



Teacher Leadership Style that Applies Parenting Patterns

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ARTICLE INFO

Keywords: Teacher-Student Interaction, Parenting, Teacher Attitudes

Received: 19, August

Revised: 20, September

Accepted: 30, October

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ABSTRACT

Teachers guide children's behavior by building a different emotional climate through the use of educational strategies in the classroom. This study seeks to describe the analysis of the leadership style of teachers who apply parenting models. Initially, the literature analysis was carried out with Direct Science and using the Descriptive Method: teacher leadership style, teacher teaching style, and school leadership. Through this research, it was found that several definitions, methods of analysis, and variables were studied in accordance with the adopted theory. Next, analyze the teacher-student relationship by applying parenting patterns or styles, which presents an analysis of the relationship system from two dimensions: responsiveness and demand. In this case, there are four leadership styles that can be categorized: authoritarian, permissive, negligent, and participative. It is concluded that this model or parenting pattern is expected to be able to provide a good theoretical basis to guide the analysis of teacher leadership styles.

INTRODUCTION

It is known that the direct relationship between a child and their social environment, such as family and school, is critical for their development. In the context of family centers, Ki Hajar Dewantara was very concerned about paying attention to, and even asked parents to educate their children from an early age (in the family setting). The family environment is the best place to instill moral and social education. Therefore, it can be said that the family is the place where one can obtain a more perfect education in nature and form than in other places, to continue education toward moral intelligence (individual character development), and as preparation for social life. The importance of family education for children's growth and development was further elaborated by Ki Hajar Dewantara (1961), who stated that the family environment is: 1) The initial educational environment, where the first education comes from parents who are in the position of teachers (learners), educators, and leaders; 2) Children are educated within the family; 3) Within the family, children have the opportunity to educate themselves because they are not differentiated in status within family life; 4) Within the family, parents are teachers and guides, educators, and role models for their children. That is why this direct relationship is what children expect from their families in their development. In another section, according to Del Prette and Del Prette (2001), in the context of family and school, children begin to learn certain behavioral patterns, in addition to expanding their knowledge of the different roles that are part of social life. Thus, they can be considered the context in which most of what happens in society occurs, and early learning is fundamental to all subsequent development in children. Therefore, it is important to study the interactions that children build in such contexts, more specifically, those established with their primary socialization agents, parents and teachers. Weber (2008) states that one of the most widely researched family functions today is parenting, as it is closely related to the development of children and adolescents. However, just like parents, teachers are also important agents of socialization. According to Ribeiro (2010), the role of the teacher has become broader and more complex, moving beyond being an information provider to becoming a partner in knowledge construction. This implies new knowledge and attitudes that enable students to integrate cognitive and affective aspects, as well as attitude formation, into the learning process of the subject.

Teachers in the early years of elementary school are the school professionals who interact most directly with children at this stage of schooling. You, the teacher, use various techniques to guide children's behavior, creating a different climate. emotional in the use of educational strategies in the classroom. class, which, based on the literature on parenting styles (Baumrind, 1966; Maccoby & Martin, 1983), is referred to in current works on teacher leadership styles. Analyzing this style from how this theme is handled in literature, as well as from consolidation models such as parenting styles, is important as a way to understand such interactions and the current climate within the classroom, which in turn can influence children's behavior. So, in this work, a brief literature review of parenting styles, a literature review of how

teacher leadership styles have been studied, and an analysis of the interaction between teachers and students from the concept of 'teacher leadership styles' are presented, applying the parenting style model and considering the early years of elementary school. The choice for this period is because at each stage of schooling, the relationship built between teachers and students has its own unique characteristics, which must be taken into account when conducting such an analysis.

LITERATURE REVIEW

Parenting Styles Model

Child rearing refers to the general education and established care provided to children, which is a process of interaction between parents (or caregivers) and children (the cared for), encompassing care, encouraging success, protection, and socialization, which means teaching general behaviors accepted by society (Hanifan, 2009). Baumrind (1966) was the first person to develop an analysis of parent-child interactions. He defined the broad function of parents: parental control. Thus, the control patterns he described, which were later called parenting styles, were called: authoritarian, authoritative, and permissive. In a subsequent study, Maccoby and Martin (1983) advanced the typology by capturing parenting styles as a function of two dimensions: responsiveness and demandingness. The need scale refers to parents' attitudes that attempt to control children's behavior to impose boundaries and rules, that is, to supervise and discipline them. The Responsiveness Scale refers to parental communication, engagement, feedback, and affection.

