DECISION DIMENSION OF LEADERSHIP IN EFFECTIVE SCHOOLS IN ROMANIA

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Abstract

Each school system aims at performing better for its students by getting better outcomes, and being able to cope with a continuously changing society. We define herein a "successful school" a school that reaches best outcomes for every learner. Accordingly, it is very important for educators and policy makers to identify those common factors that positively influence student achievement. A central concern of policy makers in education is that of identifying the best solutions for transforming a failing school into a successful one.
Previous studies show that one of the major factors affecting student learning is principal's leadership. This factor can be identified in the predominant leadership style, but also through the involvement of teachers in decision-making.
In this research, it was studied a sample of 8 schools in Romania that had good students outcomes. For these schools we correlated the principal's style of leadership with the teachers' involvement in decision making, to identify common elements that lead to the success of these schools. Thus, in our exploratory approach, we highlight the "recipe for success" in "successful schools."
Key words*: decision-making, effective school, involving teachers, principal.*

Introduction

School success is better defined in terms of student achievement. This problem is more complex, due to principal's role in school operations. Student achievement seems to be passed into the background as most school principals are more concerned with administrative problems than with the instruction, which directly affects student achievement (Brenninkmeyer and Spillane, 2008, 459). Since the '70s management and leadership began to move towards improving student learning outcomes and since the '80s, the principal's role is seen as an instructional leader (Tucker, 2002, 45).

Although principals have a great influence on schools, they affect mostly indirectly student learning outcomes, by establishing a positive climate, a successful teaching and learning culture. Principals also help in creating prerequisites for training more innovative teachers (Hopkins, 2001), and for envisioning a roadmap adapted to the context of their school setting to further it academically.

American Company McKinsey and the National College for Leadership of Schools and Children's Services, conducted a study which examined the importance of school leadership, the role of school leaders, and proposed methods of identifying and developing potential leaders. They concludes that "you can not improve schools without leaders." Morever, as an official from Singapore said, "one of the keys [of our success] is that [in] the last ten years the school leadership is not

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just a human resources issue, but a strategic matter." Also, other studies in North America show that leadership influences at a rate of 58% student achievement: 25% of it being the principal's leadership, and 33% the teacher's leadership (Barber, Whelan, Clark, 2010, 5).

The key is to establish an ethos or culture of change and innovation to be accepted and to be oriented towards continuous improvement of student achievement (Penlington, Kington, Alison and Day, 2008, 66), and also to involve the teaching staff in decision-making. A successful school has successful leadership that greatly influences both its students and teachers only when it is distributed throughout the organization. Successful managers contribute directly and indirectly both to teachers' teaching and to student outcomes (Leithwood, Kenneth and Day, Christopher, 2008, 2-3). Stanley Vance considers that „management is simply the process of decision-making and control over the actions of human beings for the express purpose of attaining predetermined goals".

In schools, leadership takes similar forms, and it helps identify the economic area, which is defined by Elmore, Richard (2000, 13) as "a guide to improve the training direction." Earlier studies note that leaders of high quality are the result of time, place and circumstance, and leadership is related to efficient and complex organization (Marzano and T. Waters, Nulty, 2005, 5). This is given the complexity of issues related to leadership in a school: clear vision and goals (Bamburg & Andrews, 1990, Duke, 1982), the climate in the school and classroom (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Brookover et al., 1978; Brookover & Lezotte, 1979; Griffith, 2000; Villani, 1996), the teacher (Brookover & Lezotte, 1979; Oakes, 1989; Purkey & Smith, 1983; Rutter, Maughan, Mortimore , Ouston, & Smith, 1979), teachers in classroom practice (Brookover et al., 1978; Brookover & Lezotte, 1979; McDill, Rigsby, & Meyers, 1969; Miller & Sayre, 1986), curriculum organization and training (Bossert, Dwyer, Rowan, & Lee, 1982; Cohen & Miller, 1980; Eberts & Stone, 1988; Glasman & Binianimov, 1981; Oakes, 1989), the opportunity for students to learn (Duke & Canady, 1991; Dwyer, 1986, Murphy & Hallinger, 1989) (as cited in Marzano, Waters and Nulty, 2005, 5).

