

# RELATIONSHIP BETWEEN FACTORS OF TEACHERS' LEADERSHIP: POSITIVE ATTITUDES, PROFESSIONAL ACTIVENESS, AND STRESS AT SCHOOL\*

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Received: 26. 4. 2021

Accepted: 27. 11. 2021

DOI <https://doi.org/10.30924/mjcmi.26.2.11>

Preliminary communication

UDC 005.32:37-051

## Abstract

*Today, the traditional role of teachers is challenged, and teaching practice requires less time for face-to-face instruction, a unique position that does not impose responsibilities on one person (teacher or student) and creates a common teaching and learning space in which new knowledge is co-created and socially developed. This change requires teachers' high professionalism and leadership skills, which is the key component of a successful educational process. Therefore, it is important for researchers, school principals, and teachers to understand better the predictive factors of teachers' leadership, which should be developed, nurtured, and sustained. This study addresses the teachers' leadership*

*regarding their attitudes toward themselves, attitudes towards the school, teachers' activeness, and stress experienced at school. The study involved 418 teachers from five regions in Lithuania. The findings indicate that the four analyzed factors, influencing teacher leadership are strongly interrelated. Moreover, the research results reveal determinants surrounding the factors of interest, which leads to a more complex understanding of underlying reasons and problems related to practicing teachers' leadership at school.*

**Key words:** *positive attitudes, professional activeness, statistics, stress at school, teacher leadership.*

## 1. INTRODUCTION

Teacher leadership is a key factor in successful educational change, improved teaching practices, and students' higher achievements (Sales et al., 2017; Reeves et al., 2017). Moreover, studies (Eggen & Kauchak, 2001; Cristina-Corina & Valerica,

2012) indicate that teachers' positive attitudes towards themselves as professionals positively affect their practice and students' performance. Specific abilities of teachers and school culture, including collaborative work and supportive environment (Castro Silva et al., 2017), increase chances to pilot

\* This research is funded by the Research Council of Lithuania within the framework of the research project KOMOKO, No. MIP-19-56.

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innovative activities and strive for teachers' leadership. Teachers' positive attitudes, teachers' activeness, and teachers' stress at school are linked with their leadership in a classroom (Oberle & Schonert-Reichl, 2016; Charkowski, 2018).

Why are they linked? Teachers have a leading role in school improvement and changes focusing on improving teaching for learning (Neumerski, 2012). Teacher leadership is seen as a core of teaching through which teachers develop their understanding of the classroom complexities (Mangin & Stoelinga, 2008). The research on teacher leadership indicates that teacher leaders do not often feel overloaded with their leadership-related activities and roles (Cochran-Smith & Stern, 2015). Teacher leaders highlight a positive impact of their leadership, related to satisfaction with professional activity, professional self-realization while continuously improving ones' work (Baecher, 2012), developing new competencies, and taking formal leadership roles at school (Mangin & Stolinga, 2008). Accordingly, a positive attitude to the self and the school is closely connected to teachers' contribution to improving the teaching practice and the school (Drago-Severson & Blum-DeStefano, 2018). Understanding teacher leadership overcomes the limits of the classroom and the school and is more frequently associated with leadership outside the school settings in collaboration with teacher peers (Neumerski, 2012). Considering teachers' role as change agents, leadership is transmitted to students and teaching peers. Thus, this article proposes the idea that teacher leaders can be prepared to develop a positive attitude to the self and the school, which creates new opportunities to develop leadership cultures for all members of the school community. This argument

is grounded in the research of Mangin & Stoelinga (2008). Through the research lens, teachers are effective leaders if they have positive attitudes towards the self and the school, if they are active in their profession and if their experienced stress is effectively managed (Cochran-Smith & Stern, 2015).