According to Darling and Steinberg (1993), demands refer to parents' willingness to act as agents of socialization, while responsiveness refers to parents' recognition of their children's individuality. Thus, these two dimensions reflect two types of demands: those placed on children by society (as transmitted by parents) and those placed on society by children. The two dimensions proposed by Maccoby and Martin (1983), when crossed, produce four parenting styles: authoritarian, authoritative, indulgent, and neglectful, the latter two resulting from a cut-off of the permissive style due to different degrees of responsiveness. Thus, based on these two dimensions, the author defines four styles of parenting: 1) Authoritative: high responsiveness and high demands; 2) Authoritarian: low responsiveness and high demands; 3) Permissive: high responsiveness and low demands; and 4) Neglectful: low responsiveness and low demands.

Darling and Steinberg (1993) reviewed the history of parenting style development and, based on this, proposed a model based on three parental characteristics that influence child development: the values and goals parents hold when socializing their children, the parenting practices parents use to help children achieve these goals, and the parenting style, or emotional climate, in which socialization takes place. The author acknowledges that the process can vary as a function of influences outside the immediate context, such as culture, class, or family composition. Thus, parenting style is defined as a set of child-oriented attitudes that, together, create an emotional climate in which parental

behavior is expressed, while parenting practices are determined by specific content and operate within limited domains, having a direct effect on the development of specific child behaviors and characteristics. From this perspective, parenting styles can be considered better as a contextual variable that moderates the relationship between specific parenting practices and specific developmental outcomes. Both parenting styles and parenting practices produce some of the goals and values that parents bring to the table. Literature review on teacher leadership styles. When discussing leadership styles, it is important to mention that the parenting model proposed by Baumrind (1966) is similar to the sociological typology of group leaders. Early climate studies of leadership were achieved by building three main types of leadership: democratic, authoritarian, and laissez-faire, and their consequences for the development of groups. In a study by Lewin, Lippitt, and White (1939, cited by Chemers, 1997), professionals were trained to lead small groups of boys using this leadership style. Democratic leaders involve boys in participatory decisions about group activities, while in authoritarian-led groups, all decisions are made by the leader. Under laissez-faire conditions, leadership activity is kept to a minimum, as the leader allows the boys to work and play without any supervision.

In the work of White and Lippitt (1969), the characteristics of each leadership style and some outcomes of the boys' behavior toward them are described from a study by Lippitt. In an authoritarian style, the leader determines activities and rules, specifying particular steps for the work and their respective partners. This leader tends to be personal in their praise and criticism of each individual's work. Boys who are subject to this style exhibit more submissive or dependent behavior toward the leader, aggressive behavior, less varied conversation, and considerable dissatisfaction. In a democratic style, all situations are matters for discussion and decision by the group, stimulated and assisted by the leader, who is objective or fact-driven in their praise or criticism. Their members are free to work with anyone they choose, and the division of labor is left to the group. Among the boys subject to this style, the motivation to work was more intense, there was more group spirit and friendship, a higher frequency of friendly and confident conversations, and more original suggestions aimed at the group. In the laissez-faire style, there is complete freedom for group decisions, with minimal participation from the leader. Various materials were presented by the leader, who explained that he would provide information when asked and would not participate further in the work discussion.

In the boys' group, there was less work and it was of lower quality, as the activities were characterized by jokes. In relation to leadership in the school context, it is known that there are various definitions, from different theories. For example, Smith and Piele (2006) proposed that the definition of leadership in schools should include influence, competence, morality, transformation, and desired goal dimensions. The above-mentioned authors, as well as Rodríguez and Hovde (2002), also cite a study by Leithwood and Duke (1998), which examined articles on leadership. published between 1985 and 1995 and, since

then, has identified different leadership concepts: 1. Instructional; 2. Transformational; 3. Moral; 4. Participative; 5. Directive/administrative. Rodríguez and Hovde (2002) assert that, despite the debate among proponents of this leadership model, they are not always mutually exclusive. And, to solve certain problems or situations, there is often a need for various styles. Analyzing the leadership style of this school, it's clear that they are more focused on the direction and administration of the school, not specifically on the relationships between teachers and students within the classroom. So, we are trying to conduct a literature analysis on how leadership styles have been studied in the school context. For this, search the databases: Scielo, Science Direct, and Scopus, using the descriptors: teacher leadership style (*gaya kepemimpinan guru*), teacher teaching style (*gaya mengajar guru*), and school leadership (*kepemimpinan sekolah*). The text refers to instrument validation and teacher training, related to higher education teaching and specific content instruction, as well as those not related to the school context.

