

“Leadership and Quality in Today’s Educational Institutions of European Countries”

(Paper presented at the XIII Workshop of Qualitative Research in Psychology
“Building bridges”. March 11th to 14th 2012
Achva Academi College of Education, Israel).

Samuel Gento &
Raúl González.

1.- Purpose and objectives

The *basic purpose* of the research is to correlate the quality of educational institutions (particularly of European countries) with the practical exercise of pedagogical leadership within such educational institutions.

According to such basic purpose, the research tries to obtain information referred to the following *objectives*:

- Obtaining information on the importance that the most relevant involved members of educational institutions give to components that could show the quality of such institutions;
- Collecting data referred to the degree of the achievement, existence, reality or effectiveness of components of quality in educational institutions;
- Obtaining information of the importance that the most relevant involved members of educational institutions give to features that make up the dimensions of pedagogical leadership;
- Collecting data referred to the degree of the achievement, existence, reality or effectiveness of features that make up the dimensions of pedagogical leadership;
- Correlate the importance and evidence of the quality of educational institutions with the importance and evidence of pedagogical leadership in such institutions.

2.- Theoretical background

Theoretical bases of the research imply clarification as the ones that follow here.

2.1.- *The quality of educational systems at the XXI century*

If the quality of education is today a widely felt need for individuals and groups for their own development and progress, no educational system can be considered of authentic quality if it does not include the proper educational resources, treatment and results accommodated to this paradigm of quality of all people.

2.2.- *Concept of the term "quality"*

Despite the expansion and even generalization of the term "quality", which is today referred to the optimization of means, situations, processes and results within any entity or activity, there is not always clarity and unanimity in the conception and interpretation of the term "quality".

A deep reflection on its meaning leads us to believe that quality is "the trait attributable to individual or collective entities whose structural and functional components meet maximum suitability to criteria expected from them and that produce valuable results in maximum degree, according to his own nature "(Gento, S., 2002: 11). Understood in a general sense, quality may be regarded as "*individual, authentic, integral and supreme fulfilment of all potentialities of a specific being or entity.*"

This conception of quality requires, then, the evidence of the following features:

- It must be the *true accomplishment* of a specific reality that could be evaluated and estimated;
- It *must be peculiar* and specific of the individual, group, institution or entity within its own environment and context: the peculiarity and circumstances of the specific entity must be considered;
- It must be *authentic*, which means that it must be accommodated to the particular condition of the corresponding entity;
- It must be *integral*, i.e.: it must include all the essential dimensions or components of the entity whom is referred to;
- It must be *supreme*, because total or absolute quality is a tendency to perfection that is never reached but towards it one could ever advance;
- It must be *possible or viable*: although total perfection is unattainable, aims and objectives must be realistic and reachable to the people who try to reach them.

2.3.- *Quality of educational institutions*

The quality of an educational institution is the product of the excellence obtained in the components of such institution. To this effect, it has been considered that in every institution there are "*identifiers*" and "*predictors*" of quality (*Figure 1*). The former

Leadership and Quality in Today's Educational Institutions of European Countries

ones would facilitate the identification of the evidence of quality; the latter ones would allow predicting the possibility of such quality. This distinction is a methodological one and is set up to facilitate understanding of one institution global system and of its functioning (Gento, 2002).

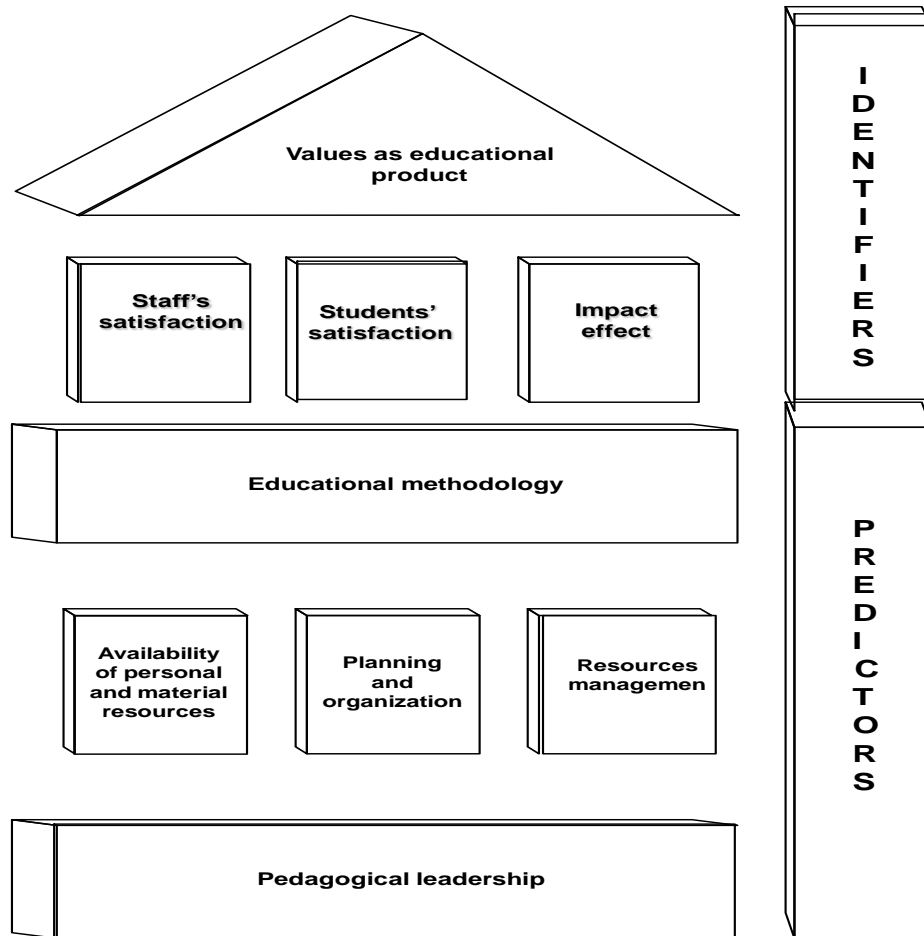


Figure 1.- Model of Total Quality for Educational Institutions

2.3.1.- Identifiers of quality of an educational institution

Identifiers are those components that, connected to the attained product and with the appreciation of the product and of the functioning processes, permit the evaluation of the degree or level of quality reached by an educational institution. Those identifiers are the following ones:

- a)- The *educational product*. In one educational institution this product will obviously refer to the attainment of education. But this general concept implies a diversity of elements that should be specified and made operative, in order to facilitate their control and assessment (Burbules, N.C., 2004: 8). A conceptual analysis and reflection from comparative studies (UNESCO, 1972; Marín, R., 1993: 44-57) shows that an integral conception of education, particularly within the European context, implies that the most specific asset of education are values that could be grouped around the following types:
 - Physical and emotional
 - Intellectual
 - Moral or ethic
 - Aesthetic or artistic
 - Socio-relational and environmental
 - Practical
 - Transcendent

- b)- The *students' satisfaction*. This quality indicator is similar to what in a producing company or agency of services is considered as "external customer's satisfaction": it refers to the satisfaction of those who is offered the educational product or who obtain this product (although at an educational institution students are, besides, co-agents of the educational product). For the analysis of students' satisfaction attention the following areas of satisfaction should be considered:
 - Basic needs
 - Security feeling
 - Acceptance received within the group
 - Esteem received by the group members
 - Opportunity to freely developing themselves

- c)- The *staff's satisfaction*. Staff's desire of satisfaction is related to tendencies of organization, where member's participation is an essential principle (Gento, S., 1994). The whole assessment of a school staff's satisfaction affects all sectors that make up such institution, although there exists the possibility of pondering the relative importance of the different sectors' satisfaction when considering its repercussion on the quality of the institution (Braslavski, 2004; Ministerio de Educación y Ciencia, 1994). As possible areas producing staff's satisfaction the following ones could be considered:
 - Attention to the material or physical conditions necessary to members' survival and to their functions development

Leadership and Quality in Today's Educational Institutions of European Countries

- Labour and professional security
 - Organization and function of the institution they work for
 - Obtained results (mainly students performance)
 - Professional prestige
- d)- *Impact effect of education*. It refers to the repercussion that education reached by people who have been students of educational institutions has on contexts where such people live or carry out activities of different types. It is obvious that educational institutions of quality must offer educational products that, not only improve life conditions and personal success of people who have been subjects of education within these institutions, but these educational products must also yield improving effects on contexts where subjects live and act. Contexts where this impact effect could have influence could be synthesized around the following ones:
- The *academic* context: impact of reached education has on success on future educational or academic programmes (Gento, S., 2002: 101)
 - The *social and environmental* context: impact produced by people who attended educational institutions on the surrounding environment and on the society they live on
 - The *labour and professional* context: effect on labour and professional arena produced by people who, after finishing their studies at the educational institution, have acceded to a job or professional position
 - The *familiar* context: effect produced on their families by people who have been students on the corresponding educational institution.