How are they linked? The teachers' positive attitude towards themselves and the school shows that teachers could take leadership responsibilities and implement actions and decisions autonomously (Vanhoof et al., 2009; Vanhoof, & Van Petegem, 2010). A positive attitude of teachers towards themselves and the school is related to their ability to innovate and make decisions (Kayi-Aydar, 2019), to act and change reality, rather than just react to it (Hadar & Benish-Weisman, 2019). Thus, teachers must behave according to the needs of a particular learning situation, considering the individuality of each learner, to achieve the desired outcome (e.g., the development of a new skill, habit, or new knowledge) rather than engaging in a formal behavior. Thus, the challenge for teachers is to recognize one's strengths and allow for daily change implementation.

Teachers are not acting in isolation from other teachers and the school community. A positive attitude towards the school stimulates teachers' creativity, self-confidence, and courage to co-create with the learners. However, studies also indicate that the fatigue and psychological experience of teachers can undermine the effectiveness of their teaching (Ransford et. al., 2009). The stress experienced by teachers reflects teachers' lack of leadership and autonomy (Ingersoll, 2003). Teachers may undergo stress due to organizational reasons such as high workload at school, lack of leadership

responsibilities, poor time management, large demands of the school administration, and not supporting working conditions.

Teachers' professional activeness determines their leadership at schools: teacher leadership flourishes when their professional activeness is supported by the school administration, when they actively participate in decision-making, and when they feel the trust of the school community (York-Barr & Duke, 2004; Muijs & Harris, 2007). Katzenmeyer and Moller (2009) observe that teacher leadership can be enhanced by such factors as teachers' attitudes, professional activity, and a certain level of stress, indicating a connection between the school environment and teacher leadership. A considerable number of studies analyze teacher leadership and the related factors, whereas research on the prerequisites of teacher leadership is still somewhat limited.

The research aims to reveal the relationship between factors associated with teacher leadership such as positive attitudes (towards the self and the school), professional activeness, and stress at school. This study does not focus on the leadership construct and does not seek to demonstrate a link between construct indicators and the teacher leadership influencing factors such as teacher's positive attitudes towards the self and the school, professional activeness, and stress at school. The researchers further hypothesized that by establishing the links between these components, it is possible to assume the possibilities of realizing teacher leadership at school. The study results might serve as valuable implications for different stakeholders, including policymakers, school principals, and researchers, to enhance teacher leadership at schools.

## 2. METHODS

### 2.1. Research sample

The research sample involved 418 teachers from five regions in Lithuania. It should be noted that this sample was also used to reveal other factors which are associated with teacher leadership and have been presented in the paper developed by Zydziunaite et al. (2020). Research participants were selected through a targeted convenience sampling technique, and there were 48 (11.5%) men and 370 (88.5%) women. Most of the respondents work in gymnasiums (45%), basic schools (26.1%), vocational schools (16.3%), primary schools (6.7%), multifunctional educational centers (3.8%), and other types of schools (2.2%). The following demographic characteristics of respondents indicate their age and specialization: mean age of the participants was 50.6 (SD = 9, range: 23-70 years); specialization is mostly represented by 81.6% of different subject teachers, 15.8% primary school teachers, 1.9% pre-school education teachers, and 0.7% vocational teachers.

The distribution of the subject teachers according to the subject taught was as follows: 15.6% teach national language and literature, 14.1% teach natural sciences and 13.9% mathematics, 10.8% teach technologies, 8.4% teach social sciences, 8.4% teach arts and 6% music, 7.7% teach foreign languages, 6.9% teach physical education, 4.8% teach religion and ethics, 1.2% teach the subject of civil society, and 2.4% are vocational teachers. According to the acquired level of qualification, majority (55.7%) hold a university bachelor's degree; 1.9% have a professional bachelor's degree, as many as 42.2% of respondents hold a master's degree and one respondent (2%) holds a PhD.

Demographic data have also revealed a great variety of work experience among the respondents. The length of work experience ranges from 1 to 48 years (average 26.1 years, SD = 11) and the length of time at the same school from several months to 47 years (average 18.4 years, SD = 12). Most respondents (71.3 %) are full-time employees, 17.7 % are part-time, and 11 % work less than part-time.

