

Teacher leadership qualities in the modern education

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Abstract: *Very important part of the modern education management in China is the problem of creating proper conditions for good personal socialization and the development of personality of students to meet modern social requirements. The People's Republic of China, which has ended the industrial revolution relatively not so long ago, is currently one of the centers of information and technological progress. The intensive growth in average life level around the country has led to acute increase of general education level and has created a need for more specialized and high educated professionals. The percent of the population, who enroll to universities for higher education in China grows sufficiently. In 2012 it was only 30 percent, when in 2021 it made a historic jump up of 27,8 percent reaching 57,8 percent ^[1]. At the same time, universities need qualified teachers, who can achieve success and motivate students on not only study the program, but also self-enhance, be a living example, a leader. Modern teacher needs to both give the students the knowledge and social capital. To do that, a teacher should have certain professional qualities of the personality which determines him as a leader.*

Keywords: *Leadership, Education, Modern education, Teacher's leadership, Leader qualities*

1. Introduction

The phenomenon of leadership, which appeared at the stage of formation of human civilization, has become a popular subject of philosophical and scientific research. All researchers come to the conclusion that the historical process is concentrated on the activities of outstanding personalities, leaders. Scientific interest in the phenomenon of leadership has been preserved over the past century, unfolding in the studies of domestic and foreign authors. It is noteworthy that in recent years the number of scientific publications has only increased, which is primarily due to the social importance of the phenomenon under study and its perceptual ambiguity.

It is worth noting that in the studies of leadership and leader traits, there is a tendency for interdisciplinary scientific research, which, in my opinion, is related to the multidimensional nature of the phenomenon under consideration. The leader is studied within the framework of anthropology, psychology, philosophy, pedagogy and other sciences. In the sphere of educational management, leadership becoming an instrument of professional teachers.

The main goal of this work is to draw the concept of a teacher-leader and to define main personal qualities of a teacher's competency, which can be a host of study movement and increase the outcomes from education and formation of a holistic view of the role of a teacher-leader in the educational process.

To achieve this goal, it is planned to solve a number of tasks:

Analyze the concept of leadership in the works of various researchers;

Explore the parameters of leadership in teacher education;

Consider approaches to the formation of leadership in the educational process.

2. Literature review

Teacher leadership and key qualities of a leader.

The theme of leadership is key to many areas of human life: education, business, politics, sports. According to various definitions, leadership is a way of influencing and controlling. For many, a leader is a leader who looks ahead, guides people and moves towards the goal.

The word leader comes from the Anglo-Saxon root "lead", which translates as "road", "path" and is associated with the verb "leaden", meaning "to travel", "to go". It was these words that indicated the course of the ship at sea, and the leaders were called people showing the way.

The first studies of certain aspects of leadership are found among ancient thinkers, among whom it is worth noting the historians Herodotus, Thucydides, Polybius, Plutarch, Josephus Flavius, Titus Livius, Tacitus, Suetonius. Among the ancient philosophers, the role of man and the ontology of power were considered by Socrates, Plato, Aristotle, Seneca.

Historians have viewed leadership through the prism of historical figures. Thus, Herodotus and Plutarch singled out significant historical figures in the treatise, considering the historical process through the stages of their life path, associated with changes in society. It is the rulers who have the most pronounced parameters of leadership, ancient philosophers believe. It is in the discussions about rulers that this topic is actualized in the works of ancient philosophers.

Plato, considering the phenomenon of leadership in his work "The State", identified three types of leaders ^[2]:

The philosopher – it is a statesman who governs a republic on the basis of reason and justice.

The warlord – it is leader is the protector of the state and the leader who subjugates other people to his will.

The businessman – it is a leader who ensures the satisfaction of material needs.

The works of Plutarch, in which he analyzed the biographies of prominent Greeks and Romans, and N. Machiavelli's study "The Sovereign" had a great influence on modern studies of leadership in political structures. N. Machiavelli singles out among the main qualities of a ruler the ability to take into account human interests and needs in order to skillfully manage them. "The man who governs his subjects must be strict rather than merciful if he wants to keep them in subjection and not allow them to despise an overly gracious authority. But this severity must be so moderate as not to generate hatred, because no monarch had the benefit of being hated ^[3].

The French sociologists G. Tarde, G. Le Bon and the Italian scientist S. Siegele are among the representatives of the heyday of the descriptive period of leadership. These authors are united by the problem of the relationship between the crowd and the hero and the problem of the influence of the hero on the crowd. So, G. Tarde considered this interaction to be harmonious, because one wants to command, and the second - to obey with "almost loving condescension to the adored master". In the future, the ideas of G. Tarde were developed in the works of Z. Freud, social psychologists and in modern studies of political leadership ^[5].