According to a Romanian national study, a "good school" is defined as a "successful school," and there is this "still prevalent [the] idea that" a good school "is defined by good teachers and general resources," without considering fundamental that school's student achievement and training for life (Vlăsceanu, 2002, 74). Ron Edmonds (1979, 28) says that "we find poor schools with good school managers, but can not find any good school with low academic manager" (as cited Keever in California School Leadership Academy, 2003, 2). Cognitive theories formulated and developed in the '70s argue that leadership effectiveness influence how leaders take decisions, and conceptualize group goals and methods of achieving them in ways of understanding and interpreting behavior. Thus, a leader appears as an information processor, as reflected in the organizational development of cognitive psychology.

The normative decision theory was formulated by Vroom and Yetton in 1973, and revised by Vroom and Yago in 1988. This theory starts from the idea that there is no ideal leadership style in any situation, by proposing and establishing leadership styles of the leader, and later determining the peculiarities of situations leading to a style or another, focusing on two dimensions: the decision process and the necessary acceptance of the decision.

Table 1. **Decision-making styles set by Vroom and Yetton in 1973, revised by Vroom and Yago in 1988 (as cited by Zlate, 2004, 65).**

Leadership style	Explanation
Autocratic I	Leader analyses the decision based on the information he/she has
Autocratic II	The leader gets information from subordinates, but the decision is taken by him/her
Consultative I	Leader tells subordinates common problems individually, not as a group, listen to their views, but he gets the decision alone, which may not take account of subordinates' views

Leadership style	Explanation
Consultative II	Leader tells subordinates the problem as a group, he/she listens to their opinions, but he/she takes the decision alone, which may not take into account the opinions found
Style groups	Leader tells subordinates the problem as a group, analyse together with them and determine the best solution, even if it don't belong to him/her

Decision-making styles are typically analysed according to seven factors, three of which provide quality decision, and for a related to quality acceptance decision.

Table 2.   The seven factors to analyse the decision making style (as cited by Zlate, Mielu, 2004, 66).

Factors in quality decision	Factors for quality acceptance decision
The quality any decision must have	The acceptance decision by subordinates
Completeness leader's information	The probability of acceptance any authoritarian decisions
The degree of structuring of the problem	The congruence between individual and organizational goals
	Conflict generated by subordinates for preference for any specific decision

There is a normative theory which states that leadership is not predetermined, but it is an activity, which carried into a system influences the different factors involved in that activity (Zlate, 2004, pp 64-68).

J.A.C. Brown describes three types of authoritarian leaders (strictly, benevolent, incompetent) and three types of democratic leaders (democrat, genuine and pseudo). R. Tannebaum, Schmidt WH adopts a situational approach to leadership styles, and proposes a continuum of behavior driver (as cited by Zlate, 2004, 104).

The chart below shows the correlation between leadership styles by mapping the use of authority and the scope of freedom of subordinates:
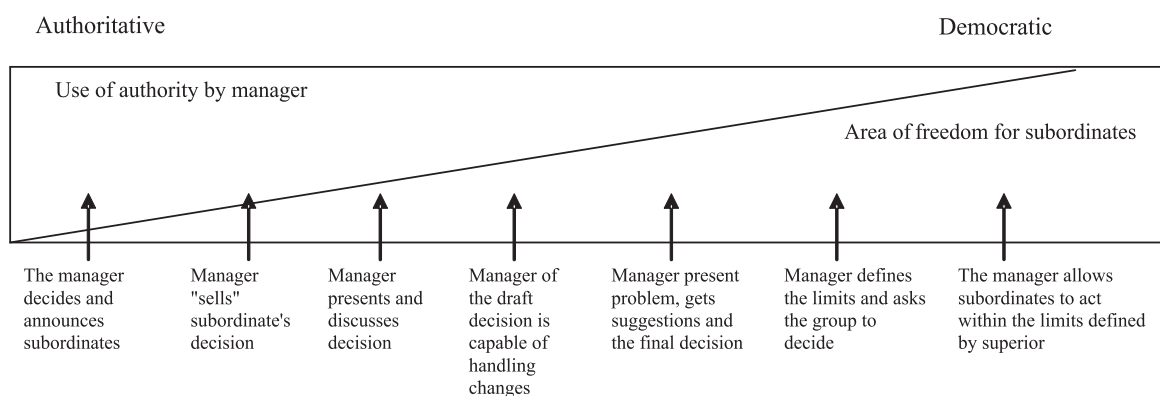

Figure 1:   Leadership styles as the use of authority and scope of freedom of subordinates (cited Zlate, 2004, 105).