## 2.2. Data collection and the research instrument

Data was collected online by using the original questionnaire developed by Zydziunaite et al. (2020). Four Models of Teacher Leadership (Angelle, DeHart, 2016) and the concept of School Leaders (Mulford, 2003) served as a basis for constructing the questionnaire. The demographic part consisted of 28 items selected from Gunter (2001), Gumede (2011), and Sawalhi, Chaaban (2019). All questions were provided with multiple-choice answers from which the respondents had to choose the most relevant one. The leadership part of the questionnaire consisted of seven topics incorporated into 11 questions with 106 items, resulting from the theoretical analysis (Laferrière, Breuleux, 2002; Margolis, Doring, 2012; Alsalahi, 2014; Alegado, 2018; Gordon Solis, 2018):

1. Time distribution: 2 questions with 12 items.
2. Professional development: activities and topics – 2 questions with 18 items.
3. Feedback: by whom it is provided, or no feedback was received; aspects of feedback – 1 question with 11 items.
4. Positive self-esteem: in teaching – 1 question with 14 items; at school – 1 question with 8 items.

5. Activities at school: 1 question with 8 items.
6. Stress factors at school: 1 question with 11 items.
7. Classroom teaching: 2 questions with 24 items.

These themes are combined into the following four factors that determine teacher leadership: teachers' positive attitudes towards themselves and the school (positive self-esteem), teacher's professional activeness (activeness at school, activities at school, classroom teaching, professional development), and stress at school (stress factors at school, time distribution, feedback). The questionnaire consisted of closed-ended statements and each part was presented in a matrix-type question expanded by separate items. The level of agreement with the provided items had to be expressed on the scale from "strongly disagree" to "strongly agree"; while frequency of experience was assessed on the scale from "never" to "once a week or more". The study was conducted from February 4, 2019 till December 20, 2019. The data were analyzed using SPSS 21.0 and Excel program.

## 3. RESULTS

A path analysis was performed to reveal relationships between the variables and the most important factors that influence teachers' leadership. Path analysis is an extension of multiple regression that allows examining more complicated relations among the variables, i.e., studying the influence of direct and indirect effects on multiple outcomes. This type of model was selected because different factors influencing teachers' leadership can be interrelated; for instance, one factor can influence another factor and

they both may predetermine teachers' leadership at school.

The reliability of the path analysis model was based on the selection of relevant goodness of fit indices, see Table 1. All indices meet the requirements for a reliable model: results of the Chi-square test

indicate a good model fit; root mean square error of approximation suggests a good fit since its value is below the measurement standard of 0.08. The value of standardized root mean squared residual also does not exceed the acceptable limit, and values of TLI, CFI and IFI indices are above 0.95, which again reflect a good model fit.

**Table 1.** Goodness of fit indices

Model Fit Indices	Minimum Acceptable Limit	Model Results
Model Chi-Square	> 0.05	0.294
<i>Root Mean Square Error of Approximation, RMSEA</i>	< 0.08	0.013
Standardized Root Mean Square Residual, SRMR	<0.08	0.013
Tucker Lewis index, TLI	0.95	0.982
Comparative Fit Index, CFI	0.9	0.987
Incremental fit index, IFI	0.95	0.988

The results of the fitted path analysis model are provided in Tables 2-4. Each table provides factors representing different components, predicting factors of teachers' leadership, i.e., teachers' positive attitude towards themselves and the school, teachers' professional activeness, and stress experienced in school. Provided results include estimated regression coefficients, values of standard error (SE), standardized (regression) coefficients, and p-values, indicating whether these relationships are statistically significant.