2.3.2.- Predictors of quality of an educational institution

Some predictors of quality refer themselves to the point of departure or static “input” (as availability of material and personal resources or the institution’s organization or planning); others allude to processes carried out within such institutions (as management of material, personal and functional resources; educational methodology and the exercise of leadership). Although educational institutions show that quality of education is a whole unity whose components act within a compact system, it seems appropriate, for methodological reasons, to try to study each one of these components. Due to such reasons, the following predictors are considered as components of an educational institution of quality.

- a)- *Educational methodology*. For educational methodology it is understood the peculiar way of carrying out functions and tasks that are implemented in order to attain educational objectives. By its etymological origin and its conceptual content, this methodology is of mediational kind, as it tries to offer the educational subject the possibility of objectives to be attained by educational processes. The most relevant context of methodological use is the classroom or space where students and teachers most frequently carry out their activity (Scheerens, J. & Creemers, B.P., 1989). As basic principles of an educational methodology of quality the following ones are considered:

Leadership and Quality in Today's Educational Institutions of European Countries

- *Planned dedication*: this involving task dedication (individual and collaborative); planning and programming, organization, use of resources, assessment, self analysis
 - *Adaptation*: to people (pupils or students, teachers, parents, etc); to environment and context (social, familiar, educational, labour)
 - *Empowerment of abilities*: positive motivation; formative self-evaluation; positive expectancies; promotion of creativity; encouragement to problem solving; curriculum options; extra curriculum options
 - *Positive inter-relational atmosphere*: emotional attention; security, order, silence or quietness; discipline; open and multidirectional communication; positive interaction
 - *Inter-relationship with other entities*: with families; with social community; with productive, professional and labour sectors; with public administration; with other institutions or entities
- b)- *Availability of personal and material resources*. Within this component are included those personal and material elements that form the patrimony the educational institution possess to perform its activity. Teachers are, undoubtedly, “a very important asset of an educational institution and highly relevant for its quality” (Ministerio de Educación y Ciencia (1994: 81-97); but the institution must also have other personal members, such as non the teaching ones and of personal of service (administration, maintenance, cleanness, etc.). Students are also very determinant members of an educational institution and are also a very relevant factor of its quality. There are also material resources necessary for the institution’s functioning of quality (such as facilities, didactic materials, technological media, etc.).
- c)- *Planning and organization*. This component, sometimes called “*strategic design*”, is an initial component of the general frame of an educational institution; but its supervision must take account of its dynamic. Although some authors declare that school organization has a very significant effect on the quality of educational institutions (March, J., 1978), some researches declare that this organization could be a framework propitiating educational practice improvement and research on education (Scheerens, J., 1992: 118). Within the organizational profile of an educational institution, the following elements included next could be considered:
- *Mission*. The feeling of mission is in one institution or entity the expression of the aim or basic reason of its existence (Baker, J. 1990). From this assumed mission will derive the basic orientation of its trajectory. The mission will be made up by the conceptual elements that define the educational project. Such conceptual elements will also determine the most suitable organizational principles. In one educational institution, its mission will orient itself to the attainment of supreme levels of education of quality (in its constitution, processes and results).
 - *Functioning principles*. These principles will be determined by considering the mission the institutions will try to accomplish. Some of the possible principles of functioning to be assumed by one educational institution could be: equity; priority of attention to students; institutional autonomy;

Leadership and Quality in Today's Educational Institutions of European Countries

horizontal functional structure; positive relational atmosphere; care of environment; multidirectional intercommunication; everyone's participation; continuous improvement and innovation; zero defects; immediate intervention; institutional self evaluation; innovative research; educative integration and inclusion.

- *Organization structure.* This element will refer to the setting up of elements of the institution's coordination and management. As a consequence, it will consider organs (personal or collegiate) that assume the responsibility of intervening in the promotion and supervision of process carried out within the institution; it seems, even appropriate, to consider those organs or entities that, although they are not part of the institution's organization chart, have a relationship with it.
 - *Written documents of planning.* Every institution hoping to achieve good levels of quality needs some written documents of planning, where the strategic plan of the institution is defined. Some of the documents of planning of an education institution are the following ones: Institution Educational Project; School Regulations; Institution Curriculum Project; Year and Subject Programmes; Annual Institution Memory.
 - *Accommodation to context.* Every educational institution, particularly a formalized one, is part of an educational system and is affected by this system regulation frame. Furthermore, every institution functions within a context and environment that affect it. Apart from that, students attending the educational institution have their own personal needs, expectancies, physical and psycho-pedagogical features that define a particular learning style and behaviour. Even the attention to the particular context of teachers and personal working at the educational institution could be an aspect that somehow should be taking into account.
- d)- *Management of resources.* This predictor of quality refers to the use of material and personal resources and of the strategic organization features defining a particular institution. It implies attention to the following elements:
- *Management of material resources:* it affects the incidence that the use of material resources the institution has may affect its quality
 - *Optimization of human resources:* it could be even more important, particularly when considering frequent mistakes appeared if improvement of quality projects is implemented without directing people and staff being suitably prepared, without people having functions clearly defined, or without directing people appropriately prepared and accepted by the responsible staff.
 - *Strategic organizational features:* it must define the functioning frame and the management of such frame, both oriented to the attainment of educational quality within an educational institution. Referred to this aspect, Brooker and Cols. (1979) demonstrated that 85% of school's

Leadership and Quality in Today's Educational Institutions of European Countries

performance variance is determined by the model of social system prevailing within the school.

- e)- *Pedagogical leadership*. In our model of quality for educational institutions, the educational leadership plays a fundamental role as predictor of quality. But the implementation of such leadership should be contemplated into different fields of intervention. We understand that *leader is a person (or group of persons) with the ability to provoke liberation, from inside, of the internal energy existing in other human beings, so that these voluntarily make the effort to attain, in the most effective and comfortable possible way, the aims they themselves have decided to reach in order to obtain their own dignity and the one of those they live within in a specific environment and context they care for*. The leader's potential of producing liberating creativity makes him/her the server of his/her followers, as he/she "assumes the fundamental mission of helping the followers to overcome obstacles in order to being able of putting into action their total capacity to reach their own objectives and the objectives shared with their own group" (De Pree, 1989: XX).

The exercise of leadership in education could be considered at different levels: the nuances of its implementation could be specifically peculiar, from the role of the supreme responsible of education within a country, to the one corresponding to a teacher responsible for a group of students and to, even, a student acting as leader of his/her mates. But, as we refer here to leadership as predictor of quality in educational institutions, we will consider such leadership within such context.

The exercise of leadership within an educational institution must be eminently *pedagogical*. As a consequence, although peculiarities commonly applied to any type of leadership could be applied to the pedagogical leadership within an educational institution, the main concern of the this type of leadership should be the promotion of the potentiality of all the institutional members oriented to attain an education of quality, preferable within the approach of total quality. Dimensions that should identify the pedagogical leadership within an educational institution could be the ones described next (*Figure 2*):

- *Charismatic dimension*. This dimension implies that the leader (be an individual or team) is attractive so as to facilitate that other people feel comfortable to be with him/her or they, and is able to provoke that people being around try confidently to be close.
- *Emotional dimension*. In his/her relationship with all the people (of the educational institution or related to it) the leader should treat everybody with the highest kindness, consideration and acknowledgement. At the same time, the leader must also enforce every person's dignity and show esteem and appreciation to all the people.
- *Anticipatory dimension*. Attributed to pedagogical leadership, it means having the capacity of being able of anticipatory vision of what would be the most suitable strategies and activities to solve future challenges or problems. It will also mean an anticipatory perception of consequences or effects derived from the solutions to be implemented.

