknowledged in the school*”, “*in the school objective policy of staff selection is predominant*” cannot be considered statistically reliable. Significant ($p=0.002$) differences in the field of teachers' participation in extracurricular activity have been identified (*in 2013 – $M=3.14$; in 2018 – $M=3.38$*). The mean of the evaluation of the indicator “*school heads are the real leaders, committed to the organization, they influence the employees positively with their personal example*” comparing with the results of the research conducted by the authors of the article in 2013 almost has not changed; the number of the respondents who strongly agree with this statement in five years has increased only by 2,9 percent. The system of staff encouragement was the position with the lowest evaluation in 2013. It is strongly linked to the encouragement of teachers' leadership. The opportunities of significantly improved support for teachers in different stages of professional development are substantiated by the change of the positive evaluation by 24,4 percent of the respondents. According to the data of Eurydice (2013), “the most frequent instrument of support recommended in Europe is mentorship: an experienced teacher with big working experience is appointed as responsible for the support

that should be provided to a teacher who just gained his/her profession". Having introduced a position-based system for teachers, favourable conditions to use the opportunities of teachers' mentorship in Lithuania have emerged. However, the data of our research have not revealed statistically significant relations between the encouragement of mentorship and leadership. The attention should be paid to the fact that the means of the assessment of the indicators "encouragement of teachers to work in teams" and "encouragement of teachers to participate in the processes of the improvement of the quality of education" have decreased, although the respondents' strong agreement with both statements has increased by over 11 percent each. Correlation analysis has revealed a very strong relation between objective policy of staff selection predominant in school and teachers' direct contribution to planning and analysing school activity, forecasting the opportunities of improvement ($r=0,656$). The importance of objective policy of staff selection is substantiated by the variables related to this criterion with strong correlation: school head is a leader who is committed to the organization ($r=0,469$); teachers are encouraged to work in teams ($r=0,464$); to perform extracurricular activities ($r=0,452$); to participate in the processes of monitoring and evaluation of school activity ($r=0,439$); the forms of activity that support the development of the competence of staff leadership are encouraged ($r=0,4$). Analysing the opportunities of the expression of leadership the significance of the system of staff encouragement was revealed. Strong correlation has been identified: teachers are encouraged to perform extracurricular activities ($r=0,523$); to work in teams ($r=0,499$); they directly contribute to planning and analysing school activity, forecasting the opportunities of improvement ($r=0,486$); teachers are encouraged to participate in the processes of the monitoring and evaluation of school activity ($r=0,462$); the activities that support the development of staff leadership competence (e.g. observation of the colleagues' activity) are encouraged ($r=0,447$).

The tendencies of the expression of teachers' leadership

During the research the expression of teachers' leadership was identified in three dimensions: learning, participation and activity (Table 2).

Table 2. Comparison of the indicators of the expression of teachers' leadership

| Statement | Mean/Standard Deviation | | Difference in Means | Statistical Significance p |
|---|-------------------------|-----------|---------------------|----------------------------|
| | 2013 | 2018 | | |
| Expression of learning | | | | |
| I plan to attend (or I am attending) extra leadership studies, I create career plans. | 1,94/0,81 | 2,17/0,83 | 0,23 | ,050 |
| I get actively involved into learning networks, write projects, represent the school in local and international events. | 2,57/0,89 | 2,94/0,79 | 0,37 | ,002 |
| Expression of teachers' participation | | | | |
| I take responsibility for my constant professional development and I encourage the others to constantly develop. | 3,39/0,69 | 3,57/0,52 | 0,18 | ,048 |
| Expression of teachers' activity | | | | |
| I participate in the processes of the monitoring and evaluation of school activity. | 2,90/0,77 | 3,18/0,81 | 0,28 | ,009 |