Based on the estimated values of the regression coefficients for individual factors, we can conclude that teachers' positive attitudes toward themselves are influenced by a workload, time allocated to different activities, and the need for professional development. Teachers working full-time at school and devoting more time to extracurricular activities have a more favorable view. Unexpectedly, participation in education conferences or seminars harms positive thoughts toward oneself. It might

be related to the belief that the involvement in these conferences or seminars has no or little effect on professional development, which also negatively affects teachers' views. Moreover, results show that those teachers who feel the moderate or strong need for professional development, who allocate more than 20% of class time to the evaluation of students' works and who never or almost never set the goals at the beginning of the lesson, tend to have less favorable attitudes toward themselves. On the other hand, more active teachers, i.e., working full-time at school, allocating more time to extracurricular activities, participating in observation visits to other schools and networks created for teachers' professional development, are characterized by more favorable attitudes about themselves. Teachers feel more self-confident if they need to allocate only up to 20 % of class time to maintaining order and if their students in almost every lesson substantiate their opinions. More frequent explanations of the link between old and new topics and the allocation of tasks that encourage

# Journal of Contemporary Management Issues

students to think critically also positively impact teachers' positive attitude towards the self. However, the most important factor of positive attitudes toward themselves

is seeing their students in almost every lesson evaluating themselves and reflecting on their work.

**Table 2.** Predictive factors of positive attitudes towards the self

Predictors		SE		p-value
Workload: full-time at school	1.529	0.592	0.106	0.01
Time allocated to extracurricular activities	0.981	0.333	0.122	0.003
<i>Participation in education conferences or seminars</i>	-2.819	0.805	-0.144	0.000
I believe that participation in education conferences or seminars has no or little effect on professional development	-1.842	0.717	-0.105	0.01
<i>Participation in observation visits to other schools</i>	2.518	0.549	0.19	0.000
Participation in networks created for teachers' professional development	2.154	0.563	0.16	0.000
I feel moderate or a strong need for subject knowledge development	-1.323	0.553	-0.102	0.017
I feel moderate need for professional development in classroom and student behavior management	-1.395	0.625	-0.094	0.026
I allocate up to 20 % of class time to maintaining order in the classroom	2.046	0.783	0.109	0.009
I allocate more than 20 % of class time to the evaluation of students' works	-1.691	0.619	-0.115	0.006
I never or almost never set the goals of the lesson at the beginning of it	-10.779	3.008	-0.147	0.000
At least in three-quarters of lessons, I explain the link between new and old topics	2.03	0.78	0.108	0.009
At least in half of the lessons, I assign tasks that encourage students to think critically	2.15	0.728	0.125	0.003
In almost every lesson, school learners evaluate themselves and reflect on their work	2.845	0.626	0.203	0.000
In almost every lesson, school learners justify their opinions	2.013	0.586	0.154	0.001

Analyzing estimates of the regression coefficients, we can see that positive teachers' attitudes toward themselves are the most significant variable influencing the formation of teachers' positive attitudes towards the school (see Table 3). These findings suggest that self-confident and self-esteem teachers tend to value their teaching institution better. Moreover, results show

that teachers who work in gymnasiums and have a master's or PhD degree tend to rate the school rigorously, while teachers working in primary schools have a more positive attitude towards the school. Teachers who feel a moderate need for professional development in the analysis of evaluation methods, explain what school learners should learn in almost every lesson, assign project

work to school learners up to the quarter of classes, have a more favorable attitude towards the school. The negative teachers' opinion about the networks created for professional development and reluctance to work with students individually negatively

affects their opinion. The unfavorable attitude is also influenced by the student's unwillingness to justify their opinions and the increasing amount of time allocated to evaluating students' work.

**Table 3.** Predictive factors of teachers' positive attitude towards the school

Predictors		SE		p-value
Positive attitude about yourself as a teacher	0.282	0.031	0.413	0.000
Teachers working in primary schools	1.626	0.789	0.094	0.039
Teachers working in gymnasium	-0.965	0.413	-0.108	0.02
Teachers with master's or PhD degree	-1.089	0.394	-0.121	0.006
Time allocated to evaluating students' work	-0.532	0.163	-0.145	0.001
I believe that participation in networks created for teachers' professional development has no or little effect on professional development	-2.457	0.631	-0.172	0.000
I feel the moderate need for professional development in analysis of evaluation methods	1.097	0.42	0.114	0.009
In almost every lesson, I explain what school learners should learn	1.307	0.489	0.119	0.008
I never or almost never work with school learners individually	-1.875	0.812	-0.101	0.021
Up to the quarter of lessons, I assign project work to school learners, the performance of which requires not less than a week of collaborative learning	1.774	0.453	0.174	0.000
School learners never or almost never justify their opinions	-3.132	1.3	-0.108	0.016