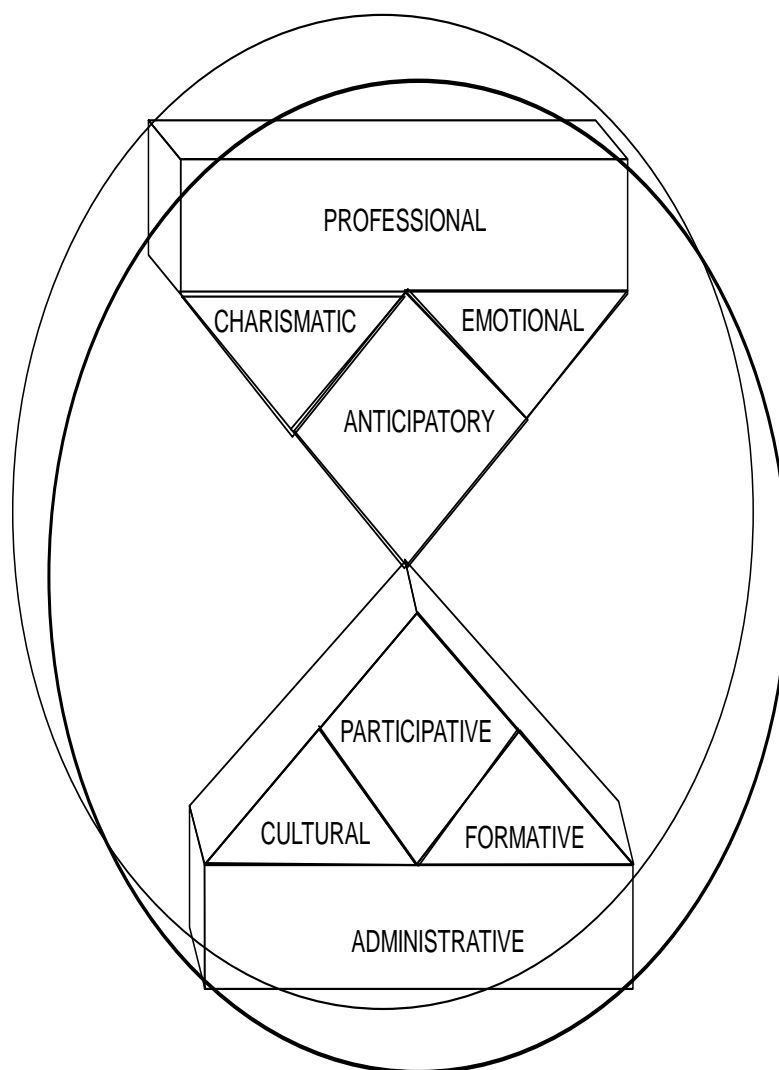


Figure 2.- Dimensions of Pedagogical Leadership within and Educational Institution

Leadership and Quality in Today's Educational Institutions of European Countries

- *Professional dimension.* According to it, pedagogical leaders must impel the institution towards the attainment of educational aims and objectives and must try to facilitate the institution and its members the availability of the required resources and the use of the necessary strategies in order to reach the highest quality of education.
- *Participatory dimension.* It implies that “the best way of encouraging individuals and groups to an intelligent and collaborative work is stimulate them to offer their cooperative effort in projects they are committed with by their intervention in decisions made throughout every phase. Collected empirical data generally show that in schools of quality all members of the institution work together and that its quality is increased if the educational system acts coordinated with educational institutions.
- *Cultural dimension.* It means that leaders must promote the consolidation of the institution's particular culture or specific profile. Pedagogical leaders should, as a consequence, act with the required commitment in order to clarify, consolidate, defend and extend the institution's cultural profile.
- *Formative dimension.* As one of the essential features of authentic leaders, it requires that they should care of their own continuous training and formation and that they should try to promote continuous training of people working with them. Basic approach of this leadership dimension must, then, be the promotion of personal professional training and of the best qualification to implement the necessary tasks to advance in the quality of education and of the institution's quality.
- *Administrative dimension.* This dimension is the one referred to the administrative routines and to the accomplishment of activities of bureaucratic type. It seems necessary that, in order to reach authentic institutions of quality, bureaucratic activities be reduced or, at least, submitted to educational contents. Anyhow, as these activities could not be totally eliminated, it would be suitable to simplify them and to submit them to the basic orientation of achieving educational institutions of quality

2.4.- Relationship with European education

Quality of education not only is a worldwide concern, but also a particular intense one in European countries. On the other hand, the research project has been initially elaborated for researches and academics of a European country, including Spain. The first steps and initial data are taken with samples of this European country. But progressively, the project will be extended to other European countries: initial contacts have been carried out to such purpose.

3.- Context and circumstances

The theoretical background considers literature referred to quality of education, quality of educational institutions and of leadership, particularly the one related to education and educational institutions. Particular attention is given to national and international reports on quality or effectiveness of education and of its references to European countries.

Empirical data are initially be collected by members of the Spanish National University of Distance Education. Professors of this University promote data collection, with the help of students, particularly those of post grade courses. In the first steps of data collection, information is mainly taken from schools from Spain's different Autonomous Communities or Regions. Preferred schools are the Secondary Education ones (particularly Higher Education) and of Vocational Education Schools. Some information proceeding from Universities (courses of grade or post grade) could also be occasionally collected.

4.- Research design and methodology

4.1.- *Basic approach*

Basic approach of the research is an eclectic or mixed one. Consequently, qualitative and quantitative techniques are used. Theses techniques are the following ones:

4.2.- *Techniques and instruments*

- To obtain information on the quality of educational institutions, a *questionnaire on "evaluation of the quality of educational institutions"* has been elaborated (*Annex I*). The instrument is to be answered by committed representatives of school's members and involved personnel, such as: students (particularly from Lower and Higher Secondary Education and other further educational levels), teachers, heads or principals, parents, supervisors or inspectors of education, teacher's trainers and other professionals or involved representatives.

The questionnaire collects information on the given *importance* and on the real *evidence* (attainment, existence, reality or effectiveness) of nine components of quality of educational institutions (Gento, S. (2001a; 2002), which are the following ones:

- ❖ Values as educational product
- ❖ Student's satisfaction
- ❖ Staff's satisfaction
- ❖ Impact of educational product
- ❖ Availability of material and personal resources

Leadership and Quality in Today's Educational Institutions of European Countries

- ❖ Organization and planning of the institution
 - ❖ Resources management
 - ❖ Educational methodology
 - ❖ Head's or principal's leadership
 - ❖ Other directing members' leadership
 - ❖ Teachers' leadership
- To have information on leadership, an instrument has been produced as “*questionnaire on pedagogical leadership on educational institutions*” (*Annex II*). This instrument will offer information in detail on the given importance and on the real evidence (attainment, existence, reality or effectiveness) of the following leadership's dimensions (Gento, S. (2001b; 2002):
- ❖ Charismatic
 - ❖ Emotional
 - ❖ Anticipatory
 - ❖ Professional
 - ❖ Participative
 - ❖ Cultural
 - ❖ Formative
 - ❖ Administrative

To guarantee the scientific consistence of the mentioned questionnaires, both instruments are submitted to *validation* processes.

- With the purpose of obtaining qualitative data referred to pedagogical leadership, *semi-structured interviews* will be made, preferably (although not exclusively) to participants who previously had filled in the questionnaire on leadership or who had been submitted to evaluation with this instrument (*Annex III*). This interview will consider data offered by the questionnaire on leadership and also those given by the questionnaire on quality of educational institutions. The interview will show strengths and failures referred to the assessed leadership and will try to describe relevant situations.
- Qualitative data will also be obtained through *case studies*, referred to pedagogical leadership within educational institutions. Information obtained from case studies will show the reality of pedagogical leadership and its relevance for the quality of one educational institution (*Annex IV*).

4.3.- *Data collection*

To collect data on the quality of educational institutions and of pedagogical leadership within such institutions, the research has the participation of UNED (National University of Distance Education) students from the subject “Improvement of Quality on Educational Institutions” of the Master Course on “Strategies and Technologies for the Teaching Function in a Multicultural Society”

Data obtained from the questionnaire on evaluation of one educational institution and of pedagogical leadership on such institutions will be inserted into an

Leadership and Quality in Today's Educational Institutions of European Countries

Excel file. To such purpose, participants who will intervene by using these instruments have received the corresponding *Excel files* (one for each questionnaire) to be filled in with collected data. Two *guidelines to collect data* (one for each questionnaire) help participants on the research them insert data on each file.

Information obtained from interviews and case studies will be offered by a description of both techniques use and results.

4.4.- Data processing

Theoretical bases of the research will be obtained from *relevant literature* related to:

- quality, quality of education and quality of educational institutions
- Leadership, leadership on education and on educational institutions

Empirical data collected from the questionnaires is to be treated with the Programme of *SPSS* (Statistical Package of Social Sciences)

Qualitative data obtained from the interviews and case studies will be treated with the programme *AQUAD* of G. Huber

4.5.- Conclusions and proposals

Information obtained from the theoretical study and of the empirical analysis will be submitted to reflection and interpretation, in order to extract the conclusions derived from the research.

The obtained conclusions will offer the opportunity of elaborating some proposals. These will mainly be directed to improve the quality of educational institutions and to promote suitable ways of exercising authentic pedagogical leadership.

The obtained information, conclusion and proposals of intervention will be used as bases to put forward some possible themes of futures researches related to the present one.

5.- Impact of the research on the European context

One of the nowadays main concerns of the European education is the quality of education and of their educational institutions. The repercussion of PISA reports on European public opinion, on politicians and on social leaders is one of the features that show such concern. Other relevant manifestation of the European interest for the quality of education is the adaptation to education of the model of quality produced by European Foundation of Quality Management (EFQM).

Leadership and Quality in Today's Educational Institutions of European Countries

The importance of leadership to promote educational improvement and to eliminate failures influencing on the quality of education is showed by a number of authors, some of them of European context.