Comparing the data of the research of 2013 and 2018, significant ($p=0.002$) differences of the expression of teachers' leadership in the fields of active involvement into learning networks, project preparation, representing school in local and international events were noticed (*in 2013 – $M=2.57$; in 2018 – $M=2.94$*), also significant differences ($p=0.009$) in the participation in the processes of monitoring and evaluation of school activity (*in 2013 – $M=2.90/SD=0,77$; in 2018 – $M=3.18/SD=0,81$*), and differences in the fields of teachers' learning and career planning (*in 2013 – $M=1.94/SD=0,81$; in 2018 – $M=2,17/SD=0,83$*). The research participants' heterogeneous opinion is substantiated by a rather large standard deviation. Significant ($p=0.48$) differences in the field of teachers' responsibility for their constant professional development, encouragement of the others to constantly develop, have been identified (*in 2013 – $M=3.39$; in 2018 – $M=3.57$*). Teachers' leadership today is not related only to the process of education, their direct functions and responsibility for the results of the process of education anymore. In the context of modern tendencies of education (Goldring et al., 2010; Harris, 2010; Lambert, 2011, Melnikova, 2012, etc.) teachers' leadership is perceived in much broader sense; it comprises reflexive, systemic leadership and leader education. The data of the research allow making the conclusion that the level of the reliability of the indicators of the expression of teachers' leadership reflects its positive changes in all the dimensions except one variable of the indicator of teachers' activity – “*I take up initiative in the field of my activity*” (*in 2013 – $M=3.49$; in 2018 – $M=3.47$, the difference in means is – 0,02*).

The evolution of the relations of the development of school heads' and teachers' leadership with school governance and culture

The development of school heads' and teachers' leadership is closely related to school governance and culture. One of strategic aims of education is to implement the culture of the quality of education based on data analysis and self-assessment ensuring the coherence of self-government, social partnership and heads' leadership (State Strategy of Education for 2013-2022, 2013). The organization of school activity focusing on the realization of strategic aims creates real conditions for the development of favourable changes in the quality of education. During the research it was attempted to find out the respondents' opinion about the influence of the development of school heads' and teachers' leadership on separate fields of the management of school activity and culture. Referring to the analysis of the data of the research of 2018, very strong correlation has been identified between the variables “*teachers are encouraged to participate in the processes of school governance*” and “*teachers directly contribute to planning and analysing school activity, forecasting the opportunities of improvement*” ($r=0,687$). School head's significant role is proved by very strong relations between the variables “*school heads are the real leaders, committed to the organization, they influence the employees positively with their personal example*” and “*teachers directly contribute to planning and analysing school activity, forecasting the opportunities of improvement*” ($r=0,616$). Very strong correlation has also been identified between the variables “*together with the representatives of school administration I work in various work groups (preparation of strategic, action plan, etc.)*” and “*I participate in the processes of the monitoring and evaluation of school activity*” ($r=0,623$) substantiates that it is very important to involve the employees into the processes of the monitoring and evaluation of school activity and in work groups to foresee the guidelines to improve the activity, i.e., to implement the culture of the quality of education based on data analysis and self-assessment (Table 3).

Table 3. Comparison of the indicators of the influence of teachers' and school heads' leadership on the changes in school governance and culture

| Statement | Mean/Standard Deviation | | Difference in Means | Statistical Significance p |
|---|----------------------------------|----------------------------------|--------------------------------|----------------------------|
| | 2013 | 2018 | | |
| Influence of teachers' and school heads' leadership on quality management | | | | |
| Leaders' activity needs less control. | 2,60/ 0,77 | 2,98/0,77 | 0,38 | ,000 |
| | Do not agree, doubt 41,6 percent | Do not agree, doubt 22,3 percent | 19,3 percent fewer respondents | |
| | Do not agree, doubt 25,8 percent | Do not agree, doubt 27,8 percent | 2 percent more respondents | |
| Influence of teachers' and school heads' leadership on the changes in responsibility culture | | | | |
| School's openness and accountability to the society. | 3,26/0,59 | 3,42/0,52 | 0,16 | ,041 |
| | Do not agree, doubt 6,7 percent | Do not agree, doubt 1,4 percent | 5,3 percent fewer respondents | |
| | Doubt 2,4 percent | Doubt 4,2 percent | 1,8 percent more respondents | |