Teachers' professional activeness at school is closely related to variables, representing their positive attitude toward school and themselves (see Table 4). Closer interactions with colleagues (i.e., time allocated to interacting with colleagues, informal dialogues with colleagues, mentoring activities) and feedback from the management and parents also positively influence participation in various activities. These findings suggest that favorable workplace culture increases employee involvement in multiple activities. Additionally, results show that teachers' involvement in various activities is closely related to positive

student-teacher relationships. Student engagement in planning lesson activities and learning independently in groups encourages teachers to become more active. Furthermore, results show that younger teachers with longer work experience are more likely to be more active. On the other hand, teachers working in vocational schools and having a low workload (working less than half a day) feel less interested in participating in school activities. Reluctance to participate in school activities can also be associated with a lack of motivation and unwillingness to enrich their professional knowledge and skills.

**Table 4.** Predictive factors of teachers' professional activeness at school

Predictors		SE		p-value
Positive attitude about school	0.281	0.049	0.228	0.000
Positive attitude about yourself as a teacher	0.08	0.035	0.095	0.025
Teachers working in vocational schools	-1.931	0.545	-0.132	0.000
Workload: Less than half a day	-2.547	0.669	-0.143	0.000
Total length of pedagogical service	0.072	0.021	0.152	0.001
Years since graduation	-0.064	0.021	-0.133	0.003
Received feedback from management	0.325	0.067	0.194	0.000
Received feedback from parents	0.186	0.089	0.081	0.036
Time allocated to interacting with colleagues	0.893	0.303	0.111	0.003
Mentoring and/or monitoring by other teachers, formally organized in school	1.583	0.435	0.145	0.000
Involvement in informal dialogues with colleagues on improving one's teaching	2.014	0.557	0.143	0.000
I do not feel or feel a small need for curriculum knowledge development	-1.921	0.559	-0.133	0.001
I do not feel or feel a small need for professional development in the classroom and student behavior management	-1.679	0.714	-0.091	0.019
I do not feel the need to improve information and communication technology skills	-2.686	1.165	-0.086	0.021
At least in three-quarters of the lessons, I ask school learners to suggest or help to plan lesson activities	1.547	0.456	0.132	0.001
In three-quarters of the lessons, I organize work in small groups so that school learners work together to solve a problem	1.981	0.496	0.152	0.000

The estimated model coefficient values show that higher professional activeness at school, more time allocated to evaluating student work, and the need for professional development are negative factors that increase stress and tension at work (see Table 5). Teachers working in multifunctional educational centers or those working less than half a day are more relaxed and experience less stress. The level of stress experienced at school is also affected by positive student – teacher relationships. The results show that teachers who put less effort to maintain order in the classroom (i.e., teachers who never or rarely encourage school learners to follow the class rules and allocate up to 20 % of class time to maintaining order) feel less stressed.

Teachers who regulate and restrict in some way the use of information and communication technologies (allowing school learners to use ICT in a quarter or less of classes) also experience less stress. However, teachers who pay less attention (a quarter of lessons) to explain the link between new and old topics, feel more tension. A higher level of stress is also present among those teachers who believe that participation in education conferences or seminars has no or little effect on professional development. Tension is also raised by colleagues' feedback, probably because teachers feel more insecure and constantly monitored. Nevertheless, a positive attitude toward oneself as a teacher improves self-confidence and helps reduce stress.