Leithwood and Stager (1989) report that orientation decision only leads to the emphasis of cognitive structures such as "black box", *e.g.* principal's mind. They demonstrate that by understanding the orientation decision process creates efficient administrations, instead of trying to decipher principals' behavior. They also note that principals are experts in delegating, gathering data and planning their approach than the typical model which says that the principal is doing all by herself (Brenninkmeyer, Lawrence and Spillane, 2008, 435-451). The key stages in the decision process are identifying and defining the problem, formulating alternatives, examining and ranking alternatives (to be based on

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cost and quality), choosing the best solution, implementation, enforcement decision, evaluating the consequences and feedback (Preda, 2006, 83-86). There are numerous decision models, and they are distinct from each other, based on the existing information, the degree of certainty / uncertainty due to the environment in which a decision is made, the method / procedure for decision (Preda, 2006, 88).

Problem of Research

This study was conducted in the course of the year 2012 and it included two phases: a survey for the specialists called "experts" in developing schools, for supporting the implementation of quality management in schools in order to identify the dimensions investigated. It was selected a sample of 8 successful schools, defined as such based on an external institutional evaluation. The criteria for selecting these 8 schools are their efficiency indexes, defined as the ratio between reported student learning results and expected student learning results. A school with an efficiency index up to 1.00 is considered a "successful schools"/"effective school." The goal is to identify the success factors that influence students' achievements. It was also examined the extent to which the leadership of these schools has common and distinct specificities with regard to the decision-making and leadership style of the principal. The survey was conducted in order to measure the teachers' perceptions of their involvement in decision making and the principal's leadership style.

Research Focus

The main purpose of this research was to identify and to explore the common elements of leadership styles of the principals and the involvement of teachers in the decision-making process.
The specific goals of the study were as follows:

- Gather the opinion of specialists about each effective school principal's leadership style;
- Explore all the characteristics of the effective schools in the sample;
- Create the dimensions of the ideal principal leadership style in effective schools.

Methodology of Research

General Background of Research

The research started from a documented analysis of theories that describe the principal's leadership style and the decision-making process. Initially, the questionnaire was applied to 1800 respondents: external school evaluators, consultants in quality management, inspectors in charge with quality control in schools. According to the national quality law of education no. 87 from 2007, quality of education is measured in learning results defined as: knowledge, skills, behaviors, competencies. Afterwards, it was selected a sample of 8 case studies from the schools considered to be effective according to students' achievements. The selections were made after 1023 schools evaluated by the Romanian Agency for Quality Assurance in Pre-university Education (RAQAPE), an institution that accomplishes external evaluation of the quality of education offered by pre-university schools and by other educational organizations. RAQAPE calculated efficiency indices using statistical methods. Furthermore, RAQAPE published on its web page a hierarchy of these schools according to efficiency index, a relationship between the students' results achieved and expected students' results. The efficiency index was explained by RAQAPE as follows:

- A unit efficiency index (1.00) indicates that the results of the school are the ones expected in the specific environment in which it operates, and with the resources at its disposal;
- An index over 1.00 shows that the results achieved by schools are better than those expected in the specific environment in which it operates, and with the resources at its disposal;

- An index less than 1.00 indicates that the efficiency results obtained by the school are weaker than expected in the specific environment in which it operates, and with the resources at its disposal.

Once the data are collected and validated, the indices of performance statistics are grouped according to the type of schools (kindergartens, primary schools, secondary schools, high schools, school groups) to establish the schools' hierarchy.

Therefore, schools which record progress in preparing students, despite a negative context and scanty resources, will obtain an index of efficiency over 1.00, placing them ahead of others sometimes with tradition and exceptional performance, but whose efforts did not lead to better results than expected. This method was applied by RAQAPE in order to measure the real effort in quantifying school performance, even for those schools that are in deprived areas in Romania.

All 8 schools selected in this study were from the first quartile of the most effective schools in Romania.

Our qualitative research was organized in 8 focus groups, each group having 6 teachers from each school in order to confirm the validity of the data from the quantitative approach.

