

A New Paradigm of Teaching and Learning – The Motivational Teacher Leader

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Abstract. *Educational leadership is characterized by a vertical structure, with the school principal at the top as a symbol of authority and expertise. If a distribution of power is encouraged from this formal position, educators can take on teacher leadership roles that have an impact both on the professional community and the students. The study identifies the traits of a teacher leader, who extends their influence outside the classroom and fosters a horizontal leadership model, similar to a network. In order to answer the question What type of leadership motivates students to learn? the study makes use of a questionnaire which is based on five leadership styles identified in the specialized literature. The objective is to demonstrate that effective teacher leaders combine traits from multiple leadership styles, depending on the characteristics and needs of each class, so that they inspire and motivate students to learn. The results of the questionnaire indicate that a motivational teacher leader transforms the classroom into a learning community, defined by critical thinking, the freedom to be creative and to make mistakes, as part of the learning process. In addition to imparting knowledge and direction, such a leader also offers confidence, advice and vision, and shows care for their students.*

Keywords: Teacher Leadership, Motivation, Learning Community, Vision, Distributed Leadership.

Introduction

“No leader is an island” (Goleman et al., 2007, p. 51). However, a teacher can feel isolated in a school that doesn’t rethink its traditional structure, defined by a hierarchical system, rigid in its verticality, where the only position of authority belongs to the principal. This lack of flexibility is one of the reasons preventing the school from having the success it desires in a society characterized by change, unpredictability, and fluctuations of values. It is precisely the way power is distributed in schools or more accurately, the lack of this distribution that forces them to remain frozen in a paradigm which doesn’t treasure its most valuable resource, the teacher (Harris, 2003). Beyond the leadership styles existing in any organization, each with distinct features or, conversely, with common characteristics, schools require a teacher leadership model, not only within the professional community, but most importantly, in the classroom (Danielson, 2007; Grant, 2016; Hamzah et al., 2016). This is the key to improving student outcomes and the

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starting point for generating change to achieve the success schools envision, influencing an entire community. The quality of teaching determines student outcomes, and this justifies the need for a new leadership style that transforms teachers into motivators (Warren, 2021). The objective of this research is to illustrate that an effective teacher leader uses traits from multiple leadership styles, according to the needs of each class, in order to inspire and motivate students to learn.

A new paradigm of teaching and learning is taking shape in schools where principals are willing to distribute power, allowing each teacher to become the leader of the classroom. This paradigm is based on the assumption that through professional experience and personal traits, teachers can lead their students toward learning, and, finally, progress. How can they achieve that? By continuously enhancing their academic abilities and personal qualities - whose defining element is emotional intelligence - so that they could offer students not only a direction for development, but also the desire to learn (Goleman, 2016). Teachers motivate students to explore, deepen and master concepts that will ensure their success. Students have three basic needs, competency, autonomy, and relatedness (Ryan & Deci, 2000), and teachers may meet these needs so that students could feel motivated and engaged in the learning process.

Through their characteristics, transformational and distributed leadership styles influence student outcomes and, implicitly, the overall success of the school. Teacher leadership is not a position but a process (Pounder, 2005), promoting the development of skills and understanding, and allowing teachers to transform the classroom into a learning community. In order to answer the question *What leadership style motivates students to learn?* the following hypothesis is proposed: an authentic teacher leader requires multiple leadership styles, all based on emotional intelligence (Goleman, 2016). The goal of this approach is to create both attachment and an inspirational purpose that motivates others (Le Saget, 1999). The classroom is a dynamic entity whose structure varies and cannot be confined to a fixed pattern. Although research shows that motivation is a variable over which teachers have limited influence (Aliyeva & Zahid, 2018), when a teacher doesn't choose a leadership style, class management is at risk (Khoudri, 2024). Unlike hierarchical leadership, teacher leadership is built horizontally, like a network, adapting to the specific needs of each class, variables that shape the pedagogical strategies. This framework responds to a sociological need and is defined primarily by flexibility, an alternative form of authority (Le Saget, 1999). Student outcomes are influenced by the way the teacher builds and applies effective didactic methods and strategies to foster learning. This means demonstrating professional skills and ingeniously weaving the relations within the group, to emphasize harmony, communication, collaboration, support, and respect.