Results obtained by this research will be useful to design and implement activities and processes directed to improve the quality of educational institutions and pedagogical leadership in this institutions, not only in Spain, but also in other European countries and even in other non European contexts.

6.- Empirical data

6.1.- *Results of questionnaire on evaluation of the quality of educational institutions*

The research project started during the academic period 2010-2011. As the process of collecting and processing data recently began, it is not possible to offer definitive data. Nevertheless some provisional initial data are offered here: they correspond to the first part of the mentioned academic period and it is expected that more data will be received the second academic period.

6.2.- *Sample description*

Provisional data offered here have been offered by a small sample of 50 people who answered the questionnaire to evaluate importance and evidence of the components of educational institution's quality. A description of the sample is included next.

Gender of participants

Gender	F	%
Female	31	62%
Male	19	38%
Total	50	100%

Type of school

Type of school	F	%
Public	7	14%
Aided	29	58%
Private	14	28%
Total	50	100%

Leadership and Quality in Today's Educational Institutions of European Countries

Participants' sector

Sector	F	%
Students	1	38%
Teachers	15	30%
Heads/Principals	6	12%
Parents	10	22%
Total	50	100%

Education stage

Sector	F	%
Preschool	2	4%
Primary	4	8%
Lower Secondary	38	76%
Higher Secondary	4	8%
Unidentified	2	4%
Total	50	100%

6.1.2.- *Evaluation of components of quality*

Data corresponding to the evaluation of the importance and evidence of components determining educational institutions' quality are included next. As they are provisional data, we only insert the arithmetic mean offered by representatives of Public, (Private) Aided and (Totally) Private institutions.

a)- *Student's satisfaction*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,29	6,31	8,43	7,18
Evidence	6,14	6,20	7,86	7,00

b)- *Values as educational product*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,14	6,10	7,07	6,66
Evidence	6,14	6,05	6,93	6,54

Leadership and Quality in Today's Educational Institutions of European Countries

c)- *Staff's satisfaction*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,29	8,31	7,50	8,08
Evidence	6,00	5,41	7,44	6,12

d)- *Impact of educational product*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	7,29	8,24	7,64	7,94
Evidence	5,57	6,72	7,51	6,84

e)- *Resources availability*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,57	7,86	7,21	7,78
Evidence	5,86	7,52	6,85	7,28

f)- *Organization and planning*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,43	7,07	6,93	7,22
Evidence	7,00	6,07	6,36	6,56

g)- *Management of resources*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	7,86	6,34	7,21	6,80
Evidence	6,43	5,66	6,21	6,36

Leadership and Quality in Today's Educational Institutions of European Countries

h)- *Methodology*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,57	7,62	6,93	7,56
Evidence	6,57	7,48	6,07	7,24

i)- *Head's or Principal's leadership*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,43	7,21	7,86	7,56
Evidence	6,00	7,00	7,07	7,06

j)- *Directing team's leadership*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,00	7,52	8,14	7,76
Evidence	6,43	7,14	7,86	7,24

k)- *Teacher's leadership*

Evaluation category / Arithmetic mean	Public Sch	Aided Sch	Private Sch	Total Sch
Importance	8,14	7,93	7,86	7,94
Evidence	6,29	7,41	7,07	7,16

6.2.- *Results of questionnaire on leadership on educational institutions*

As it has been commented on the results of questionnaire on evaluation of the quality of educational institutions, data collected by the questionnaire of leadership should also be considered provisional. There are still a number of questionnaires to be received on September and whose data will be added to the ones offered here.

Leadership and Quality in Today's Educational Institutions of European Countries

6.2.1.- *Sample description*

Provisional data offered here correspond to answers filled in on 51 questionnaires. Information obtained from these instruments must be considered as non definitive. Description of the sample is next (although there is not data referred to gender).

Type of school

Type of school	F	%
Public	14	27,5%
Aided	19	37,3%
Private	17	33,3%
Unidentified	1	2,0%
Total	51	100,0%

Participants' sector

Sector	F	%
Students	9	17,6%
Teachers	22	43,1%
Heads/Principals	7	13,7%
Parents	5	9,8%
Other	5	9,8%
Unidentified	3	6%
Total	51	99,8

Education stage

Sector	F	%
Preschool	2	3,9%
Primary	12	23,5%
Lower Secondary	31	60,%
Higher Secondary	2	3,9%
1 st cycle University	3	5,9%
Unidentified	1	2,8%
Total	51	100,0%

Leadership and Quality in Today's Educational Institutions of European Countries

Evaluation of descriptors of leadership dimensions

Data obtained from the collected questionnaires are referred to descriptors defining the proposed dimensions of educational leadership. These data correspond to educational or pedagogical leadership, in general, without specification evaluation to the three types of pedagogical leadership mentioned at the top of the used questionnaire. Data inserted into the following tables offer the *Mode (M_o)*, or most frequent, mark given to every descriptor.

a)- *Charismatic dimension*

Descriptor / M _o	Importance	Evidence
Professional profile	9	5
Expertise	8	6
Representativeness	7	6
Personal preparation	7	6
Chosen by selecting process	7	6
Legitimacy (by designation)	7	6
Hygiene and personal care	6	6
Enthusiasm	7	6
Sense of humour	7	6
Coherence and commitment	7	6

b)- *Emotional dimension*

Descriptor / M _o	Importance	Evidence
Acknowledgment of people's dignity	7	6
Id. of collaborators' merit	8	6
Consideration to everybody	8	6
Promotion of collaborators' social esteem	7	6
Expanding collaborators' success	7	6
Being polite and sensitive to all	6	5
Manifestation of esteem to collaborators	8	7
Protection to collaborators' from critic	7	6
Attention to collaborators' needs	7	6
Impulse to collaborators' self-reliance	7	6

Leadership and Quality in Today's Educational Institutions of European Countries

c)- *Anticipatory dimension*

Descriptor / M _o	Importance	Evidence
Impulse to institution's mission	7	6
Foresight of needs	7	6
Vision of ultimate goal	7	6
Vision of institution's structure	7	6
Creativity to propose solutions	7	6
Proposals of targets	7	6
Contribution to initiatives	7	6
Stimulus to collaborators' effort	7	6
Planning and management of changes	7	6
Impulse to overcome resistance to change	7	5

d)- *Professional dimension*

Descriptor / M _o	Importance	Evidence
Intervention in professional projects and plans	7	5
Id. in designing methodology	7	6
Id. in evaluation	7	6
Id. in studying impact of education	7	6
Id. in designing structure and organization	8	6
Interest to know other educational institutions	8	7
Promotion of atmosphere to studying	7	6
Impulse to accommodation to context	7	6
Id. to constant improvement	9	7
Stimulus to innovation	7	6

e)- *Participatory dimension*

Descriptor / M _o	Importance	Evidence
Impulse to multidirectional communication	7	5
Choice of collaborators	7	6
Acceptance of collaborators' opinions	8	6
Awarding of trust to collaborators	7	6
Attention to collaborators' proposals	7	6
Facilitation of professional debates	7	6
Impulse to participative techniques	7	6
Promotion of collaborators team working	7	6
Clarification of collaborators' functions	7	6
Balance between delegation and control	7	6

Leadership and Quality in Today's Educational Institutions of European Countries

f)- *Cultural dimension*

Descriptor / M _o	Importance	Evidence
Promotion of institution's cultural identity	7	6
Impulse to accommodation to context	7	6
Id. to accommodation to student's culture	7	6
Id. to institution's organizational profile	8	6
Exploration of collaborator's interest	7	5
Clumping of collaborators' ideologies	7	5
Enhancement of interactive atmosphere	7	6
Promotion of order and security	7	6
Impulse to institution's autonomy	7	6
Personal exemplification of institutions' identity	7	6

g)- *Formative dimension*

Descriptor / M _o	Importance	Evidence
Dedication to his/her own training	7	6
Help to collaborator's training	7	6
Supply of training materials	7	6
Promotion of relationship with training agencies	7	6
Facilitation of professional interchanges	7	6
Impulse to research	7	6
Impulse to obtaining grants to research	7	7
Promotion of studying professional themes	7	6
Promotion of debates on professional topics	7	6
Support to innovation	7	6

h)- *Administrative dimension*

Descriptor / M _o	Importance	Evidence
Presidency of collegiate boards	7	5
Supervision of documents	7	7
Management of material resources	6	6
Vigilance of laws and rules compliance with	7	6
Intervention into personnel's cooptation	7	6
Impulse to resources acquisition	7	6
Authorization of spending	7	7
Proposals to collaborators' cooptation	7	6
Information to community on institution's' life	7	6
Guarantee personnel's right of assembly	7	6

Leadership and Quality in Today's Educational Institutions of European Countries

6.3.- *Results of interviews*

Throughout this brief period of obtaining empirical data, little information has been collected of interviews. But as the process of obtaining information continues, it is hoped that more data will be offered in some subsequent reports. Nevertheless, we insert here, as an example, some opinions collected by one interview made to a female school head of a private school of Preschool, Primary and Lower Secondary Education of a town placed at the South of Spain ("Roquetas de Mar", province of Almería). The interviewed opinions are included next, grouped around the leadership dimensions included in the questionnaire to evaluating this role.