Analysing the data of the research of 2013 and 2018, the ambiguous tendencies of the differences in the evaluation of the interrelations between leadership and school governance and culture are observed. Significant differences of only two indicators were identified while comparing the data: *“leaders' activity needs less control”* ($p=0.000$; in 2013 – $M=2.60$; in 2018 – $M=2.98$) and *“school's openness and accountability to the society”* ($p=0.041$; in 2013 – $M=3.26$; in 2018 – $M=3.42$). It is possible to state that the school community's confidence in leaders and school's openness and accountability to the society are increasing. The differences in the means of the evaluation of the influence of school heads' and teachers' leadership on the implementation of school aims have increased insignificantly and they are not significant. According to scientists, the culture of learning and responsibility influences the quality of the implementation of school aims; the formation of quality culture is shown by the increasing responsibility of all the members of the organization for the quality of school activity. The research has revealed that in schools the need to clearly define the boundaries of all employees' responsibilities, to regulate the functions of the community more clearly and agree on the criteria of quality remains relevant. The analysis of the data of the research does not allow stating significant differences in the fields of school culture and quality culture. It is shown by the evaluations of the variables of the influence of school heads' and teachers' leadership on the implementation of school aims, taking rational decisions, responsibility culture and learning culture. It should be noted that the interrelations of the school community members and predominant values is an important factor of the development of leadership in school. The analysis of the data of the research shows that the participants of the research are not completely sure about the influence of the development of leadership on the changes on the organizational culture of the school.

Conclusions

The development of school heads' and teachers' leadership is an important factor of the development of human resources, changes in school governance and its culture, the precondition of the implementation of school aims and the effectivation of the quality of its activity. Leadership is not static, the whole complex of factors has influence on its development, and the internal context of the educational institution is especially important for the intensity of expression. The identification of the development tendencies of the features characteristic to the development of school heads' and teachers' leadership in school is a relevant stage of the projecting and implementation of the directions of leadership development and the opportunities for improvement.

Comparing the results of the research of 2013 and 2018 the tendency of the growth of teachers' positive position towards formal personal leadership is observed, however, it remains relevant and requires more attention.

The positive change in the opportunities of leadership development in school identified in the fields of teachers' mentorship, staff encouragement, evaluation of the potential of pedagogues' leadership, objective policy of staff selection proves growing expression of distributed leadership. Very strong correlation identified between objective policy of staff selection predominant in school and teachers' direct contribution to planning and analysing school activity, forecasting the opportunities of improvement allows stating that transparent practice of school governance stimulates the expression of teachers' leadership. However, the expansion of the opportunities of leadership development remains a relevant field of the increase of the potential of leadership in schools.

The school community's confidence in leaders and school's openness and accountability to the society are increasing. The evaluation of school heads as the real leaders, committed to the organization, influencing the employees positively with their personal example has remained unchanged, and it actualizes the need for school heads – real leaders – in the perspective of the present and the nearest future.

Significant differences in the encouragement of pedagogues' leadership have become distinct: positive changes are observed in encouraging teachers to participate in the processes of school governance and the dissemination of good practice, also in extracurricular activities. However, the expression of a culture of agreements remains insufficient. A culture of agreements, as well as the encouragement of teachers' leadership, are relevant and to be developed.

The most significant changes are observed in the expression of teachers' leadership. Significant positive differences have been identified in the fields of active involvement into learning networks, project preparation, representing school in local and international events, the participation in the processes of monitoring and evaluation of school activity, learning and career planning, responsibility for their constant professional development, encouragement of the others to constantly develop. The expression of teachers' personal initiative in the field of their activity is slightly decreasing, and this is a relevant problem because a teacher has direct and indirect influence on the quality of the implementation of educational aims and school activities.