Literature review

Although no leadership model provides a complete picture of school leadership (Bush & Glover, 2014), educational leadership plays a pivotal role in shaping the school's vision, mission and culture. Leadership practices influence both teacher and student outcomes (Dagala et al., 2024). The school must make its own decisions, tailored to the needs of both the community and the institution (Bush, 2021), generating democratic opportunities (Fitzgerald & Gunter, 2008). Without ignoring the global context, educational leaders should remain attuned to the local context and needs (Robinson, 2006), in order to more efficiently allocate resources (Dagala et al., 2024). In practice, management and leadership roles cannot be separated, as they are necessary instruments for the school's proper functioning (Vagu & Stegăroiu, 2006).

Educational leaders play a crucial role in shaping a school's vision, mission and learning culture (Dagala et al., 2024; Groenewald et al., 2024), although there is no empirical evidence

that a certain leadership type fosters school development (Bush & Glover, 2014) or enhances performance (Pounder, 2005). School welfare and success cannot be achieved when leadership is attributed to one individual, the principal (Helterbran, 2016). Teachers should be empowered to demonstrate their leadership skills within the school environment (Pounder, 2005; Danielson, 2007; Katzenmeyer & Moller, 2011; Kilinç, 2014; Grant, 2016). Efficient leadership strategies ensure the well-being and success of students, as they provide vision and motivation to choose shared goals (Groenewald et al., 2024). Student progress and outcomes also depend on the teachers' expertise and their ability to cooperate with their colleagues (Aris, 2021). Building a professional community that fosters a positive learning culture - beyond the classroom or the school - is a first step toward educational excellence (Grant, 2016; Groenewald et al., 2024). And, despite the growing body of research on this topic, few studies have been put into practice in schools where they can make a difference (Helterbran, 2016).

Transformational leadership – from vision to mission

Leadership is a process of influence, whose purpose is to reach some goals (Bush & Glover, 2014; Bush, 2021). It should be applied in the classroom, to increase student performance (Pounder, 2005; Khoudri, 2024). Transformational leadership is one of the leadership styles that can provide teachers with opportunities to innovate and create a supportive learning environment in the classroom (Khoudri, 2024; Kilag et al., 2024). It is characterized by vision (Day et al., 2020; Bush, 2021; Dagala et al., 2024; Groenewald et al., 2024; Kilag et al., 2024), inspiration and motivation (Pounder, 2005; Day et al., 2020; Groenewald et al., 2024), as well as respect for the individual (Pounder, 2005; Danielson, 2007; Kilag et al., 2024), intellectual stimulation and innovation (Pounder, 2005; Dagala et al., 2024; Kilag et al., 2024). These traits align with the values the school promotes (Bush & Glover, 2014), although transformational leadership might risk becoming a political model, where exterior values are imposed, inconsistent with the school policy (Bush, 2021).

Distributed leadership – from principals to teachers

Much of the specialized literature has focused on the hierarchical leadership attributed to school principals, neglecting the leadership models that can be distributed within school (Harris, 2003). However, there is a growing interest in distributed leadership (Bush, 2021). Schools are hierarchically structured, where teachers subordinate to the principal (Fitzgerald & Gunter, 2008), and this authority structure is an obstacle for distributed leadership (Bush, 2021). The limitations of generic leadership models become evident when schools face expectations to help students achieve demanding cognitive tasks (Robinson, 2006). By joining a learning community based on collaboration and shared values, teachers can improve their practice (Harris, 2003; Grant, 2006). Additionally, student outcomes improve in schools where leadership is distributed, and teachers are empowered (Harris, 2003; Danielson, 2007; Aliyeva & Zahid, 2018). Characterized by equality, empowerment, and moral purpose, distributed leadership fosters school improvement (Harris & Chapman, 2002; Bush, 2021).

The principal and the formal team should encourage distributed leadership (Bush, 2021), as an act of trust in both the management and the teachers. This approach supports and empowers teachers to improve their pedagogical practice, fostering continuous learning and innovation (Helterbran, 2016). Why an act of trust? Some principals fear that empowering teachers to become leaders might undermine their authority (Danielson, 2007). But this mindset results in the loss of effective teachers, as they decide to leave the education system because they cannot