<i>Leadership dimension</i>	<i>Comments from interviewed school head</i>
Charismatic	This is an important dimension of an educational leadership
Emotional	Although the attention to emotions of teachers and all school members is important, sometimes it is not easy to equally treat every person: you feel closer to some people than to some other ones.
Anticipatory	Anticipation to events and consequences of decisions is very effective; but sometimes it is not easy to previously know circumstances and consequences of decisions and actions.
Professional	A good professional leader should be ready to make decisions, although sometimes they will be neither easy nor pleasant The need of making creative decisions would be easier when the leader is helped by his/her collaborators' opinions and proposals. The leader's professional dimension requires a profound commitment to institution's functioning
Participative	An effective educational leader needs to promote teachers' and whole staff's team working Participative dimension also asks for pedagogical leader to impulse fluent relationship with families, students and other involved sectors.
Cultural	A school head's cultural dimension implies the need of creating and expanding his/her school image of institution of quality. This image of quality will be based on students' excellent academics results and on well trained and committed teaching staff.

Leadership and Quality in Today's Educational Institutions of European Countries

Formative	A school head's authentic leadership needs a permanent operative concern on his/her own continuous training. A plan of in-service training courses offered throughout the school year should be offered to every school teacher. In fact teachers of this school make two or three in service training courses per year.
Administrative	Bureaucratic activities are somehow necessary although not exactly enjoyable. But these activities are easier to be implemented when the school has a school administrator (as it happens at this school whose head was interviewed).

6.4.- Results of a case study

The short period of this research field study has not allowed collect many case studies. Nevertheless, we offer an example of case study referred to an event happened at a school and described by one school's member participating in the research. This case could be considered as a typical example of participative leadership.

a)- Context

The case happens at a school of Primary Education A teacher of the last form puts forward the directing team and the school faculty the idea of announcing a literary concourse to promote students' motivation and their interest for the language and literature.

b)- Case content

Once the proposal is unanimously approved, the school head designates a commission responsible to organize bases and details of the concourse. In a subsequent meeting of the directing team with the organized commission details of the concourse implementation are approved (themes of students' composition, levels of the participants, contents of student's works, judges to evaluate compositions, calendar, prizes, ceremony of prizes awarding, etc.)

c)- Collaborative participation

The school's directing team contacts Parents' Association to ask them to participate in the concourse and to designate two members who will be members of the evaluation jury. Teachers inform students of the concourse and its details and ask them to participate and to expand the idea among their mates.

d)- Leadership dimensions put into action

Charismatic and emotional dimensions are put into action throughout the whole process of design, preparation and implementation of the concourse. Teachers stimulate students by showing confidence in their abilities and preparation to present works to the

Leadership and Quality in Today's Educational Institutions of European Countries

concourse. The concourse also contributes to increase student's satisfaction as members of such dynamic institution.

Anticipatory dimension is present during the careful planning of the whole process that tries to anticipate possible circumstances and events.

Participative and cultural dimension are implicit in the intervention of the school directing team and its teachers. Students are committed to intervene not only as candidates to the awards, but also as members of the organization structure. Parents had also been invited to act as active members and even as been members of the evaluating jury. The concourse contributes to promote the school's own cultural profile.

Administrative dimension has been put into action in order to supply the necessary resources for the prizes, the required facilities, the calendar of the concourse process, etc. The school's directing team, the organizing team and parents' association work together to prepare all the necessary requirements.

e)- Reviewing conclusions

The experience described on this case study represents an example of effective, enthusiastic and participative contribution of all the involved school's sectors. Results have produced and increased enthusiasm on all members and they are decided to successively repeat this experience in subsequent years.

7.- References

7.1.- Bibliography

- ALCATEL (1995). *Matriz de Aprendizaje para el Desarrollo del Liderazgo*.
- BAKER, J. (1990). *El Poder de una Visión*. Wisconsin (USA): Chart Hose Learning Corporations.
- BAYÓN, F. & GARCÍA, I. (1997). *Gestión de Recursos Humanos (Manual para Técnicos en Empresas Turísticas)*. Madrid: Síntesis.
- BLANCHARD, K., CARLOS, J.P. & RANDOLPH, A. (1996). *Empowerment Takes More Than a Minute*. New York: MJF.
- BRANSON, Ch. M. (2010). *Leading Educational Change Wisely*. Rotterdam (The Netherlands): Sense Publishers. ISBN: 978-94-6091-254-2,
- BRANSON. (2007). *Screw It, Let's Do It Expanded*. London: Virgin Books. ISBN. 978-0-7535-1149-7.
- BRASLASKI, C. (2004). *Diez Factores para una Educación de Calidad para Todos en el Siglo XXI*. Madrid: Fundación Santillana.
- BROOKER, W., READY, C., FLOOD, P, SCHWEITSER, J. & WISENBAKER, J. (1979). *School Social Systems and Student's Achievements. School Can Make a Difference*. New York: Praeger.
- BURBULES, N.C. (2004). "Ways of thinking about educational quality". *Educational Researcher*, 33 (6): 4-9.
- CHAWLA, S. & RENESCH, J. (1995). *Learning Organizations*. Portland, Or: Productivity.

Leadership and Quality in Today's Educational Institutions of European Countries

- CHOFFRAY, J.M. (1992). *Systèmes Intelligents de Management*. Liège: Nathan.
- CLEENEWERKCK, J.L. (2006). *1000 Questions pour Coucher*. Paris: EMS SG II/181
- COLEMAN, J.S. & all. (1966). *Equality of Educational Opportunity*. Washington, D.c.: U.S. government Printing Office.
- COLEMAN, J.S., HOFFER, T. & KILGORE, S. (1982). *High Schools Achievement. Public, Private and Catholic Schools Compared*. New York: Basic Books.
- COVEY, S. (1991). *Principle Centered Leadership*. New York: Free Press.
- CROSBY, Ph. B. (a1989). *Running Things. The Art of Making Things Happen*. New York: Mentor. SG III/194
- DE PREE, M. (1989). *Leadership is an Art*. New York: Bantam Doubleday
- DÍAZ LEONARDO, S. & GARCÍA RIGÜEL, M. (2008). *Escuela de Desarrollo de Hábitos*. Madrid: Díaz de Santos.
- FERNÁNDEZ AGUADO, J. (2005). *Liderar en Tiempos de Incertidumbre*. Madrid: MindValue. ISBN: 84-609-8008-1.
- FERNÁNDEZ ROMERO, A. (2008). *Manual del Consultor de Dirección*. Madrid: Díaz de Santos. SG
- FIEDLER, F.E. & CHEMERS, M.M. (1984) *Improving Leadership Effectiveness; the Leader Match Concept*. New York: Wiley.
- GALGANO, A. (1993). *Calidad Total*. Madrid: Díaz de Santos.
- GENTO, S. (1994). *Participación en la Gestión Educativa*. Madrid: Santillana. ISBN 84-294-4000-3.
- GENTO, S. (Coord) (2001a). *La Institución Educativa. I Identificadores de Calidad*. Buenos Aires: Docencia. ISBN: 987-506-048-8.
- GENTO, S. (Coord) (2001b). *La Institución Educativa. II Predictores de Calidad*. Buenos Aires: Docencia. ISBN: 987-506-049-6.
- GENTO, S. (2002). *Instituciones Educativas para la Calidad Total*. Madrid: La Muralla (3d. edition). ISBN: 84-7133-657-X.
- GOLEMAN, D., BOYATZIS, R. & McKEE, A. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, Mass: Library of Congress (Look for)
- GREENWOOD, M.S. & GAUNT, H.J. (1994). *Total Quality Management for Schools*. New York: Cassell.
- GRUBBS, L. (2005). *Lessons in Loyalty*. Dallas (TX): Lorrain Grubbs. ISBN: 0-9762528-5-6.
- GIULIANI, R.W. (2002). *Leadership*. New York: Hyperion. ISBN: 1-4013-5928-0
- EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT (1996). *The European Quality Award: Application Brochure*. Tilburg (The Netherlands): Pabo Print.
- HENTIG, H. von (1993). *Die Schule New Denken*. München: Carl Hanser.
- HESELBEIN, F., GOLDSMITH, M. & BECKHARD, R. (1996). *The Leader of the Future*. San Francisco, Ca: Jossey-Bass. SG 0/72
- HESELBEIN, F. & COHEN, P.M. (1999). *Leader to Leader*. San Francisco: Jossey Bass.
- KAUFMAN, R. & ZAHN, D. (1993). *Quality Management Plus: The Continuous Improvement in Education*. Newbury Park, Ca.: Corwin Press.
- MARCH, J. (1978). "American public school administration: a short analysis". *School Review*, 86: 217-250.
- MARÍN, R. (1993). *Los Valores, un Desafío Permanente*. Madrid: Cincel.
- MILLER, R. (1989). "School effectiveness training research influencing practice". CREEMERS, B.; PETERS, T.; y REYNOLDS, D. *School Effectiveness and School Improvement*. Amsterdam: Swets & Zeitlinger, pp. 47-58.