**Table 5.** Predictive factors for the stress experienced by teachers at school

Predictors		SE		p-value
Activeness at school	0.184	0.064	0.137	0.004
Positive attitude about yourself as a teacher	-0.205	0.054	-0.182	0.000
Teachers working in multifunctional educational centers	-5.28	1.747	-0.131	0.003
Workload: Less than half a day	-3.078	1.069	-0.129	0.004
Received feedback from colleagues	0.089	0.037	0.105	0.017
Time allocated to evaluating works	1.774	0.273	0.292	0.000
I believe that participation in education conferences or seminars has no or little effect on professional development	2.247	0.896	0.113	0.012
I feel moderate or a strong need for subject knowledge development	1.786	0.651	0.122	0.006
I do not feel a need for professional development in classroom and student behavior management	-4.73	1.728	-0.122	0.006
I allocate up to 20 % of class time to maintaining order in the classroom	-2.669	0.937	-0.126	0.004
I allocate more than 50 % of class time to evaluating works	4.612	1.762	0.115	0.009
In quarter or less classes I explain the link between new and old topics	5.603	1.622	0.154	0.001
Never or almost never I encourage school learners to follow the rules of the class	-4.204	1.187	-0.157	0.000
In quarter or less of classes I allow school learners to use ICT (for projects or during lessons)	-2.185	0.695	-0.142	0.002

#### 4. DISCUSSION

This study expands the research, conducted by Zydziunaite et al. (2020), which focused on how teacher leadership is associated with such factors as teacher workload, teaching time allocation, and teacher self-esteem in teaching and self-esteem at school. This paper looks further and tries to understand other factors such as attitudes toward themselves, attitudes towards the school, teachers' activeness, and stress which enhance or impair the realization of teacher leadership at school. The research results highlighted that all four factors influencing teacher leadership (positive attitude towards the self and the school, professional activeness at school, and stress at school) are strongly interrelated. A positive attitude about oneself as a teacher influences all the

other elements. A positive attitude toward oneself as a teacher strongly affects a positive attitude towards the school, i.e., more confident and self-esteemed teachers tend to have a more positive attitude towards the school. These findings are in accordance with Drago-Severson & Blum-DeStefano (2018), who indicated that teachers' positive attitude towards the self and the school is associated with their contributions to improving teaching and learning, and overall, to the school.

Favorable thoughts towards the school are the most important factor representing teachers' involvement in school activities. Moreover, school activeness is also influenced by a positive attitude toward oneself as a teacher, suggesting that positive thinking and self-confidence keep teachers

motivated and active. However, teachers' professional activeness at school generates not only good feelings. Results show that highly engaged teachers are more vulnerable to stress and have a higher risk of burnout. A positive attitude toward oneself enables teachers to solve problems more easily in difficult situations and it reduces stress, even when they are running up against tight deadlines. This is in line with Cochran-Smith & Stern (2015), who found that teachers' ability to manage stress is positively associated with their positive attitudes towards the self, school, and professional activeness.

Other causes of work-related stress include heavy workload, the need for professional development, and disobedience of school learners during lessons when teachers have to allocate more time to maintain order in the class and encourage school learners to follow the rules. However, the most important factor is the time allocated to evaluating school learners' work. This factor affects not only stress but also a positive attitude about oneself as a teacher and the school. It can be assumed that the time teachers must allocate to assessing school learners' work exhausts their internal resources and leads to negative feelings (stress) and thoughts toward school and oneself as a teacher.

It is also interesting that a positive attitude about oneself as a teacher is positively related to school learners' ability to justify their opinion, evaluate themselves, reflect on their work, and work on tasks that encourage them to think critically. These findings show how important it is for teachers to get feedback from school learners and feel that they are learning to think and act independently. These findings are in line with studies conducted by Eggen & Kauchak (2001), Cristina-Corina &

Valerica (2012), which reveal that teachers' positive attitudes positively affect not only their practice but students' performance too. The research reveals that students' obedience influences positive thoughts about oneself. Teachers allocating up to 20 % of class time to maintain order in the classroom have more positive thinking. The teachers who feel a moderate need for professional development in the classroom and student behavior management tend to view themselves more negatively.