demonstrate their leadership skills, particularly in teaching and learning (Katzenmeyer & Moller, 2011; Chan, 2019). The principal's role is defined by power, authority, and the responsibility of the institution. However, principals cannot be omnipresent, therefore they should support distributed leadership (Helterbran, 2016). When schools align to these two factors, value and vision, they create an environment where people have the potential to grow (Harris & Chapman, 2002). The principal's expertise is limited, therefore, school's improvement also depends on the involvement of teacher leaders (Danielson, 2007). While management focuses on the administration of resources to achieve tasks, leadership advocates for a change to believe in (Godin, 2015). And the way leaders are able to communicate the need for change is crucial for determining the level of success (Issah, 2018). Management is defined by organization, control, and adjustment, whereas vision, inspiration, and motivation are fundamental to leadership (Le Saget, 1999). Fostering a distributed leadership is an opportunity for teachers to demonstrate their leadership skills within the learning communities they create. Their purpose is to drive change in students' learning (Pounder, 2005; Aliyeva & Zahid, 2018; Soares, 2020; Aris, 2021).

Teacher leadership – from motivation to learning

The principal is the one who can create an environment that encourages a teacher leadership model (Helterbran, 2016). Teachers should be empowered to find their own voice and to assume leadership roles in order to foster improvements in school culture (Grant, 2006). Too often, the role of a teacher is reduced to the statement *I am just a teacher*, which denotes a waste of the expertise, energy, and influence teachers bring to schools (Helterbran, 2016). While school administration often focuses on teacher-centered initiatives, too little is done about engaging and motivating students (Soares, 2020). This is the teacher's role, as a reference point of the class they teach, depending of its needs. Katzenmeyer & Moller claim that there is a giant sleeping in each school, one that can be awakened if schools create a culture that values teacher leadership (Katzenmeyer & Moller, 2011).

It is not easy to define teacher leadership (Grant, 2006), but the concept is taking shape as teachers move away from the mentality of being just teachers and embrace leadership roles (Helterbran, 2016). A first step is overcoming the outdated practices of teaching in isolation and building communities where they can find support and guidance (Katzenmeyer & Moller, 2011). Teacher leadership is necessary (Danielson, 2007; Soares, 2020), as it enables school to address current challenges (Grant, 2006). What can hinder or obstruct teacher leadership? A first obstacle is school organization, its hierarchical structure and bureaucracy. The principal plays a pivotal role in ensuring the success of teacher leadership (Grant, 2006). Leadership has a profound impact on improving school outcomes (Bush, 2021). Teachers themselves must take on leadership roles to promote school excellence, not only principals (Katzenmeyer & Moller, 2011; Kiliç, 2014; Hamzah et al, 2016). A shift in perspective is required, from generic leadership to leadership grounded on teaching and learning, anchored in a deep understanding of what teachers need to foster student learning (Barbuto, 2000; Kiliç, 2014; Adams et al., 2018; Groenewald et al., 2024). As leaders of the teaching and learning process, teachers can create and sustain an educational process in an effective environment to promote performance in student learning (Valerio, 2012; Soares, 2020; Aris, 2021).

There is limited research in the educational field about a leadership model grounded in teaching and learning, analyzing the impact of school leadership on student outcomes (Robinson, 2006). Empirical data and further research are needed to examine how teacher leaders respond to the needs of schools (Adams, 2018). However, teachers are the first vector of student

performance due to the influence they have on their students (Aris, 2021). Alongside parents, teachers are closest to students, providing them with advice, knowledge, and motivation (Anderman & Anderman, 2014; Soares, 2020; Aris, 2021). This happens not only within the classroom, but also during activities outside the school (Danielson, 2007; Katzenmeyer & Moller, 2011). The quality of teaching and the leadership style of the teacher impact school success and the competencies developed by the graduates (Khoudri, 2024).

Teacher leadership can manifest within the classroom, where it is defined by two traits, a procedural aspect, related to pedagogical instruction, and an emotional component, due to the teacher's vision and inspiration. Additionally, teacher leadership also exists outside the school, where teachers collaborate (Grant, 2006). Teacher leadership is an effective strategy for student and school success (Soares, 2020). When teachers make decisions about the classes they teach, the outcomes directly influence students and other teachers, in a more effective way than if the decisions were made hierarchically (Chan, 2019). In the early 1990s, reform attempts in the educational field recommended teacher leadership as a mechanism for generating change (Helterbran, 2016). Change should be implemented to address real needs and it supposes following objectives so that the desired outcome should be achieved (Le Saget, 1999). An authentic leader cannot promote change unless they are willing to change themselves (Issah, 2018).