Leadership and Quality in Today's Educational Institutions of European Countries

- MINISTERIO DE EDUCACIÓN Y CIENCIA (1994). *Centros Educativos y Calidad de Enseñanza*. Madrid: Secretaría de Estado de Educación.
- OCDE (1991). *Escuelas y Calidad de la Enseñanza*. Madrid: Paidós-M.E.C.
- OECD (2003). *Education at a Glance*. Paris: Author.
- OCDE (2004b). *Regards sur l'Éducation. Les Indicateurs de l'OCDE 2004*. Paris: Auteur.
- OECD (2010). *PISA 2009 Results: Learning Trends: Changes in Student Performance Since 2000*. Paris: Author
- PÉREZ SERRANO, G. (1995). *Investigación Cualitativa*. Buenos Aires: Docencia.
- PETRICK, J.A. & FURR, D.S. (1997). *Calidad Total en la Dirección de Recursos Humanos*. Barcelona: Gestión 2000.
- PONT, B., NUSCHE, D. & MOORMAN, H. (2008a). *Improving School Leadership. Volume I: Practice and Policy*. Paris: OECD
- PONT, B., NUSCHE, D. & MOORMAN, H. (2008b). *Improving School Leadership. Volume 2: Case Studies on System Leadership*. Paris: OECD
- POWNEY, J. y WATTS, M. (1987). *Interviewing in Educational Research*. London: Routledge and Kegan Paul.
- PREE, M. de (1989). *Leadership Is and Art*. New York: Bantam-Double Day.
- SCHEERENS, J. (1992). *Effective Schooling*. London: Cassell.
- SCHEERENS, J. y CREMERS, B. (1989). "Conceptualizing School Effectiveness". *International Journal of Educational Research*, 13 (87).
- SCHMELKES, S. (1995). *Hacia una Mejor Calidad de Nuestras Escuelas*. México, D.F.: OEA/SEP).
- SENGE, P M. (1990). *The Art and Practice of the Learning Organization*. New York: Double Day SG 0/6
- SENGE, P.M. (1994). *The Fifth Discipline..* New York: Doubleday. SG 0/6.
- SENLE, A. (1992). *Calidad y Liderazgo*. Barcelona: Gestión 2.000.
- SERGIOVANNI, T.J. (2004). *Leadership. What's in it for Schools?* Abingdon, Oxon: Routledge Falmer.
- STOLL, L. & BOLAM, R. (2005). "Developing leadership for learning communities". COLES, M. J. & SOUTHWORTH, G. (2005). *Developing Leadership. Creating the Schools of Tomorrow*. Maidenhead: Open University Press, pp.50-64.
- TEMPLAR, R. (2005). *The Rules of Management*. Harlow (UK): Pearson.
- TENNER, A.R. y DETORO, I.J. (1992). *Total Quality Management*. Reading (Mass): Adison-Wesley.
- TOFFLER, A. (1999). *Future Shock*. New York: Bantam Books.
- UNESCO (1972). *L'Éducation dans le Monde. Politique, Legislation et Administration de l'Éducation*. Paris: Author.
- UNESCO (2004). *Global Monitoring Report 2005: Education for All. The Quality Imperative (Summary)*. Paris: Autor.

7.2.- References of Internet

- [http:// www.pisa.oecd.org](http://www.pisa.oecd.org): PISA reports
- [http:// www.unesco.org](http://www.unesco.org): UNESCO information
- <http://europa.eu/legislation-summaries/education>: European Union legislation on education, youth and sports.

ANNEX I

QUESTIONNAIRE ON EVALUATION OF EDUCATIONAL INSTITUTION'S QUALITY

This questionnaire tries to collect your assessment of the *importance* given to every component and element that determines an educational institution's quality and to check the *evidence* of its existence in the same institution. Both aspects (importance and evidence should be evaluated in every component and element: to such purpose, every one has the correspondent square where you may write the mark of importance and of evidence. *Your assessment is of extremely great importance.*

Please, proceed the following way:

- 1°. **Write or tick the sector you are member of.**
- 2°. **Assess every FUNDAMENTAL COMPONENT OF QUALITY (written in capital letters) by inserting within the corresponding square your mark (from 1, minimum, to 9, maximum) for the importance conceded by the evaluated institution and for the evidence of its existence or attainment.**
- 3°. **Assess the remaining aspects by inserting within the corresponding square your mark (from 1, minimum, to 9, maximum), for the importance conceded by the evaluated institution and for the evidence of its existence or attainment.**
- 4°. You may, if wished, **add other** aspects within the space reserved to that and assess the importance and evidence of them.
- 5°. Assess this questionnaire and add, if any, your observations.

We thank you very much your valuable contribution.

Sectors of opinion:
Province (State) _____
Country _____

Gender: Female	Male	<input type="checkbox"/>
Type of centre: Public	<input type="checkbox"/> Private aided	<input type="checkbox"/>
Private non aided	<input type="checkbox"/> Preschool Education	<input type="checkbox"/>
Student (age) <input type="checkbox"/>	Primary Education	<input type="checkbox"/>
Teacher (years of experience) ____ <input type="checkbox"/>	Lower Secondary Education	<input type="checkbox"/>
School Head/Principal <input type="checkbox"/>	Higher Secondary Education	<input type="checkbox"/>
Student's mother/father <input type="checkbox"/>	Vocational Education	<input type="checkbox"/>
School Inspector/Supervisor <input type="checkbox"/>	Isr Degree University Centre	<input type="checkbox"/>
Teacher's trainer <input type="checkbox"/>	University Centre	<input type="checkbox"/>
Other (specify) _____ <input type="checkbox"/>	Other (indicate) _____	<input type="checkbox"/>

ASSESSMENT OF THE IMPORTANCE AND EVIDENCE (*)
(minimum, 1; maximum, 9)

1. Identifiers of quality

	Importance	Evidence
1.1. “VALUES AS EDUCATIONAL PRODUCT”	<input type="checkbox"/>	<input type="checkbox"/>
1.1.1. Physical and emotional values	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2. Intellectual values	<input type="checkbox"/>	<input type="checkbox"/>
1.1.3. Ethical values	<input type="checkbox"/>	<input type="checkbox"/>
1.1.4. Aesthetic or artistic values	<input type="checkbox"/>	<input type="checkbox"/>
1.1.5. Social and ecological values	<input type="checkbox"/>	<input type="checkbox"/>
1.1.6. Practical or useful values	<input type="checkbox"/>	<input type="checkbox"/>
1.1.7. Transcendent values	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
1.2. “STUDEN’S SATISFACTION”	<input type="checkbox"/>	<input type="checkbox"/>
1.2.1. By attention to their basic needs	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2. By their feeling of security	<input type="checkbox"/>	<input type="checkbox"/>
1.2.3. By the acceptance they receive	<input type="checkbox"/>	<input type="checkbox"/>
1.2.4. By the esteem given to them	<input type="checkbox"/>	<input type="checkbox"/>
1.2.5. By the opportunity of free self development	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

(*) *Importance* refers to the value given to each one of the components and elements of quality; *evidence* refers to the existence, attainment, reality, reaching or effectiveness.