The articles found were analyzed regarding research objectives and placed into the following categories: 1) Articles related to teacher behavior and/or its effects on student behavior; 2) Articles related to interactions between schools and/or students and/or parents and/or the community; 3) Research articles related to the behavior and/or interactions between schools, school management, teaching staff, and teachers. It was observed that in Category 1, practices considered positive were associated with positive outcomes in terms of better student performance across the most diverse fields (Abrantes, Seabra, & Lages, 2007). It was also observed that most of these studies mentioned In Category 2 (articles related to interactions between schools and/or students and/or parents and/or the community), it was observed that the conclusions of the studies were related to several aspects. Several studies have addressed: the effects of various forms of leadership by school administrators on student academic performance (Marks & Printy, 2003); the importance of principal involvement in efforts to partner with parents, teachers, and community members, as well as the continuous expansion and evaluation of partnership team efforts to promote student success and development (Van Voorhis & Sheldon, 2004); principal creativity as a key factor in building strong communication between schools and parents (Athanasoula, Reppa, Botsari, & Sarantos, 2010); and director-specific leadership practices that enable effective service to the school (Sanzo, Sherman, & Clayton, 2011).

In Category 3 (research articles related to the behavior and/or interactions between schools, school management, teaching staff, and teachers), most studies discuss the effects of leadership styles and the behavior of school administrators on the school as a whole and on various teacher behaviors. Some of the conclusions are: there is a positive relationship between the director's instructional leadership behavior and teachers' attitudes toward organizational change (Kursunoglu & Tanriogen, 2009); there is a non-significant and positive relationship between teachers' organizational behavior and school administrators' transactional and transformational leadership styles (Oguz, 2010); the impact of management leadership on teacher performance is

contingent, and the positive effect of participatory leadership on teacher performance extends beyond and transcends the specific conditions studied (Somech & Wenderow, 2006); the responsive and affective dimensions of this practice refer to: teachers' responsiveness (Abrantes et al., 2007), closer relationships with teachers (Baker, 2006); emotional support for teachers (Buyse et al., 2008), warmer and more sensitive teachers (Connor et al., 2005) and teacher-student support in the classroom (Hughes et al., 2006). Some studies also refer to the consistency between beliefs and actual practices in the classroom (Eveyik-Aydn, Kurt, & Mede, 2009); the relationship between effective teaching practices and job satisfaction levels (Opdenakker & Van Damme, 2006); the significant differences in interaction between teachers' self-efficacy, classroom quality, and vocabulary acquisition (Guo et al., 2002); insignificant relationship between organizational creativity and ethical leadership behavior of directors, in relation to the dimensions of environmental ethics, ethical decision-making, and behavioral ethics (Yilmaz, 2010); a parallel relationship between school effectiveness and the high leadership skills possessed by managers (Tugluka, & Dogan, 2010); a positive relationship between management leadership and organizational commitment and employee performance of school staff, as well as a positive relationship between participatory leadership and teacher empowerment (Somech, 2005); transformational leadership is positively related to school innovation climate, and the more closely directors are connected to their teachers, the greater the teachers' willingness to invest in change and the creation of new knowledge and practices (Moolenaar, Daly, & Slegers, 2010); the frequent use of effective leadership practices is positively related to progress in schools and improvements in the school effectiveness climate (Orr & Orphanos, 2011); leadership from teachers is considered for teacher training and contributes to school improvement (Muijs & Harris, 2006); the importance of recognizing the emotions of school leaders in preparation programs (Schmidt, 2010; Wallace, 2010). In general, it is possible to verify that the literature on leadership styles in the school context, originating from teachers or administrators, is quite extensive. This clearly shows the diversity of definitions used for the concept of teacher leadership in the study, as well as the various forms of analysis and variables examined, such as the theories adopted. While some studies focus on teacher-student relationships, others examine school leadership and address broader aspects related to school management. Additionally, it is known that teacher practice can be analyzed from various theoretical perspectives. In addition to this search, two articles analyzed leadership styles in the school context from the parenting model (Gill, Ashton, & Algina, 2004; Pellerin, 2005). Gill et al. (2004) proposed that authoritative school development could capture both the demand and academic responsiveness dimensions to demonstrate that both are necessary for better student outcomes. From there, we tried to verify whether these dimensions are predictors of mathematical success, engagement, and control. Data from 335 students aged 11 to 14 showed that students' perceptions of school responsiveness were related to engagement and perceived internal control, but not to performance. academic, which indicates a