Positive student-teacher relationships are also important for teachers' positive attitudes toward the school. Teachers who never or almost never work with school learners individually, or teachers working with students who never or rarely justify their opinions have a less favorable opinion about their learning institution. Teachers more frequently explaining what school learners should learn and assigning projects requiring collaborative learning tend to have more positive views. In addition, students' enthusiasm to suggest and plan lesson activities, or to work in small groups encourages the teacher to become more active. Moreover, study findings indicate that the overall workplace culture is vital for teacher engagement in various activities. Ransford et. al., (2009) observe that teachers who perceived the support from the school administration reported higher implementation quality of school curriculum. Our research indicates that teachers appreciate receiving feedback from parents and the school administration and enjoy closer interaction with colleagues, i.e., time spent interacting with colleagues and participating in informal dialogues positively affects teacher involvement in school activities (York-Barr & Duke, 2004; Muijs & Harris, 2007).

The study results also produced unexpected findings, indicating that the lower the teachers' education, the more favorable the attitude towards the school is expressed. It may suggest that teachers with lower qualifications have lower expectations. In addition, teachers' professional activeness at school is positively related to the teacher's pedagogical work / professional experience at school and is negatively associated with the years after teacher university graduation. These findings suggest that older teachers may experience fatigue or perhaps burnout, while younger teachers first seek to gain pedagogical experience before engaging in school activities.

## 5. CONCLUSION

The research reveals that the four factors influencing teacher leadership (positive attitude towards the self and the school, professional activeness at school, and stress at school) are strongly interrelated.

1. A positive attitude about oneself as a teacher influences all other elements: positive attitude towards the school, professional activeness, and stress at school.
2. A positive teachers' attitude about the self as teacher is the most significant variable influencing the formation of teachers' positive attitude towards the school. These findings indicate that self-confident and self-esteem teachers tend to value their teaching institution better.
3. Teachers' professional activeness at school is closely related to variables representing teachers' positive attitude toward school and themselves as teachers. This allows postulating that a favorable workplace culture increases

teachers' involvement and engagement in multiple activities at school.

4. The research indicates that, apart from its positive outcomes, higher professional activeness at school also increases teachers' stress and tension at work.

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# ODNOSI IZMEĐU ČIMBENIKA NASTAVNIČKOG VOĐENJA: POZITIVNI STAVOVI, PROFESIONALNE AKTIVNOSTI I STRES U ŠKOLI

### Sažetak

*U današnje se vrijeme tradicionalna uloga nastavnika susreće s brojnim izazovima, a praksa podučavanja zahtijeva sve manje vremena u podučavanju jedan-na-jedan. Tako se dolazi do jedinstvene pozicije, koja se ne oslanja na odgovornost jedne osobe (nastavnika ili studenta/učenika), već se usmjerava na kreiranje zajedničkog prostora učenja i podučavanja, u kojem se znanje zajednički stvara, kroz društveni odnos. Ova promjena zahtijeva i visoku razinu profesionalizma nastavnika, kao i njihove vještine vođenja, koje postaje ključnim čimbenikom uspješnog obrazovnog procesa. Stoga je, kako za istraživače, tako i za ravnatelje/ice te nastavnike, jednako važno razumjeti prediktivne čimbenike vođenja nastavnika, koje je potrebno razvijati, unaprijediti i održavati. U ovom se radu promatra nastavničko vođenje s aspekta stavova o sebi i školi, proaktivnosti i stresa, doživljenog u školi. U studiji je sudjelovalo 418 nastavnika iz pet regija u Litvi. Rezultati istraživanja ukazuju da su četiri analizirana čimbenika, koji utječu na nastavničko vođenje, međusobno visoko međuovisni. Štoviše, mogu se utvrditi i odrednice djelovanja, koje se odnose na čimbenike od interesa, a što vodi do kompleksnijeg razumijevanja razloga i problema, povezanih s nastavničkim vođenjem u školama.*

**Ključne riječi:** *pozitivni stavovi, profesionalna proaktivnost, statistika, stres u školi, nastavničko vođenje*