1.3. “INSTUTION STAFF’S SATISFACTION”	<input type="checkbox"/>	<input type="checkbox"/>
1.3.1. By the attention of their material needs	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2. By their labour or professional security	<input type="checkbox"/>	<input type="checkbox"/>
1.3.3. By the institution’s organisation and functioning	<input type="checkbox"/>	<input type="checkbox"/>
1.3.4. By results obtained by students	<input type="checkbox"/>	<input type="checkbox"/>
1.3.5. By their labour and professional prestige	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
1.4. “IMPACT OF EDUCATIONAL PRODUCT”	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1. On labour or professional arena	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2. On family context	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3. On scholastic or academic context	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4. On social context in general	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Predictors of quality</u>		
2.1. “AVAILABILITY OF MATERIAL AND PERSONAL RESOURCES”	<input type="checkbox"/>	<input type="checkbox"/>
2.1.1. Building and facilities	<input type="checkbox"/>	<input type="checkbox"/>
2.1.2. Furniture	<input type="checkbox"/>	<input type="checkbox"/>
2.1.3. Didactic material	<input type="checkbox"/>	<input type="checkbox"/>
2.1.4. Libraries	<input type="checkbox"/>	<input type="checkbox"/>
2.1.5. Economical resources	<input type="checkbox"/>	<input type="checkbox"/>
2.1.6. Teaching staff	<input type="checkbox"/>	<input type="checkbox"/>
2.1.7. Non teaching staff	<input type="checkbox"/>	<input type="checkbox"/>
2.1.8. Students	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

Leadership and Quality in Today's Educational Institutions of European Countries

2.2. “INSTITUTION’S ORGANISATION AND PLANNING” ...	<input type="checkbox"/>	<input type="checkbox"/>
2.2.1. Meaning of its “mission” or “raison d’être”	<input type="checkbox"/>	<input type="checkbox"/>
2.2.2. Organisation structure	<input type="checkbox"/>	<input type="checkbox"/>
2.2.3. Functioning principles	<input type="checkbox"/>	<input type="checkbox"/>
2.2.4. Planning documentation	<input type="checkbox"/>	<input type="checkbox"/>
2.2.5. Adaptation to context	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
2.3. “MANAGEMENT OF RESOURCES”	<input type="checkbox"/>	<input type="checkbox"/>
2.3.1. Management of material resources	<input type="checkbox"/>	<input type="checkbox"/>
2.3.2. Management of human resources	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3. Implementation of organisational components	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
2.4. “EDUCATIVE METHODOLOGY”	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1. Planning of educational activities	<input type="checkbox"/>	<input type="checkbox"/>
2.4.2. Accommodation to students	<input type="checkbox"/>	<input type="checkbox"/>
2.4.3. Adaptation to context	<input type="checkbox"/>	<input type="checkbox"/>
2.4.4. Positive atmosphere of interpersonal relationship	<input type="checkbox"/>	<input type="checkbox"/>
2.4.5. Positive motivation	<input type="checkbox"/>	<input type="checkbox"/>
2.4.6. Positive expectations of student’s performance	<input type="checkbox"/>	<input type="checkbox"/>
2.4.7. Impulse to creativity	<input type="checkbox"/>	<input type="checkbox"/>
2.4.8. Positive relationship of educational community with other institutions, families and surrounding community	<input type="checkbox"/>	<input type="checkbox"/>
2.4.9. Optional curricular and extra-curricular offering	<input type="checkbox"/>	<input type="checkbox"/>
2.4.10. Dedication or intense working	<input type="checkbox"/>	<input type="checkbox"/>
2.4.11. Student’s frequent assessment	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

Leadership and Quality in Today's Educational Institutions of European Countries

2.5. “SCHOOL HEAD’S OR PRINCIPAL’S LEADERSHIP”	<input type="checkbox"/>	<input type="checkbox"/>
2.5.1. Emotional dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.5.2. Anticipatory dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.5.3. Professional dimension (to promote quality of education)	<input type="checkbox"/>	<input type="checkbox"/>
2.5.4. Participative dimension (to promote participation)	<input type="checkbox"/>	<input type="checkbox"/>
2.5.5. Cultural dimension (to promote institution’s identity)	<input type="checkbox"/>	<input type="checkbox"/>
2.5.6. Training dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.5.7. Administrative dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.5.8.- Charismatic dimension	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>
2.6. “LEADERSHIP OF OTHER MEMBERS OF THE INSTITUTION’S DIRECTING TEAM”	<input type="checkbox"/>	<input type="checkbox"/>
2.6.1. Emotional dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.6.2. Anticipatory dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.6.3. Professional dimension (to promote quality of education)	<input type="checkbox"/>	<input type="checkbox"/>
2.6.4. Participative dimension (to promote participation)	<input type="checkbox"/>	<input type="checkbox"/>
2.6.5. Cultural dimension (to promote institution’s identity)	<input type="checkbox"/>	<input type="checkbox"/>
2.6.6. Training dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.6.7. Administrative dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.6.8.- Charismatic dimension	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

Leadership and Quality in Today's Educational Institutions of European Countries

2.7. “LEADERSHIP OF INSTITUTION’S TEACHERS”	<input type="checkbox"/>	<input type="checkbox"/>
2.7.1. Emotional dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.7.2. Anticipatory dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.7.3. Professional dimension (to promote quality of education)	<input type="checkbox"/>	<input type="checkbox"/>
2.7.4. Participative dimension (to promote participation)	<input type="checkbox"/>	<input type="checkbox"/>
2.7.5. Cultural dimension (to promote institution’s identity)	<input type="checkbox"/>	<input type="checkbox"/>
2.7.6. Training dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.7.7. Administrative dimension	<input type="checkbox"/>	<input type="checkbox"/>
2.7.8.- Charismatic dimension	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>

Assessment of the Questionnaire

To evaluate this questionnaire, please tick the square that better corresponds to your estimation of every mentioned criteria, according to the numerical scale from 1 to 5 (1 represents the most negative estimation and 5 the most positive one).

The questionnaire is:

Evaluation		1	2	3	4	5
Useless	Useful					
Confuse	Clear					
Boring	Entertaining					
Monotonous	Interesting					
Unpleasant	Pleasant					

Other criteria (specify):

1	2	3	4	5
----------	----------	----------	----------	----------

To indicate if there is something superfluous or not in the Questionnaire, please tick one of every alternative option:

Nothing superfluous Something superfluous
Specify the superfluous content:

To indicate if there is something missing in the Questionnaire, please tick one of the alternative options:

Nothing is missing Something is missing
Specify what is missing

Specify, if any, other observations to this questionnaire:

Date of fulfilment: (day) ____ (month) _____ (year) _____

THANK YOU VERY MUCH

ANNEX II

**QUESTIONNAIRE
ON PEDAGOGICAL LEADERSHIP
ON EDUCATIONAL INSTITUTIONS**

This questionnaire refers to:

- School Head or Principal*.....
Other Directing Team members.....
School teachers

This questionnaire tries to collect your assessment of the *importance* you give and the *evidence* of the attainment within the institution you assess of every descriptor of the pedagogical leadership dimensions. Such dimensions are referred to: the educational institution's head or principal; other institution's directing team members; or institution's teachers. Both categories (of importance and evidence) will be evaluated on every descriptor: for each one of them you find a square where you will insert your mark corresponding to the conceded importance and evidence. *Your assessment is of extremely great importance.*

Please, proceed the following way:

- 1°.- Tick the top square corresponding to whose sector is referred this questionnaire
- 2°.- Write or tick the sector you are member of
- 3°.- To assess every descriptor of leadership, mark within the corresponding square you evaluation from 1 (*minimum*) to 9 (*maximum*) referred to the given *importance* and to the *evidence* of attainment at the institution.
- 4°.- You may, if you wish to, add other descriptors within the space reserved to such purpose and assess the importance and evidence of them.
- 5°.- Assess this questionnaire and add, if any, your observations.

We thank you very much for your valuable contribution.

Sectors of opinion:

Province (State) _____
Country _____

Gender: Female	Male	<input type="checkbox"/>
Type of centre: Public	Private aided	<input type="checkbox"/>
Private non aided	Preschool Education	<input type="checkbox"/>
Student (age)	Primary Education	<input type="checkbox"/>
Teacher (years of experience)	Lower Secondary Education	<input type="checkbox"/>
School Head/Principal	Higher Secondary Education	<input type="checkbox"/>
Student's mother/father	Vocational Education	<input type="checkbox"/>
School Inspector/Supervisor	1st Degree University Centre	<input type="checkbox"/>
Teacher's trainer	University Centre	<input type="checkbox"/>
Other (specify) _____	Other (indicate) _____	<input type="checkbox"/>

**ASSESSMENT OF THE IMPORTANCE AND EVIDENCE OF
LIDERSHIP DIMENSIONS (*)**
(minimum 1, maximum 9)

1. Charismatic dimension

	Importance	Evidence
1.1.- Relevant professional profile	<input type="checkbox"/>	<input type="checkbox"/>
1.2.- Accredited expertise	<input type="checkbox"/>	<input type="checkbox"/>
1.3.-Representativity or acceptance (been elected or o accepted)	<input type="checkbox"/>	<input type="checkbox"/>
1.4.- Personal preparation (academic accreditation)	<input type="checkbox"/>	<input type="checkbox"/>
1.5.- Having passed a selecting process	<input type="checkbox"/>	<input type="checkbox"/>
1.6.-Recognized legitimacy (after designation or cooptation)	<input type="checkbox"/>	<input type="checkbox"/>
1.7.-Hygiene and personal care	<input type="checkbox"/>	<input type="checkbox"/>
1.8.- Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>
1.9.- Sense of humour	<input type="checkbox"/>	<input type="checkbox"/>
1.10.- Coherence and personal commitment	<input type="checkbox"/>	<input type="checkbox"/>
1.11.- Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

2.- Emotional dimension

2.1.- Acknowledgment of every person's dignity	<input type="checkbox"/>	<input type="checkbox"/>
2.2.- Acknowledgment of collaborators' professional value	<input type="checkbox"/>	<input type="checkbox"/>
2.3.- Personal consideration to everybody	<input type="checkbox"/>	<input type="checkbox"/>
2.4.- Promotion of collaborators' social appreciation	<input type="checkbox"/>	<input type="checkbox"/>
2.5. Spreading of collaborators' success	<input type="checkbox"/>	<input type="checkbox"/>
2.6.- Being polite and sensitive to every person	<input type="checkbox"/>	<input type="checkbox"/>
2.7.- Publicly expressing esteem to collaborators	<input type="checkbox"/>	<input type="checkbox"/>
2.8.- Protection to collaborators from unjustified critics	<input type="checkbox"/>	<input type="checkbox"/>
2.9.- Attention to collaborators' needs	<input type="checkbox"/>	<input type="checkbox"/>
2.10.- Impulse to collaborators' self-reliance	<input type="checkbox"/>	<input type="checkbox"/>
2.11.- Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

(*) *Importance* refers to the value given to each descriptor; *evidence* refers to the existence, attainment, reality, reaching or effectiveness at the institution.