relationship between school responsiveness and affective outcomes. Perceptions about school requirements are not related to student outcomes, and, in short, no clear evidence was found. supporting both dimensions of the authoritative school. The author suggests more accurate steps that are more based on the theory of demand and responsiveness. Furthermore, they emphasized that this research focused on secondary schools because, among other things, of current concerns about declining motivation during those years. However, believing that school development is authoritative, measured by the dimensions of responsiveness and demand, this is relevant from preschool through college years, and encourages further investigation at all grade levels. Pellerin (2005) claims that school climate literature shows that responsive and demanding schools achieve the best results with students.

The study was conducted with 743 students aged 14 to 18, aiming to investigate the influence of school style on student non-engagement, specifically regarding absenteeism, dropout rates, and school performance. The results showed that participatory schools had the best outcomes and indifferent/negligent schools had the worst outcomes for non-engagement, while authoritarian schools had the worst outcomes for dropout rates. The author concludes that the results are consistent with the descriptions of the four parenting styles and support their application. This style is evaluated by the school. As a participating parent, the participatory school maintains students at a high standard with responsive relationships. Although the results differed, this study showed that the demands and responsiveness used by schools and teachers, to some extent, influenced student behavior. Both studies were conducted with adolescents, and it should be considered that, during this period, this population, in addition to presenting established behavioral patterns due to their history of interaction with the school context, can also influence and be influenced by different contexts such as family, school, friends, and community. Insan and Col. (2004) emphasized the importance of investigating the dimensions of responsiveness and demand at all levels of school children. Thus, the influence of these dimensions is considered to vary depending on the school stage. In the early years of elementary school, children spend most of their day at school and still get by by first learning in relation to some aspect. Additionally, family and school are contexts that exert significant influence during this developmental stage.

METHODOLOGY

Initially, the literature analysis was carried out with Direct Science and using the Descriptive Method: teacher leadership style, teacher teaching style, and school leadership. Through this research, it was found that several definitions, methods of analysis, and variables were studied in accordance with the adopted theory. Next, analyze the teacher-student relationship by applying parenting patterns or styles, which presents an analysis of the relationship system from two dimensions: responsiveness and demand. In this case, there are four leadership styles that can be categorized: authoritarian, permissive, negligent, and participative.

RESULT AND DISCUSSION

Analysis of teachers' leadership styles from the early years of elementary school, applying the parenting style model. Before starting the analysis, it is important to consider that several factors are present and influence teachers' behavior toward students, such as: student behavior, other teachers, other school professionals, school requirements and higher authorities, lesson plans that must be followed, working conditions, parental behavior, beliefs about students and their families, situations in their personal lives, history experienced with their teachers, and the professional, social, political, economic, and cultural context in which they are included (Pereira, Marinotti, & Luna, 2004; Batista & Weber, 2011). These factors should be considered in a broader and more complete analysis of the context; however, this text will focus on analyzing teacher-student interactions based on the variables present in the classroom. From the literature on parenting styles, it is believed that dimensions related to demandingness and responsiveness can be used to understand the leadership styles of early elementary school teachers. Before demonstrating such an analysis, it was highlighted that, according to a behavioral analysis perspective, the reference adopted for this analysis, individuals modify the environment as it is modified by them, in a relationship of interdependence (Skinner, 1998). Thus, it can be said that, in the interaction between teachers and students, there is a reciprocal influence between their involved behaviors. Thus, it can be considered that the way teachers interact with their students and the emotional climate in the classroom influence children's behavior, which in turn affects the skills teachers use in their daily lives in the classrooms.