Our quantitative research is based on questionnaires for teachers (other than participants in the focus-groups) from every effective school selected herein. Thus, this research is an empirical exploratory quantitative study based on a survey of the teachers of these Romanian successful schools. The elements investigated were indicated by Romanian "experts" in institutional development: principal's leadership style, the decision-making process (the orientation of the decision to charge or to relations with subordinates, consulting teachers in decision-making). The key focus of this exploratory research is to underline all the elements involved in decision-making and to determine an ideal principal leadership style.

Sample of Research

First stage

Of the 1813 surveys submitted to responders (N=1813), 1376 questionnaires were filled out and returned (N = 1376). The subjects for these questionnaires were school "experts" and school inspectors. The fields of expertise of the "experts" are assessing internal or external quality, making a successful school, and these experts are from all Romanian regions enrolled in the RAQAPE's Register. School inspectors oversee the proper function and decision making of district schools, the control and direction of internal evaluations, the implementation of measures that schools take in order to develop themselves and to become effective. According to their opinions, we defined the dimensions investigated in the second questionnaires for teachers from the effective schools selected. We defined „managers" both experts and inspectors.

Second stage

The sample of 8 schools (N=8) was selected from the first quartile in the hierarchy published by RAQAPE on its website. The hierarchy was generated according to efficiency indices calculated based on the ration between students' obtained achievements and students' expected achievements according to their environment. Starting from the 2013-2014 school year, RAQAPE will calculate yearly this index for all schools in Romania, based on data every school will fill online. The efficiency index for the schools selected in this study is between 1.504 and 1.309.

The schools selected herein are from all the regions in Romania, rural and urban areas. It was conducted over 370 surveys for teachers. Furthermore, teachers were selected to participate in focus groups according to the criteria of descending order of seniority in the school - the first six most experienced teachers in that school. The teachers selected to participate in this survey were different from those of the focus group.

The samples for the two stages of the survey are as follows:

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Table 1.   The sample structure of research in both phases.

		First stage of research			Second stage of research				
Category	Persons	Surveys applied	Surveys completed	Response rate, %	Category	Surveys applied	Surveys completed	Response rate, %	Category	Focus-group
Experts	Experts in assessing external quality	500	629	69.88	Teachers	460	370	80.43	Teachers	8
	Consultants-institutional development	400								
Inspectors	Inspectors general, deputy general, specialized and inspectors from all development regions of Romania	913	747	81.81						
Total managers (experts and inspectors)		1813	1376	75.89.	119	460	370	80.43	48	8

Schools considered effective according to the students' achievements are from both rural and urban areas.

Table 2.   Distribution of the survey sample by area of residence.

	Manager		Teachers	
	N	%	N	%
Rural	92	6.8	19	17.75
Urban	1261	93.2	88	82.25
Total	1353	100.0	107	100.0

Although most of our responders are from urban areas, both urban and rural areas are in fact represented in the "experts" and "inspectors" categories (generally called "managers") and in the "teachers" category. Therefore, we believe that we represented our national school sample acceptably.

Instrument and Procedures

This study uses both quantitative and qualitative methods.

Quantitative methods and instruments

In the first stage of the research, it was surveyed various experts to determine their opinion about principal leadership style, and the teachers' involvement in the decision-making process. The questionnaire focused on the following dimensions: the characteristics of effective schools, the principal characteristics of an effective school, principal as a leader, principal as an innovative leader.

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In the second stage of the research it was conducted another survey to identify whether the characteristics of effective schools identified by the experts from the first survey are represented in the school sample, on the one hand, and one the other hand to underline the common elements of these schools in the principal's leadership area. The online questionnaire focused on following dimensions: leadership style and decision making process with regard to the involvement of the teaching staff in decision consultation and effective participation in decision-making, and whether reporting information to decision situations typically limits a person or task.

Qualitative methods

In order to check the accuracy of the findings from the second survey, it was organized a focus group in every school from the sample. The research has fourteen focus-groups in total. The focus-group, defined as "a structured interview for a group" or "a focused interview for a group" " (Iluț, 1997, 95) is „a group of respondents interviewed together, generating a disscussion" (Babbie, 2010,423). The focus-group guide has the same dimensions with the online questionnaire: leadership style and decision making process with regard to the involvement of staff in decision consultation and effective participation in decision-making and reporting information whether the decision situation typically limits a person or task. The findings from qualitative methods confirmed the findings from quantitative methods.