Teachers can easily identify as community leaders, but more difficult as school leaders (Helterbran, 2016). Beyond their formal position of authority within the school, teacher leaders also play an informal role in the teaching community they are part of (Danielson, 2007). Through their social skills, teachers are able to guide others in the needed direction (Goleman, 2016). Teacher leadership is necessary, as teachers protect school culture and hold its institutional memory. A teacher leader carries out mentoring activities, creates working groups and initiates local projects (Danielson, 2007). Such a teacher is characterized by expertise in teaching and learning, enthusiasm and the skill to inspire those around them (Pounder, 2005; Grant, 2006). Another essential quality is self-confidence in the ability to bring the desired change, and this encourages others to follow them (Issah, 2018). An authentic teacher is that intuitive manager who masters not only technical skills, but also vision and a desire for progress (Le Saget, 1999; Vagu & Stegăroiu, 2006), combining formal roles with personal traits (Bush, 2021). Teachers become leaders when they are aware that there is something which needs improving and they seek solutions (Helterbran, 2016; Aris, 2021). Beyond transferring knowledge to students, a teacher's role includes management and leadership, both inside and outside the classroom (Vagu & Stegăroiu, 2006; Chan, 2019). These traits are complemented by self-regulation, motivation, and empathy (Goleman, 2016). Furthermore, care is the key element that keeps the group united, as the leader becomes involved (Godin, 2015). A leader sets teaching strategies, builds a group culture, creates a mission, and motivates others, with the main goal of producing positive results in student learning (Goleman, 2016).

Going to school is different for teachers and students. Teachers should consider a leadership style in learning (Fitzgerald & Gunter, 2008), to help students decide for themselves on their actions, choices, and thoughts (Daniels, 2010; Aliyeva & Zahid, 2018). When motivated to make decisions, take initiatives, make an effort, and remain persistent, students can enhance performance in learning (Pintrich, 2003; Valerio, 2012; Anderman & Anderman, 2014). To reach their goals, teachers should transform classrooms into open systems, that encourage exchanges with the external environment (Bush, 2021). They should choose a leadership style compatible with the objectives of the lesson in order to motivate students and enhance their learning

(Barbuto, 2000). A combination of transformational and transactional leadership styles may be used, depending on the circumstances and needs of the classroom (Khoudri, 2024). Quality teaching, specific to instructional leadership, can also contribute to student motivation (Groenewald et al., 2024). Students become more motivated to learn when they receive clear instructions from their teacher, with tasks balanced for their level, as well as when they feel their teachers care about them and their success in learning (Daniels, 2010; Anderman & Anderman, 2014; Aliyeva & Zahid, 2018).

Connection is the essence of a group and it cannot be achieved without communication, motivation, and inspiration (Godin, 2015). To raise a group's efficiency, a teacher leader knows how to create harmony so that each member exercises their skills. According to Goleman (2016), the central element of the group is movement, which is obtained through motivation. Motivating teachers transform the classroom into a space of active learning and purpose, where students are seen and heard (Pintrich, 2003; Daniels, 2010). This is the leader's mission, to transform the classroom into a social group that is aware of the values they respect and the goals they established (Vagu & Stegăroiu, 2006). When creating a positive working environment, teachers should consider students' basic needs, autonomy in learning, development of competencies, and a sense of belonging to a group (Ryan & Deci, 2000; Pintrich, 2003; Daniels, 2010). True leaders awaken the best in people (Goleman, 2016), they are the pillar of the group, ensuring its cohesion and promoting a shared vision (Le Saget, 1999).

Students' motivation and engagement are difficult to obtain in any classroom (Aliyeva & Zahid, 2018), but they remain part of the teacher's pedagogical strategy to instill in students the desire to know and to learn (Pintrich, 2003; Valerio, 2012). This challenge becomes more evident when students with low performance create behavioral problems (Aliyeva & Zahid, 2018). Although a teacher cannot directly motivate students, they can create a motivating working environment (Daniels, 2010; Anderman & Anderman, 2014), because most of the knowledge is generated and internalized within the classroom (Valerio, 2012). Why is this environment essential? It plays a crucial role in the group's performance, as the leader's actions determine their direction (Goleman, 2016). Learning objectives should be set according to the level and needs of each classroom to create relevant learning experiences (Valerio, 2012). Teachers should select learning strategies based on the classroom's needs to motivate students (Ryan & Deci, 2000). Motivation becomes a vital factor in effective learning, as the level of students' motivation directly influences their involvement in learning (Pintrich, 2003; Afriza et al., 2024). Students' lack of motivation and involvement is also determined by their growing levels of stress, as they feel overwhelmed by the volume of their learning tasks (Pintrich, 2003; Afriza et al., 2024). Flexibility is a quality any leader should possess, allowing them to change their leadership style as to address different situations (Goleman, 2016). Furthermore, the success of a teacher's pedagogical approach is ensured by assigning tasks that promote students' cognitive engagement (Anderman & Anderman, 2014). Students become more motivated when they consider themselves able to solve a task (Pintrich, 2003). This success is supported by the teacher's constructive feedback, helping students adjust their learning goals (Le Saget, 1999).