From Darling and Steinberg's (1993) article, we can also consider three characteristics of teachers, similar to parents, that influence children's development: 1) the values and goals teachers hold about teaching content and skills, 2) the practices used to help children achieve these goals, and 3) the leadership style, or emotional climate, in which this teaching-learning relationship takes place. As a writer also does, it's important to consider here the fact that the process can vary as a function of influences outside the immediate context, such as culture or class. Thus, a teacher's leadership style can be defined as a set of attitudes directed toward students that, together, create an emotional climate in which behavior is expressed, moderate the effectiveness of certain practices, and alter a child's acceptance of this teaching-learning relationship. Behavior, which can be called an educational strategy or practice, is determined by specific content and has a direct effect on the development of specific child behaviors. The second leadership style is a result of specific educational practices, incorporating some of the goals and values that teachers bring from their life stories and contexts. Thus, the four leadership styles will be further analyzed as the emotional climate, with certain contingency dominance in the classroom, where specific content educational practices take place, both in the academic/cognitive, social, and affective domains. To do this, the dimensions will initially be considered. teacher demands and responsiveness in the context of classrooms, because such cross-dimensional factors form four leadership styles. The requirements can be

considered in relation to the teacher's attitude toward monitoring and controlling student behavior in order to provide boundaries and rules within the classroom and also within the school context. Responsiveness can refer to the teacher's communication, engagement, feedback, and affection toward students. Here is a statement by Darling and Steinberg (1993) that the two dimensions reflect two types of demands: those made by society on the child and those made by the child on society. The first demand can be understood as the expectation that children present behaviors, knowledge, and skills essential for coexisting in society. So, wait - that school fulfills its socialization function, because, as stated in official document 1, education is the task of the family and the state, emphasizing the formation of citizens who understand their social environment with attitudes and values that strengthen life in society.

The second claim reflects the fact that children have their own needs and rights that are upheld by the school, and in their role, therefore, according to the Child and Adolescent Statute (Brazil, 1990, article 53), "children and adolescents have the right to education, which aims at their full personal development, preparation for the exercise of citizenship and qualification for work, ensuring them: I - equal conditions for access and permanence in school; II - the right to be respected by their educators," among other things. With responsiveness, it is hoped that children will feel valued, in addition to being in a friendly and enjoyable environment where learning takes place in a fun way. It is known that, for this dimension, positive reinforcing contingencies are present. The fact that children and their appropriate behavior are valued can provide self-esteem and confidence, feelings that are equally important for development in the most diverse areas.

In the context of the classroom and school, these demands can be characterized by the following teacher behaviors: setting rules appropriate for the child's characteristics; clarity in instructions; consequences for non-compliance with rules; not accepting inappropriate behavior and its consequences; establishing the basic rules of coexistence, such as taking turns and dividing materials into individual and group work; completing and correcting homework according to performance; consistency in teacher behavior, for example, when the teacher says they will do something, they do it as agreed; consistency, for example, when the teacher says "no," they remain firm even in the face of complaints, but there is flexibility depending on the context. Behavior that falls within the dimension of requirements may occur under the control of hostile (negative reinforcement and punishment) or positive contingencies.

From that dimensional analysis, the four teacher leadership styles will be explained. An authoritative style can be considered one that balances responsiveness and demandingness. This style implies that while teachers clearly present the level of demand for school and class by setting rules, limits, and monitoring behavior, there is also a presence of affection in the relationship. Most of these are positively reinforcing contingencies, but mild aversive contingencies may arise as a consequence of inappropriate behavior. They provide activities that stimulate the physical, cognitive, affective, and

social aspects of children, effectively, within a fun and friendly learning environment in the most diverse situations, while remaining clear and coherent in relation to school and classroom boundaries and rules. These teachers proposed activities, demanded compliance, maintained authority, used explanations, but they were open to exchanging ideas with the children, offering praise and rewards when they behaved appropriately, considering their feelings and opinions, providing alternatives, and allowing us to participate in decisions, thus enabling the development of autonomy.