The surveys were the main tools for data collection. The data were collected through the operationalization of the concept of „effective schools" in synonymous relationship to „successful school": principal's leadership, decision making process as a fundamental process of leadership.

Data Analysis

The methodology for the processing and analysis of the data is dependent on the nature of the information and results of the investigation of variables and adapts to the specific characteristics of the instruments of investigation and of each type of variable being addressed**.** In the context of this study, the instruments comprise a significant number of items of quality, for which the main macro indicators used in the process were those related to the distribution and structure of the subjects on the different criteria, but the main characteristic of the instruments should be noted are the large numbers of items to assess situations or opinions, the ordinal scale. Ordinal variables are qualitative variables, and they allow more in-depth analysis. In contrast to nominal variables, which can be explored only as distributions based on nonparametric techniques, ordinal variables allow the assimilation of quantitative variables of type. Quantitative variables are statistically much more generous, because they offer a variety of information about the phenomenon studied. Moreover, they allow for the possibility of using statistical techniques that allow highlighting the general tendency of the opinions expressed (as mean of replies), making comparisons and correlations with environmental factors etc. The assimilation of a quantitative scale ordinal scale is achieved by assigning a score to each step of the assessment. Although, in the absence of opportunities to assess the distance between steps of the scale of assessment of comparative score presents a significant degree of subjectivity, the score for the equivalence in relation to the experience or opinion of the researcher is a good solution for addressing statistical analysis.

To obtain a value and an indicator of intensity, we proceeded to a measurement of the distance between the variants of answers, choosing an interval of 20 points. The relationship of calculation used in the evaluation was: $y = x$, where x is the response on the scale required [1; 2] and y is the value of a quantitative scale. Equivalence, quantitative scale became [0, 100], the equivalence scale is as follows.

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Table 3.   Equivalence scale.

	Number	Very small extent	Small extent	Able right	Largely	Heavily
Variations of opinion	0	1	2	3	4	5
Scores of equivalence	0	20	40	60	80	100

It should be noted that distributions statistical analysis are not affected by this. In addition to an assessment of the trend of opinion of each segment, it was investigated the "score" and offered the possibility of comparing the opinions expressed on the factors.

Results of Research

The investigation was based on the operational concept of leadership: leadership style and decision making process with regard to the involvement of teaching staff in decision consultation and effective participation in decision-making and reporting information on the decision situation typically limit a person or task. It was a correlated leadership style involved in the decision process, by reporting information about a task or person, considering that "consultative" or "participative" style is determined by the decision of the person reporting information and "authoritarian" or "permissive" style corresponds to a task. The decision in extreme cases may be related to a task, even if there is a "consultative" or "participative" leadership style, if there is no pure driving style, but a dominant one.

It is found that teachers surveyed state that they are consulted in the decision making process.

Table 4.   Representation of responses of involving teachers in the decision making process.

Responses	Number	Percent
Yes	354	95.7
No	16	4.3
Total	370	100.0

In terms of the leadership style of the principal, we define a style as "advisory" if staff is somewhat involved in decision-making, and "participatory" if there is an active involvement of the staff.

Table 5.   Degree of leadership style.

Behaviour	Very small extent	Small extent	Able right	Largely	Heavily	Mean	Median	Mode	St dev.
Scores of equivalence	20	40	60	80	100				
Authoritative	61	57	156	57	39	57.62	60	60	17.83
Authoritarian-permissive	30	46	143	123	28	63.94	80	60	16.12
Consultative	11	17	49	114	179	83.40	60	100	16.05
Participatory	10	11	45	105	199	85.51	60	100	15.58

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Respondent teachers from the study believe that principal's style is "participatory" and "consultative", even if they are only involved in the decision to "update knowledge."

It was observed that "consultative" and "participatory" style is the prevalent style, overall being more "participatory" than "consultative".

The school principal makes decisions based on the relations between subordinates, or on tasks in achieving their purpose. Thus, we observe that the decision based on subordinates is followed by performance results. However, what makes the difference is what it is called "task assignment."

In case of successful schools, teachers think that the decision is based largely on "tasks at any cost," in the first place, and "keeping good relations between people" in second place.

Table 6. Factors influencing the decision making process in extreme situations.