The ambiguous tendencies of the differences in the evaluation of the interrelations between leadership and school governance and culture have been identified. The influence of school heads' and teachers' leadership on the quality of school activity and school culture in recent five years has not increased significantly and remains the problematic field that

requires changes. The culture of teachers' responsibility is changing more slowly than learning culture. The participants of the research are not completely sure about the influence of school heads' and teachers' leadership on the implementation of school aims and on the changes of learning culture, however, they have less and less doubt about the influence on leadership on taking rational decisions. Statistically significant relations identified between the development of teachers' and school heads' leadership and the changes in school governance and culture presuppose the conclusion that in order to achieve holistic qualitative changes in school activity it is necessary to encourage leadership in school, leaders' participation in the processes of school governance, to form school quality culture actualizing the fields of teachers' collaboration, learning, responsibility and culture of agreements.

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TENDENCIES OF THE DEVELOPMENT OF GENERAL EDUCATION SCHOOL HEADS' AND TEACHERS' LEADERSHIP

Summary

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During the recent decades in strategic documents on education of the European Union and the state and scientists' works the importance of the development of leadership in education has been

emphasized in order to change and modernize the management of human resources and educational processes, to improve the quality of education, to expand personal and organizational potential of leadership and implement changes of organizational culture. Foreign and national scientists' long-term research on leadership stimulated the search for the consolidation of the concept of reconceptualised school leadership as a systemic and distributed process and the strategies of its implementation in schools, focusing on the factor of the development of human resources as a basis of the realization of organizational aims, a precondition of the effectivation of the quality of activity, an important factor of the changes in school governance and culture. **The object of research** – the changes in the development of teachers' and school heads' leadership in school. **The aim of the research** – to investigate the tendencies of the evolution of the features characteristic to the development of teachers' and school heads' leadership in school. In the article referring to the results of the research conducted in 2013 and 2018 the changes of the opportunities and conditions of the development of teachers' leadership at school, the relations of the development and expression of leadership with school government and culture, the tendencies of development during the five-year period have been substantiated. Comparing the results of the research of 2013 and 2018 the tendency of the growth of teachers' positive position towards formal personal leadership is observed. The positive change in the opportunities of leadership development in school has been identified in the fields of teachers' mentorship, staff encouragement, evaluation of the potential of pedagogues' leadership, objective policy of staff selection. Very strong correlation between objective policy of staff selection predominant in school and teachers' direct contribution to planning and analysing school activity, forecasting the opportunities of improvement has been identified. The school community's confidence in leaders and school's openness and accountability to the society are increasing. The evaluation of school heads as the real leaders, committed to the organization, influencing the employees positively with their personal example has remained unchanged. Significant differences in the encouragement of pedagogues' leadership have become distinct: positive changes are observed in encouraging teachers to participate in the processes of school governance and the dissemination of good practice, also in extracurricular activities. The most significant changes are observed in the expression of teachers' leadership. Significant positive differences have been identified in the fields of active involvement into learning networks, project preparation, representing school in local and international events, the participation in the processes of monitoring and evaluation of school activity, learning and career planning, responsibility for their constant professional development, encouragement of the others to constantly develop. The expression of teachers' personal initiative in the field of their activity is slightly decreasing. The ambiguous tendencies of the differences in the evaluation of the interrelations between leadership and school governance and culture have been identified. The influence of school heads' and teachers' leadership on the quality of school activity and school culture in recent five years has not increased significantly and remains the problematic field that requires changes. The culture of teachers' responsibility is changing more slowly than learning culture. The participants of the research are not completely sure about the influence of school heads' and teachers' leadership on the implementation of school aims and on the changes of learning culture, however, they have less and less doubt about the influence on leadership on taking rational decisions. Statistically significant relations identified between the development of teachers' and school heads' leadership and the changes in school governance and culture presuppose the conclusion that in order to achieve holistic qualitative changes in school activity it is necessary to encourage leadership in school, leaders' participation in the processes of school governance, to form school quality culture actualizing the fields of teachers' collaboration, learning, and responsibility.

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