3.- Anticipatory dimension

- | | | |
|--|--------------------------|--------------------------|
| 3.1.- Impulse to definition of institution's mission | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2.- Foresight of needs | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3.- Clear vision of ultimate goal | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4.- Vision of how the institution should be structured | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5.- Creativity to propose solutions | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6.- Proposals of demanding but attainable goals | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7.- Personal contribution of initiatives | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8.- Stimulus to collaborators' effort | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.9.- Planning and management of the necessary changes | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.10.- Impulse y facilitation to overcome resistance to change | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.11.- Other (specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

4.- Professional dimension

- | | | |
|--|--------------------------|--------------------------|
| 4.1.- Intervention in professional projects and plans | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2.- Intervention in designing methodology | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3.- Intervention in evaluation | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4.- Intervention in studying education impact | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5.- Intervention in designing structure and organisation | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6.- Interest to knowing other educational institutions | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.7.- Promotion of an atmosphere of studio | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.8.- Impulse to accommodation to context | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.9.- Impulse to constant improvement | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.10.- Stimulus to innovations | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.11.- Other (specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

5. Participative dimension

- | | | |
|---|--------------------------|--------------------------|
| 5.1.- Impulse to multidirectional communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2.- Intelligent choice of collaborators | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3.- Acceptance of collaborators' opinions | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4.- Awarding trust and responsibility to collaborators | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5.- Attention to collaborators' proposals | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.6.- Facilitation of debates | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.7.- Impulse of participative techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.8.- Promotion of collaborators' team working | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.9.- Clarification of collaborators' functions | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.10.- Balance between delegation and control of activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.11.- Other (specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

6.- Cultural dimension

- | | | |
|--|--------------------------|--------------------------|
| 6.1.-Promotion of institution's cultural identity | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2.- Impulse to institution's cultural accommodation to context | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3.- Impulse to accommodation to student's cultural context | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4.- Impulse to institution's own organizational profile | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5.- Exploration of collaborators' interests | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6.- Clumping of collaborators' ideologies | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.7.- Enhancement of positive interactive atmosphere | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.8.- Promotion of order and security atmosphere | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.9.- Impulse to institution's autonomy | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.10.- Personal exemplification of institution's cultural identity | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.11.- Other (specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

7.- Formative dimension

- | | | |
|---|--------------------------|--------------------------|
| 7.1.- Dedication to own training | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2.- Help to collaborators' training | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3.- Supply of training materials (books, documents, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4.- Promotion of relationship with training agents | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5.-Facilitation of inter professional interchanges | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.6.- Impulse to research | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.7.- Impulse to obtaining grants to research | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.8.- Promotion of studying professional themes | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.9.- Promotion of debates on professional topics | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.10.- Support to innovation | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.11.-Other e(specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

8.- Administrative dimension

- | | | |
|--|--------------------------|--------------------------|
| 8.1.- Presidency of collegiate boards | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2.- Supervision of documents | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3.- Management of material resources | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4.- Vigilance of compliance with laws and rules | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.5.- Intervention into personnel's cooptation..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.6.- Impulse to resources acquisition | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.7.- Authorization of expenditures | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.8.- Proposals to attract collaborators | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.9.- Information to community on institution's life | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.10.- Guarantee personnel's right of assembly | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.11.- Other (specify): _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Assessment of the Questionnaire

To evaluate this questionnaire, please tick the square that better corresponds to your estimation of every mentioned criteria, according to the numerical scale from 1 to 5 (1 represents the most negative estimation, 5 the most positive one).

The questionnaire is:

Evaluation		1	2	3	4	5
Useless	Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confuse	Clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boring	Entertaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monotonous	Interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unpleasant	Pleasant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other criteria (specify):

1	2	3	4	5
---	---	---	---	---

To indicate if there is something superfluous or not in the Questionnaire, please tick one of every alternative option:

Nothing superfluous Something superfluous
 Specify the superfluous

To indicate if there is something mission in the Questionnaire, please tick one of every alternative option:

Nothing is missing Something is missing
 Specify what is missing

Specify, if any, other observations on this questionnaire:

Date of fulfilment: (day) _____ (month) _____ (year) _____

THANK YOU VERY MUCH

ANNEX III

SEMISTRUCTURED INTERVIEWS

Interviews will be made preferably, although not exclusively, to people who previously filled in the questionnaire on “pedagogical leadership on educational institutions” or who were submitted to evaluation with such questionnaire. As a technique to collect information based on the procedure of oral interrogation, the interview tries to get information on a specific study or research theme: an interviewed person or people directly answer to interviewer, who makes some questions in specifically prepared situations to such purpose (Powney, J. & Watts, M., 1987). In fact, this technique implies an encounter between two communicators (interviewer and interviewed) who are firmly decided to understanding each other, with profound mutual respect.

Interviews will be semi structured, as a combination of the following types:

- ❑ *Structured*: the interviewer has previously written down a closed questionnaire or, at least, a list with the questions he/she is going to ask the interviewed person.
- ❑ *Unstructured*: the interviewer does not have a previous questionnaire or list of question; he/se ask the questions according to how the interview is being implemented.

The interview will show strengths and failures referred to the assessed leadership and try to describe relevant situations. Te interview could be taped on audio or filmed on video. Material produced this way will be accordingly collected and treated.

In order to collect homogeneous contents, it is suggested that the interviewer should consider data offered by the questionnaire on leadership and also those given by the one on quality of educational institutions. Some of the contents to be treated during the interview could be referred to pedagogical leadership's dimensions such as:

- Charismatic
- Emotional
- Anticipatory
- Professional
- Participative
- Cultural
- Formative
- Administrative.

Considering that the pedagogical leadership could have impact on an educational institution's quality, the interview may also consider contents referred to this topic of institutional quality, such as:

Leadership and Quality in Today's Educational Institutions of European Countries

- Values as educational product
- Student's satisfaction
- Institution's staff satisfaction
- Impact on educational product
- Availability of material and personal resources
- Institution's organization and planning
- Management of resources
- Educative methodology

ANNEX IV

CASE STUDIES

Case studies will refer to examples of pedagogical leadership on one educational institution. Description of these examples will be relevant to show the reality of authentic pedagogical or educational leaders and how they impact the quality of the educational institution they work for.

This technique will be used to collect information obtained by observation and related to aspects that are of interest to know cases or situations connected to the studied topic of pedagogical leadership for the quality of an educational institution. The studied and described case should be representative, have impact or show contents that could facilitate its generalization.

The case study will basically be of *descriptive type*: it will try to inform in detail of the studied phenomenon or reality: here educational or pedagogical leadership for the quality of an educational institution. It may also be a case of *interpretative type*: this will mainly collect opinions or personal estimations of a particular reality referred to the kind of leadership previously mentioned. There is even the possibility of offering case studies of *evaluative type* that will use the collected information to emit an estimation of the respective case or phenomenon.

Possible phases to implement a case study may be the following ones (Pérez Serrano, G., 1995: 101-102):

- a) Phase of *contact with reality*: the researcher familiarizes him/herself with the nature of the studied theme and may determine aspects such as: definition of the case, objectives to be reached, timing, ways of collecting information, etc.
- b) Phase of *collecting information*: valid and relevant data are collected, by using different techniques and instruments. Contents to be collected may refer to aspects such as:
 - Context study
 - Analysis of literature on the topic
 - Specification of categories
 - Formulation of hypotheses
 - Production of generalizing conclusions.
- c) Phase of *analysis and interpretation*: collected information is systematized around categories that allow a profound and structured interpretation of the studied case and of its components. This phase may culminate in the produced report that, after discussion and possible triangulation, will determine the case final report that may include proposals of intervention and of case following up.