Decision	Place 1	Place 2	Place 3	Place 4	Medium place
Scores of equivalence	4	3	2	1	
Tasks at any cost	210	115	45	0	1.554
Keeping good relations between people	181	128	61	0	1.676
It depends on the situation	121	109	140	0	2.051
I do not know	30	21	319	0	2,781
Tasks at any cost	56.8%	31.1%	12.2%	0.0%	
Keeping good relations between people	48.9%	34.6%	16.5%	0.0%	
It depends on the situation	32.7%	29.5%	37.8%	0.0%	
I do not know	8.1%	5.7%	86.2%	0.0%	

The lowest average is 1.554 for "Tasks at any cost", which indicates that it is a valid option for teachers to perceive the decision correlated with the following questions related to decisions taken by the principal, usually based on "persons concerned" or "objectives."

Table 7. The situation is determined on what the typical decision is based on.

Decision	Place 1, %	Place 2, %	Place 3, %	Place 4, %	Medium place
People involved	45.9	37.3	6.2	10.5	1.814
Achieve the objectives	84.3	14.1	0.8	0.8	1.181
Other elements that depend on the situation	3.8	4.9	19.7	71.6	3.592
Nothing	3.0	2.7	3.5	90.8	3.822
Another answer	5.9	8.1	25.4	60.5	3.405

A mean value close to 1 is „achieve the objectives" (1.181), which indicates that the orientation decision is usually in this direction. Correlating with the previous item, „Tasks at any cost," it is considered that the principal is generally speaking oriented to "task at any cost" in extreme situations, and that the orientation is to "achieve the objectives."

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Table 8. Degree of satisfaction for teaching professionals.

		Very small extent	Small extent	Able right	Largely	Heavily	Mean	Median	St dev.
	Scores of equivalence	20	40	60	80	100			
1.	The level of own motivation for teaching profession	1	0	8	123	238	92.3	100	12.1
2.	The level of satisfaction over the results of professional activity	1	3	44	164	158	85.7	100	16.9
3.	The level of satisfaction of students and their parents towards your professional activity	0	0	28	167	175	87.9	80	14.2
4.	The level of satisfaction of your professional activity	2	1	35	202	130	84.7	80	15.8
5.	School leadership satisfaction level towards your professional activity	1	5	28	174	162	86.5	80	16.1
		%	%	%	%	%			
1.	The level of own motivation for teaching profession	0.3	0.0	2.2	33.2	64.3			
2.	The level of satisfaction over the results of professional activity	0.3	0.8	11.9	44.3	42.7			
3.	The level of satisfaction of students and their parents towards your professional activity	0.0	0.0	7.6	45.1	47.3			
4.	The level of satisfaction of your professional activity	0.5	0.3	9.5	54.6	35.1			
5.	School leadership satisfaction level towards your professional activity	0.3	1.4	7.6	47.0	43.8			

It appears that the teachers surveyed in the investigation have a high level of motivation (64.3%), a high degree of satisfaction with the results obtained from their work, that there is a high degree of satisfaction with school principals, students and parents, the average being between 84.7 and 92.3, placed the level of degree between „heavily" and „largely".

Table 9. Factors influencing the decision making process.

I don t know	Implication of some teachers	Only the principal	Along with the heads of departments	Along with the School Board
15	1	6	17	331
4.1%	0.3%	1.6%	4.6%	89.5%

The majority of teachers believe that decisions are taken by the principal in consultation with the School Board. However, considering that only 32.05% of teachers in the sample are part of the School Board, the conclusion is that the involvement of teachers in decision making, otherwise unrealized is perceived erroneously by teachers. This fact can be explained by a centralized education system as it existed during the communism period, but also by the great distance towards existing power still in school organizations.

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Table 10.   Paired Samples Correlations.

		N	Correlation	Sig.
Pair 1	Authoritative & Level of motivation	370	0.722	0.000
Pair 2	Authoritarian-permissive & Level of motivation	370	0.719	0.000
Pair 3	Consultative & Level of motivation	370	0.812	0.000
Pair 4	Participatory & Level of motivation	370	0.836	0.000

Above it is shown that the correlation between a principal's style and the level of self motivation for teaching professionals, and it is observed a positive correlation. This leads to idea that the teachers' level of motivation does not necessarily depend on principal's leadership style.