At the beginning of the 20th century, the German scientist M. Weber first applied the concept of charismatic leadership, describing the leader's magical influence on the crowd, the ability to be an example and "charge" with his energy. Studying political leaders with charisma, such as W. Churchill, A. Hitler, F. Roosevelt, American researchers actively use the characteristics of a "charismatic personality". It is characterized by such parameters as ^[6]:

Energy exchange;

Impressive Appearance;

Independence of character;

Good rhetorical skills;

Comfortable perception of admiration for one's personality;

Dignified and confident demeanor, etc.

Thus, we can describe leadership as an ability to get someone to do something, so much so that he also wants it. The leader must have inner strength, if you want attractiveness (charisma). The leader must be drawn to. To be able to create around oneself a space in which one would like to be, and a future in which one would like to get into.

In the 1950s-1970s of the XX century, three main trends emerged in the study of the phenomenon of leadership: situational, personal and interactionist approaches.

The situational approach was born in parallel with the "theory of traits". Having not found a universal leadership trait, researchers began to consider leaders in various situations. The "situation"

itself was understood very broadly (characteristics of the group, the physical conditions for the existence of the group, the ideas of the members of the group about itself, etc.).

Among the researchers of the situational direction, it should be noted C. Gibb, T. Haitlin, J. French, E. Hartley, H. Webb, T. Adorno and others. In the context of the situational approach, several specific concepts have arisen:

- functional theory (leader as a group function) - T. Sanford, E. Hollander, H. Webb, T. Adorno;
- continuum model of leadership (active position of followers in relations with the leader) - J. Hollander, H. Webb.

However, the situational approach, despite the fact that it constantly addressed the personality of the leader, could not reveal the "secret" of leadership, but was valuable for the development of leadership science and is updated in modern research ^[10].

The personality approach is also an echo of the "theory of traits", because, again draws attention to the personality traits that allow her to become a leader. It should also be noted the mutual influence of the situational and personal approaches on each other.

In the 1970s, anxiety, empathy, adequacy of perception and life experience were distinguished among the personality traits of a leader, and speech characteristics were also studied.

Review materials by R. Stogdill, R. Mann, and K. Gibb allow us to see general trends in the personal approach. The image of the leader is becoming clearer, the requirements for the leader are changing, a new cooperative leader model is emerging, aimed at democracy and cooperation.

The interactionist approach combines two points of view: personal and situational approaches. The researchers believed that personal and situational factors interact with each other.

Within the framework of this direction, several variables are studied: the personality of the leader; the identity of the followers; Group; situation; the leader's perception of the followers; perception by followers of each other, etc. Among the representatives of this trend, it should be noted C. Gibb, R. Stogdill, K. Clifford, T. Koch, F. Fiedler, T. Hammer, W. Schutz, S. Green, M. Boni and others.

In 1960, F. Fiedler's probabilistic model of leadership effectiveness appeared, which became very popular. Its content uses both personal and situational variables. The main provisions of the theory are: group efficiency, leader style, favorable situation, which includes three parameters (atmosphere in the group, structured tasks and the strength of the leader's power). Special scales were developed for all parameters ^[11].

In general, the leadership model can be represented as follows:

The leader forms a vision, sets goals and objectives. The leader must not only be aware of this vision for himself, but also be able to motivate people to achieve goals, be able to explain why this is important, why it is needed and what it will give in the future. The leader is always in the field of the system: environment and information. The ability to manage this field is one of the most important leadership skills. But in order to attract people to him, the leader must have charisma. Such a leader wants to imitate and follow him.

The theory of leadership traits asserts the need to possess a certain set of personal qualities. You can list the personal qualities that allow the modern teacher to gain authority. These are high morality, humanistic orientation of the personality, mercy, empathy, the ability to sympathize with another, to understand him, efficiency, justice, integrity, diligence, optimism ^[4].

Talking about teacher leadership, we can also find a number of various types of it. For example, distributed leadership which can be described as leadership actions which put attention on interaction between managers and followers and situations in which interaction occurs. In other words, it distributes the authority on several persons ^[7, 8]. And there were even Chinese researches about the relations between efficiency of teachers and their distributed leadership skills ^[9].