To discuss teacher leadership, teachers should develop learning communities that contribute to school improvement and enhance student outcomes (Aris, 2021). Traits of transformational and distributed leadership may serve as a starting point for a teaching and learning leadership model. This model cannot develop without emotional intelligence, an essential aspect for any leader whose goal is to motivate, develop strategies, and build a mission and a culture for the school (Goleman, 2016).

The research discussed was identified by using search keywords such as “school leadership”, “leadership styles”, “transformational leadership”, “distributed leadership”, “teacher AND classroom leadership”, and also “learning environment”, “student motivation”, “emotional intelligence”. The databases consulted included Google Scholar and JSTOR. Additionally, open-access publishers, such as Merit Research Journals and IMJRISE, were utilized. Another platform employed was ResearchGate.

Methodology

The purpose of this research is to demonstrate that students are motivated to learn when the teacher possesses qualities from multiple leadership styles, whose shared foundation is emotional intelligence. The first working hypothesis examines the relation between school success and the leadership style within the school, shifting from a vertical formal leadership to horizontal teacher leadership. The second hypothesis posits that student motivation in learning is influenced by both the teacher’s professional skills and personal qualities, with emotional intelligence as the foundation for these two aspects.

A quantitative research method was used in the study. The data collection tool was a questionnaire. 213 secondary school students, aged 12 to 15, from Dâmbovița County answered the questionnaire. 212 responses were validated, while 1 response was invalidated because no answer option was selected. 6 respondents did not select the gender identification question, so their answers were equally distributed: 3 for feminine, 3 for masculine. The questionnaire includes 20 options, with 4 options for each of the 5 proposed leadership styles. Three leadership styles are highly motivating: visionary, coaching, and affiliative. Two leadership styles are low in motivation: pacesetter and commanding. These leadership styles are discussed by Daniel Goleman and reflect the idea that emotional intelligence is essential for effective leadership (Goleman et al., 2007). The questionnaire was distributed online via Google Forms, and the participants selected options corresponding to their preferences, based on what motivates them in learning. Their responses remained anonymous, ensuring privacy, as no identifying information was collected. The obtained data were processed through Excel.

Prior to this study, other research examined the relationship between leadership styles and student motivation. A study from 1939 analyzed the behavior and outcomes of four groups of 10-year-old children. They participated in workshops under the guidance, alternatively, of three leadership styles: authoritarian, democratic, and laissez-faire. The laissez-faire leadership style resulted in poor independence and weak cooperation among the children, while authoritarian style led to either apathy and non-involvement of students, or behavior problems. In contrast, the democratic leadership style engaged the children in accomplishing tasks, so they showed cooperation, enthusiasm, and independence. This leadership style was characterized by guidance, support, communication, along with the opportunity to make choices and mistakes (Lewin et al., 1939). In April 2024, another study examined how leadership styles impacted students’ motivation and outcomes. A questionnaire was administered to a group of 141 Moroccan students aged 17 to 19. Three leadership styles were analyzed: transformational, transactional, and laissez-faire. The findings showed that the vast majority of students were motivated to learn by the transformational style – 97,9%. The transactional style was chosen by 61%, and only 14% preferred the laissez-faire style (Khoudri, 2024).

Results and discussions

The goal of this research is to identify which leadership styles motivate students to learn. It started from the hypothesis that visionary, coaching, and affiliative styles are highly motivating for students, as they incorporate traits of a motivating teacher leader.

Table 1 shows that the majority of respondents, over 50%, chose the three leadership styles considered in the hypothesis. Students are motivated to learn when the teacher encourages them to communicate, express their thoughts, and be creative. Student motivation increases when the teacher pays attention to their needs, helps them, and supports them in achieving their goals, fostering teamwork.