Discussion

Up to this point, in Romania were conducted quite a few studies on leadership, because the transition from a centralized educational system to a decentralized is still in full progress. Therefore, administrative tasks of the principals are the largest part of their daily schedule. Under these circumstances, it is still not discuss leadership or distributed leadership. Particularly, the latter works differently in each school and it has a different impact because some principals distribute absolutely everything, while others remain set aside. We find two key forms of distribution, "the distributed decision" and "advisory" distribution (Penlington, Kington and Day, 2008, 70). Shields (2004, 109) notes that educational leadership is complex and challenging because leaders must teach communities, increase teachers' professional ability, take advice from parents to employ collaborative and consultative decision-making, to resolve conflicts, to implement instructional leadership, and respond with respect, immediately, and appropriate to the needs of families with different levels of economic, cultural, ethnic, creating immense pressure upon them (as cited by Woods, Woods and Cowie, 2009, 253).

It is found a correlation between the driving style orientation in extreme situations decision limit and decision orientation commonly, and note that "participatory" leadership style has unsuspected meanings, referring to the mechanics of achieving participation goals (not involving creative, innovative whereas the decision in extreme situations is typically oriented towards "tasks at any cost" and "achieve the objectives", rather than "keeping good relations between people" and "people involved".

In the same vein, the style "consultative" means "information" about the decision and execution of the features rather predominant leadership style "authoritarian-permissive". Thus, it can be concluded that effective schools in Romania have highly motivated teachers and participatory principal's leadership style. It is very interesting to say that teacher's motivation is not due most to the principal, but to the students. Although the principal has a leadership style identified by teachers as "participatory", the process of decision-making is more specific to "authoritative" style. More, the teachers consider that are involved in the decision-making process, but the decisions are made mostly by the principal along with the School Board.

The current research is limited by two aspects: 1) the number of factors that might influence student achievement identified by experts and inspectors and used herein to investigate and analyse them, and 2) the use of qualitative methods to complement research by resulting quantifiable data to support our conclusions of quantitative data.

It is useful that the research can be extended in schools RAQAPE has not yet considered to be effective schools, and also by identifying additional factors that might influence student achievement, using both quantitative and qualitative.

Conclusions

Therefore, the conclusion is that in the schools investigated there is no "culture of decision". The process of decision making is classic, surprisingly, this does not affect either the motivation nor

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the teacher's satisfaction towards the teaching profession or to their professional results. All these characteristics do not affect the student outcomes and keep the schools' effectiveness. So, it is declared there is no ideal principal leadership style, as long as the teachers are motivated and satisfied with their profession.

Of course, the importance of involvement in the decision process of teachers is paramount, but not enough. Any decision affects personnel and / or the beneficiaries (*i.e.* students, parents and the local community). The direct and indirect effects are different degrees of intensity. This is because it is natural that those who benefit from the effects of the decision to participate in decision making in a consultative and participatory form. That consultation becomes increasingly difficult and even utopian especially in larger system dynamics or systems with large staffs due to lack of time, but it is a form of ethical and moral commitment. As such, participation and consultation should break boundaries, referring not only to the school staff, but also the beneficiaries, students, parents and local communities. School becomes shaped by other limits than traditional ones. Success in school decision-making process involves teaching staff, and giving responsibilities to each member.

Non involvement in the decision making process in the organization leads to what it is called *"integrated decision"* reporting aimed not only to members, but also to beneficiaries. The implication is made on several levels: simple update knowledge, consultation before a decision, consultation on the impact of the decision. Between involvement and consultation there is a relationship of interdependence, a beneficial effect outside the organization. With all the benefits of this type of decision making, there may be suspicious that the decision is based on a "popular vote", and not the result of a professional vision. However, school organization decisions are divided into several categories: decisions with respect to size (administratively) and decisions with respect to the size of learning for its existence. Since both decisions have effects on beneficiaries, it is necessary to speak about "integrated decision" that define an ethical perspective. Consequently, "integrated decision" involves all categories of beneficiaries, direct or indirect, shall take effect, on the one hand, and the ethical side of the decision, on the other hand. A decision is considered an "ethical" decision based on real objective data.

What would be a school style for such a model? To practice an integrated decision style, a school must be modern, have an authentic leader, a practitioner of authentic leadership. Also, school staff must have mature subordinates, both in terms of involvement in decision making and in terms of its implementation, but also in relationship with what is outside of the school (parents and local community).

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