Summarizing what has been said, it should be noted that the works of foreign authors laid the foundation for leadership studies. The attention of ancient philosophers to historical figures allows us to conclude that the phenomenon of leadership has been important since ancient times. The concept of leadership, considered in terms of managing social processes, influenced the further development of this branch of knowledge. Western European researchers of the XIX-XX centuries. offer a wide range of approaches and concepts to understanding the phenomenon under study. The merits of the

representatives of the "Theory of traits" group, who comprehended the main characteristics of a leader, should be emphasized. Relevant for the study of the phenomenon of leadership is the interactionist approach, which combines the analysis of the personal qualities of the leader and the situational processes in which these qualities are manifested. At the same time, one should take into account the importance of charismatic leadership, which is important in the study of the phenomenon in pedagogical culture.

3. Features of Leadership in the Pedagogical Sphere

In the context of China's political and socio-economic development, the problem of identifying and forming potential leaders in various spheres of life is paramount. The training of future leaders is becoming a strategic task of the state, the solution of which is associated with the provision of appropriate psychological, pedagogical and organizational conditions for the formation of leadership qualities and the development of leadership potential in the educational process, both at school and within the framework of higher professional education. The training of leaders is directly dependent on the presence of leadership qualities in teachers, which necessitates the creation of certain psychological and pedagogical conditions for teachers in the process of obtaining professional education.

Leadership as a psychological, pedagogical and social phenomenon is a complex multifaceted process that can be characterized from different positions, while one of the most important characteristics of leadership is its structural nature. Among the main approaches, the most common parameters are leadership qualities, leadership behavior and the situation in which the leader acts.

The leader in pedagogical activity is a representative of the teaching staff and the head of the student group, who has high authority and influence, is able to form and coordinate joint activities in the educational process, and also broadcasts an active life position^[12].

The representative of American psychology, D. Myers, conceptualizes leadership as a process in which a dominant personality leads a group, motivating its representatives to a certain style of behavior. So, leadership according to Myers is "a natural socio-psychological process in a group, built on the influence of a person's personal authority on the behavior of group members."^[13]

Summarizing the various theories of leadership, we can identify the main essential characteristics of leadership.

The leader has followers. W. Blank notes that it is the followers that make the individual a leader^[14].

Leadership is formed through interaction, which leads away from understanding the leader as a person with a certain set of personal qualities. The leader is formed by actions and deeds that are analyzed by the environment. Therefore, leadership is seen as an interpersonal phenomenon.

Leadership is based on authority, which is determined by the loyalty of team members. The team trusts and accepts the leader's decisions, is loyal to his actions, which he forms independently. At the same time, authority has a psychological nature, formed by the interest of people. It should be noted that official authority is ideally supported by business and moral.

Leadership is based on the informal influence of the leader, that is, the authority described above affects followers, and is not a formal execution of job descriptions. It also shows the difference between a leader and a leader, where the leader does not order, but offers certain solutions.

Leadership consists of discrete events that can be called acts of leadership. W. Blank highlights the areas of interaction between the leader and the team, which have a beginning, reach maturity and end. Leadership is determined based on the amount of these discrete acts.

Leadership is understood as a cognitive construct of the perception of followers, since it is not observed, but is perceived at the cognitive level. For a successful leadership position, it is necessary to study the factors that followers perceive and adjust their behavior in accordance with them.

Thus, we come to the conclusion that the leadership qualities of a teacher are manifested in specific circumstances of activity.

It should be noted that leadership arises and functions only within a certain social group: the leader of one group may not necessarily be the leader of another. In different areas of activity, a leader can also differ in a set of necessary leadership qualities. According to teachers and students of a pedagogical university, the most significant personal characteristics of a leader in pedagogical activity

include: creativity, activity, purposefulness, developed intellect, communication skills, organizational skills, responsibility, initiative, organization, determination, willpower, the ability to convince, perseverance, confidence, Creative skills. The most demanded in the professional activity of a teacher are, first of all, a developed intellect and the ability to convince, as well as such qualities as decisiveness, justice and perseverance.

It can be stated that in the course of the implementation of teaching activities, such leadership qualities as the ability to manage oneself, awareness of the goal, knowledge of the rules of organizational work and the ability to work with a group develop and improve. During the period of adaptation to professional duties, there may be a general decrease in the level of organizational abilities, the ability to solve problems, influence others, and exercise a creative approach in solving the problems of the educational process. The low manifestation of these qualities may be the result of insufficient preparation or the lack of targeted work on the formation of leadership qualities.