In an authoritarian leadership style, the dominant needs and responses are low. They are teachers who value authority, order, and traditional structures without considering the demands of children. They seek obedience from children without considering that, at this stage of schooling, they need to teach them to follow rules. They do not allow them to participate in decisions, give little consideration to how children feel or what they say, and show no interest or affection for them.

In a permissive style, teachers are very responsive and undemanding. Don't set rules and boundaries and not monitor behavior, just fulfill the child's desires. In this style, most contingencies positively reinforce, for both appropriate and inappropriate behavior. They are teachers who let children do whatever they want. They often value children's opinions and disregard authority. In a laissez-faire style, the teacher is unresponsive or undemanding. Although they didn't set rules and boundaries, they didn't monitor student behavior, nor were they involved or friendly with the children. It can be said that some teacher behaviors depend on student behavior, meaning that teachers do not reinforce or punish children's behavior. In a way, they can be considered a neglect of teachers who simply teach classes by exposing the proposed content, without considering the children's needs and doubts. Those teachers may be burdened with various activities, have personal problems, or don't like their profession, but they are forced to do it because they need the money and have no alternative. In addition to the proposed leadership styles from the responsive and demanding dimensions, it is believed that the presence of contingencies must be considered for the effect of hostility on teacher-student interactions. Sidman Second (1995), coercion, a common method used to persuade others' behavior, is also present in the classroom, and children learning under this contingency grow to hate their teachers and school. Regardless of the leadership style adopted, sometimes teachers may inappropriately impose coercive contingencies to punish student behavior, which can be influenced by several factors.

Thus, it is believed that one must also consider the frequency of such situations combined with the teacher's style to determine their influence on the current classroom climate and student behavior. In general, based on this analysis, it can be said that schools and teachers can present themselves as protectors or even risk factors for child development. The authoritative style positions itself as protective because teachers behave with a balance of needs and responsiveness, and children often don't find this in their home environment, and in other contexts where they are included. There is no doubt

that both children whose parents use a balanced discipline strategy of rules and affection, as opposed to those whose parents demonstrate inadequate strategies, tend to benefit when teachers behave in this way. This is because it's with them that children spend a part of their day, and it's in this context that a lot of learning takes place. This is consistent with what was previously stated. In the literature review, several articles were mentioned that discussed which practices were considered positive in relation to positive outcomes and better student performance in more diverse areas. It's important to consider that children already have learned ways of behaving from their home environment, previous interactions with teachers, and with peers and the community in which they are included. Some were obedient when the teacher said "no," while others were insistent or did not follow the instructions given. There might be people who don't know how to respond to the response, because their previous relationships weren't like that. This diversity of behavior within the same context, the classroom, must be considered, and teachers must be sensitive to each individual's individuality while maintaining the same rules for the entire class, which is not considered an easy task and requires skill and knowledge. It's also important to consider that, in addition to teachers being concerned about the appropriate didactics for teaching specific academic content, there is always more emphasis on the needs of schools and teachers. Aspects of work related to development as a whole, incorporating the formation of values. According to Novak and Pelaez (2004), schools are an important source of social transmission, serving as an entry point into the education system and exposing children to extra-familial values. Thus, the function of education refers both to enhancing children's cognitive development and to promoting social development. However, teachers are not always prepared, which may be due to the fact that they lack adequate training or preparation.

CONCLUSIONS AND RECOMMENDATIONS

With this work, the importance of a specific perspective on the leadership styles of early elementary school teachers is highlighted, particularly regarding the period when children will undergo their first learning experiences in relation to different aspects, which can influence and reflect their future learning. This is considered important to see how the interaction between teachers and students unfolds, as child development is also the responsibility of teachers and the school. It is concluded that the parenting style model, along with the analysis of coercive control, provides a good theoretical foundation for guiding the analysis of teacher leadership styles, as the dimensions analyzed are also present in the teacher-student relationship. In this sense, it is important to conduct studies that better describe and discuss this dimension; to verify the effects of teaching styles on children's behavior; and to investigate the goals and values of teachers that influence their leadership styles, among other things. Thus, it is clear that much remains to be investigated on this topic, and exploring these aspects can contribute to effective planning proposals for the school context.

FURTHER STUDY

This research still has limitations, so further research on this topic is still needed.

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