Table 1. Highly motivating leadership styles

Option – I am motivated to learn when the teacher ...	Leadership style	Number of responses	Percent
encourages us to be a team and communicate	Affiliative	128	60.4%
creates harmony in the class, and asks for our opinion	Affiliative	128	60.4%
advises me on how to learn	Coaching	121	57.1%
pays attention to my problems and helps me	Coaching	117	55.2%
trusts that I will accomplish my dreams	Visionary	111	52.4%
gives me the freedom to be creative	Visionary	106	50%

Source: authors' own research.

In Table 2, the same answers are analyzed based on gender distribution. More than half of the respondents are female.

Table 2. Highly motivating leadership styles: gender distribution

Leadership style	Total number of responses	Number of responses Feminine	Number of responses Masculine
Affiliative	128	79 (62%)	49 (38%)
Affiliative	128	87 (68%)	41 (32%)
Coaching	121	84 (69%)	37 (31%)
Coaching	117	79 (68%)	38 (32%)
Visionary	111	81 (73%)	30 (27%)
Visionary	101	61 (60%)	40 (40%)

Source: authors' own research.

Table 3 shows the following percentages of responses, ranging from 25% to 49%. Students preferred the same three leadership styles described above as having the greatest potential to motivate them in learning. A motivating teacher leader is one who provides students with a learning direction in case of a blockage, without any pressure. The teacher helps students identify their strengths and weaknesses, and set long-term objectives. Students are motivated to learn when they feel they belong to a group.

Table 3. Moderately motivating leadership styles

Option – I am motivated to learn when the teacher ...	Leadership styles	Number of responses	Percent
gives me a new direction to learn, when I get stuck	Visionary	94	44.4%
doesn't put pressure on what I have to do	Affiliative	89	42%
helps me identify my strengths and weaknesses	Coaching	82	38.7%
guides me to build a long term objective	Coaching	56	26.4%
gives me the feeling I belong to a group	Coaching	53	25%

Source: authors' own research.

Table 4 shows the last two leadership styles, pacesetting and commanding, which have a low potential for motivating students to learn. According to the findings, small percentages were allocated to these styles. Students are not motivated by a teacher who supervises them excessively or does not accept delays in handing in assignments. A lack of encouragement, too high standards, and too much workloads are demotivating for students.

Table 4. Leadership styles low in motivation

Option – I am motivated to learn when the teacher ...	Leadership style	Number of responses	Percent
supervises each work stage	Commanding	39	18.4%
demands that all tasks should be finished in time	Pacesetting	33	15.6%
sets the learning direction from the beginning, without adjusting it along the way	Commanding	29	13.7%
punishes any mistake	Commanding	28	13.2%
tells me that it is not enough what I have done	Pacesetting	25	11.8%
is strict in carrying out work tasks	Commanding	18	8.5%
sets high learning standards, no matter my level	Pacesetting	16	7.5%
gives me a lot to do	Pacesetting	15	7.1%

Source: authors' own research

Conclusion

Lack of emotional intelligence is one of the reasons why efforts to bring about change have failed (Issah, 2018). More often, we are our own worst enemies when it comes to change (Godin, 2015; Helterbran, 2016). Change triggers contradictory emotions, as people value comfort, while change brings feelings of anxiety and uncertainty (Issah, 2018). The results in student learning are superior when the manager is an effective leader at the same time, with social skills complemented by personal and cognitive abilities.

The study provides a synthesis of transformational and distributed leadership styles found in the specialized literature and identifies key traits of teacher leadership. The findings suggest that students are motivated to learn when the teacher approaches a combination of leadership styles, all rooted in emotional intelligence. Student motivation leads to improvement in both their academic outcomes and overall school performance. However, such teacher leadership cannot develop unless the school, through the principal, abandons the absolute authority of a traditional leadership style, thereby empowering teachers to become decision-makers in the teaching-learning process. This empowerment drives innovation not only in the classroom, but also in the community. The principal's role as the institution's manager should be completed by the teacher's own role as leader of the classroom. Together, these educational aspects contribute to school performance. In the teaching-learning process, a motivating teacher leader adopts a blend of leadership styles, with emotional intelligence as a common trait. This leadership approach is not limited to the school's structure. It spreads in the community, enriching itself, in order to

return to the school. In this setting, the motivational teacher leader transforms each classroom into a learning community, defined by meaning, vision, and relatedness, where students are seen, heard, and encouraged to grow.

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