An active life position and high morality as ways of showing leadership in pedagogical activity are evaluated approximately equally by students and teachers. The role of creative activity in the manifestation of leadership by future teachers is estimated higher. Other ways of manifesting leadership - self-regulation, attitude towards others, social status, material security - are more significant for teachers than for students of a pedagogical university. The most noticeable difference is felt when comparing the significance for the two groups of respondents of the external appearance of the teacher as a form of confirmation and manifestation of his leadership position. This may also be due to the peculiarities of the working conditions of teachers and their social environment, the teacher's need to be an example in everything - including in the image.

A high level of formation among students of a pedagogical university of some leadership qualities (for example, organizational skills, the ability to work with a group and solve problems) and a low level of others (for example, influence on others, knowledge of the rules of organizational work) indicates insufficient provision of psychological and pedagogical conditions for the formation of leadership qualities with future teachers. The general level of theoretical and practical readiness of teachers to organize purposeful work on the formation of leadership qualities in students is insufficient, which confirms the need to develop a holistic training program for teacher leaders, its implementation as a direction of educational work in the university.

4. Approaches to the formation of leadership qualities in the educational process

In today's society, with its principles of openness and freedom, the upbringing of leadership qualities in young people is an integral part of the educational process. Constant changes in the social, economic and political situation dictate the need for rapid response and adaptation. A single individual is responsible for his behavior and seeks to actualize his "I".

Researchers from different countries, including China, are interested in the problem of education of leadership qualities. This issue is perceived as a political strategy, a state task that will bring society to a new level of development. The concept of modernizing Chinese education focuses on the responsibility of the younger generation for the country's future. Starting from school, teachers are required to level such qualities as helplessness, passivity, indifference and to educate competent specialists who confidently follow the path of career growth. These qualities are possible only on the basis of a constant desire for self-development of the student due to a stable internal tendency towards self-improvement and the development of personal qualities ^[15, 16].

The formation of a teacher-leader is possible under certain conditions for organizing the pedagogical process, combined with certain psychological approaches. Among these conditions for the formation of leadership qualities among students of a pedagogical university, one can note such as taking into account the psychological characteristics of the student's personality, the formation of a future teacher's motivation and a positive attitude towards leadership, the elimination of psychological barriers, and the provision of psychological support to students of a pedagogical university.

The pedagogical conditions for the education of leadership qualities among teachers include such as updating the content of psychological and pedagogical disciplines, a combination of traditional and innovative approaches to solving the problem, organizing students' active cognitive activity, selecting and constantly enriching the types of students' activities, students' participation in project and social activities, organization of curatorial activities of senior students in relation to junior students, participation in student self-government, direct and indirect influence of leaders of pedagogical activity

on future teachers and organization of leadership trainings. The combination of these methods guarantees the successful inclusion of the individual in the social context, and also guarantees the effective implementation of professional pedagogical activities and the formation of leadership qualities in future teachers.

The issue of the formation of teacher's leadership qualities was considered in the works of representatives of the personalistic approach L. Hansen, E. Borgatta ^[17]. According to them, leadership qualities are associated with heredity and the external environment does not affect their development. However, modern researchers of this topic, such as D. Newstrom, K. Davis, came to the conclusion that it is possible to form leadership qualities, believing that they can be “developed, polished, because they are amenable to staging and training”, in their studies it is noted that leadership qualities can be formed in a short period of time ^[18]. However, Russian researches declare the belief that leadership qualities can only be developed in certain aspects. In her opinion, attention should be paid to the development of relationships within the group, to teach meaningful communication and understanding between peers, as well as the ability to recognize and take into account the needs and aspirations of the team ^[19].

The analysis carried out allows us to conclude that the formation of leadership qualities in future teachers should be started from the first year of study at a university. The effect accumulated during the learning process will be more significant and effective at the time of graduation from the university.

5. Conclusion

The theoretical analysis of the concepts of leadership made it possible to highlight the essential characteristics of the phenomenon under study in the pedagogical culture. To manifest leadership in the pedagogical sphere, it is necessary to have a harmonious combination of management skills of the leader, the availability of communication skills, professional competence and personal qualities, and the charisma of the teacher. It is in the combination of these parameters that the peculiarity of the pedagogical leader lies.

The formation of leadership among the younger generation is a purposeful process in the educational sphere, so the theoretical understanding of its organization occupies an important part of the study. The analysis made it possible to conceptualize the aspects of leadership formation and define some criteria of the leadership in education.

It should be noted that in the educational process, leadership is a two-way process in which the teacher is realized as a leader, setting the standard for the successful behavior of a self-developing individual, and in the process of educational activity, the leadership qualities of students are formed. The continuous interaction and correlation of these processes make it possible to achieve qualitative achievements in the pedagogical culture.

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