Transformačný líder v edukácii v kontexte organizačnej kultúry školy

Transformational Leader in Education in the Context of School Organizational Culture

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OF OSTRAVA

Abstrakt Štúdia analyzuje súvislostí medzi charakteristikami organizačnej kultúry školy a charakteristikami transformačných lídrov v edukácii. Respondentmi štúdie boli učitelia základných a stredných škôl Slovenska (štúdia 1: N = 107; AM_{vek} = 43.72; SD_{vek} = 10.51; 18.69 % mužov; štúdia 2: N = 100; AM_{vek} = 40.99; SD_{vek} = 7.79; 30.00 % mužov). Prinášame výsledky dvoch nezávislých štúdií, v ktorých boli lídri posudzovaní dvoma odlišnými výskumnými nástrojmi. Štúdia 1 mapovala transformačné líderstvo prostredníctvom dotazníka *Leadership Practice Inventory* (*LPI*; Kouzes & Posner, 2013) a štúdia 2 prostredníctvom dotazníka *Czech Leadership Questionnaire* (*CLQ*; Procházka et al., 2016). Organizačná kultúra školy bola posudzovaná v oboch štúdiách dotazníkom *Organizational Culture Assessment Instrument* (*OCAI*; Cameron & Quinn, 2006). Analýza súvislostí medzi sledovanými premennými v oboch štúdiách preukázala štatisticky signifikantnú pozitívnu stredne silnú súvislosť medzi charakteristikami lídrov v edukácii zisťovanými LPI aj CLQ a Klanovou organizačnou kultúrou školy a negatívnu stredne silnú súvislosť s Trhovou organizačnou kultúrou pri LPI a pri dotazníku CLQ s Hierarchickou organizačnou kultúrou.

Kľúčové slová škola ako pracovné prostredie, organizačná kultúra školy, transformačný líder v edukácii.

Abstract *Introduction:* The transformation of education should originate in the school environment. Teachers, as actors of change, thus find themselves in the position of transformational leaders. Keller (2006) identifies as transformational leaders those individuals

who can succeed and fulfil a vision, inspire and activate followers who respond with enthusiasm and determination to achieve goals. Part of a leader's job is the co-creation of the organizational culture being upheld in the educational setting. Organizational culture represents the nature of the workplace, approach, unwritten rules of interaction and the values of the organization (Morcos, 2018). Organizational culture as defined by Cameron and Quinn (2011) points to the fact that a leader significantly participates in its formation. These claims are confirmed by various studies conducted in different types of organizations, including schools, worldwide (f.e. Daud et al., 2015; Berkemeyer et al., 2015; Yücel et al., 2013).

Goal: The aim of the present paper was to find out whether there is a relation between the school organizational culture and the characteristics of transformational leaders in education in the Slovak context.

*Methods***:** The paper consists of two studies due to the use of two different research methods assessing transformational leadership factors. Study 1: the research group consisted of 107 Slovak teachers (N = 107; AMage= 43.72; SD_{age}= 10.51; 18.69 % men). The data were obtained through the Leadership Practices Inventory (LPI; Kouzes & Posner, 2013), assessing five types of practices – leadership practices: 1) Model the Way, 2) Inspire a Shared Vision, 3) Challenge the Process, 4) Enable Others to Act, 5) Encourage the Heart and 6) the Organizational Culture Assessment Instrument (OCAI; Cameron & Quinn, 2006), mapping four types of organizational culture – Clan, Adhoc, Market, and Hierarchy. Study 2: the research group consisted of 100 Slovak teachers (N = 100; AM_{age}= 40.99; SD_{age}= 7.79; 30.00 % men). The data for this study were obtained through the Czech Leadership Questionnaire (CLQ; Procházka et al., 2016) assessing eight subscales corresponding to four components of transformational leadership, three components of transactional leadership, and laissez-faire leadership. Only the four components of transformational leadership were used. The second questionnaire was also OCAI. All tools were modified and adapted to local conditions.

Results: Relation analysis between the observed variables in both studies showed statistically significant positive moderately strong relations assessed by LPI, CLQ to the Clan's organizational culture of the school (LPI r = from.262** to.394**; CLQ r= from.222* to.420***). For Study 1: negative moderately strong relations between Market organizational culture and LPI factors (r = from -.224** to -.421***) and Study 2: CLQ with Hierarchical Organizational Culture (r = from -.249* to -.437***). The Clan organizational culture dominates in the monitored Slovak schools, closely related to the characteristics of transformational leaders in education as potential actors of changes in education.

Conclusion: According to the findings, transformational leaders in education, being an attractive example for others, are charismatic bearers of innovative ideas, they are progressive in their approach to their followers, strengthening the school team spirit and appreciating and encouraging them. They are the leaders of the Clan organizational culture. The positive finding in both studies remains that the researched Slovak schools show a prevalence of the Clan organizational culture.

Keywords a school as a working environment, a school organizational culture, transformational leader in education.