From Participatory Leadership to Digital Transformation under the interpretation of Political Philosophy:

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From Participatory Leadership to Digital Transformation under the interpretation of Political Philosophy:
Types of Leadership in Education and School Administration

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Abstract: Leadership is a field of inquiry and a practical skill that involves the ability of an individual or organization to "lead" or guide other individuals, groups, or entire organizations. Academic settings define leadership as a process of social influence in which an individual can help and support others in accomplishing a shared task. Leadership from a European and academic perspective includes a view of a leader who can be motivated not only by community goals but also by the pursuit of personal

power, but also emerges from a combination of many factors. In recent years, scientific interest has focused on the investigation of parameters related to school leadership, in an effort to upgrade the quality of the educational work provided and also more efficient operation of the school unit. Particular emphasis is still placed on the systematic utilization of new technologies in the entire range of administrative and teaching functions, underlining the multiple advantages they entail. The modern school leader must combine a variety of skills in order to adequately cope with his role. In this context technology is an integral part of school leadership in the sense that the profile of the digital leader is an amalgam of effective leadership styles (distributed, transformational, pedagogic) in which technology is a fundamental component.

Keywords: political philosophy, school leadership, administration, school leader, transformational leadership, distributed leadership, digital leadership, participatory leadership, school culture

Introduction

What exactly is a leader and what is the right kind of leadership? Is there an objective view of the phenomenon of leadership or is everything defined by the conventional law of human societies? If we accept the relativity of the definition of leadership, then we must limit ourselves to a sociological observation of the facts and make no judgment as to their value. No leader can be characterized objectively, that is, scientifically, good or bad, but only successful or unsuccessful according to the achievement of a subjective goal. And the humans, who receive leadership guidance, are nothing more than matter in a subjective type of formation.

Also, the civil society shapes the standards of leadership and directs them where it wants by aligning them with its goals. A leader is competent if he promotes the goals of the civil society to which he belongs. But this sociological reading of leadership opens the ominous doors of relativism and historicism, as everything is defined by the power and possibility of its realization. Who educates the political society so that it harmonizes with the set goals? The leader may be a kind of educator, whose success is judged by how well he accustoms the citizens to socio-political norms.

On the other side comes the philosophical understanding of leadership and the leader. The leader and the process of leading or ruling is not something subjective, but is based on objective parameters that spring from the knowledge of the nature and purpose of man. If such knowledge exists, then through leadership human can become better, improve his nature by following a path of integration. So, there is an exemplary type of leader, who applies a process of leadership governance, which promotes the integration of man according to the teleology of human nature. The task of political philosophy is to implement human natural integration within civil society.

From this point of view, the city and man acquire a specific value. There are humans who are superior to others in value because they have reached a greater point of natural integration. By the same reasoning, there are civil societies that surpass others in terms of the degree of improvement of their citizens through the model of political leadership they apply. Therefore, the leader and the way he leads cannot be evaluated sociologically, that is, with observational neutrality, but only scientifically based on the knowledge object of political philosophy, i.e., the knowledge of the essence and purpose of man.

Therefore, the function of educational leadership is considered particularly critical, as it enforces the formation of the citizen from an early age both on an individual and political level. The educator as a leader undertakes to realize the purpose of human nature in a path of completion from a worse to a better state. The state is the supreme educator, because it sets the rules for the formation of political parts, but the leader of the educational progress is the one who comes into direct contact with human matter and sets it in order and movement.

The concept of management and leadership types

This interpretation deals with the administrative process in a wider field but also in education, the digital transformation in administration and educational organizations, in relation to digital leadership and the types of leadership that promote

change and transformation. Reference is made to the characteristics of the digital leader and his abilities in the direction of his technological and digital proficiency.

The evolution in the workplace and the need for mass production, especially during the first industrial revolution, set the basis for the consolidation of the science of administration, in the light of the improvement of the work produced and the management of human resources. Management science evolved mainly on the basis of private organizations and businesses, with the aim of optimal management of service delivery. However, with the appropriate processing and adjustment of the theoretical background for the management of private sector businesses, it can also be applied to the management of public organizations and bodies.

According to Koontz & Weihrich, (2010), the distinction between the private and public sector lies in the following: business organizations/enterprises and charitable/non-charitable organizations with the ultimate goal of "surplus" (to create surplus). The two researchers argue that the surplus should be interpreted as "profit" (profit) for businesses, and as "satisfaction of needs" (satisfaction of needs), for charitable/non-charitable organizations, such as schools. beginning of the 1950s, management science enters educational organizations).

Administrative science in educational organizations is a process that aims to establish an appropriate school climate within the school unit, through planning, organization, direction and control-evaluation, while Stoner, Freeman & Gilbert (1995), focus the administrative process on the collaborative factor more, as they argue that goals are achieved mainly through interaction and continuous teamwork. More specifically they define management as: "the art of achieving goals through people". Administrative science and process supports and develops decision-making and initiatives, to an extremely large extent. Goals, decisions and upcoming planning are functions directly connected to each other. Managers should make decisions related to:

- *Targeting*
- *The resources and means needed to realize the respective objectives*

• *The distribution of the work to each existing one, in order to have the desired result and the completion of the possible administrative reforms, in case the goals set are not achieved. In this case, they are readjusted with corresponding proposals from all those involved in the process. In addition, the incentives that should be given to employees are crucial.*

School units are open systems that are in a permanent, two-way relationship with the wider social environment and adaptation to new developments largely determines their orderly operation. Educational organizations, by extension, are structures that need the administrative process, in order to achieve the coordination of actions but also the definition of goals and activities, with the aim of their smooth operation. Administrative work is associated with schedules, control and planning as well as results to be achieved in the short term. The role of school principals/supervisors is a "key role", as it involves finding mutually acceptable and convenient solutions, as well as substantial participation in decision-making.

Leadership in education is generally clarified and divided by a very basic criterion, which is the degree of participation of each team (team participation degree) in the processes related to the issues related to the responsibilities of each one. (Gordon, 2015). We could say that according to Gordon leadership is translated into style, which governs the school unit and is an integral part of the school culture. Thus, we have the following basic and general leadership styles:

- **The authoritarian style:** The leader, usually the manager makes the decisions alone without explanations and the teachers do not take part in the decision-making, having a priori been excluded from such procedures. This is an informal show of power on the part of the manager, who imposes his point of view without the approval and opinion of colleagues.

- **Enabling style:** It is the assignment of responsibilities to existing teachers according to the personal criteria of each one. This happens because of the leader's low self-confidence and low expectations he himself has for both his personal development and the shared school culture.

- **The democratic style**: It is the style where the leader, after gathering the appropriate information, informs his subordinates and after discussing and quoting all opinions, while the decisions are made jointly

From transformational leadership to distributed and participative one

We first encounter **transformational leadership** in Burns' theory (1978). According to Burns, the leader and members interact to such an extent that the goals for the organization are shared. The transformational type of leadership focuses on the radical change of people and school organizations. That is, it focuses more on changing people and groups. Therefore, changing the culture is the main issue (Sergiovanni, 2001).

The interaction of leaders and subordinates to improve and strengthen motivation as well as the path towards a creativity and a school culture with a vision and a shared mission are what govern transformational leadership. This vision is given to the team members as well as the shared mission of the leader to achieve the empowerment of the team. Everyone is bound by terms of trust and creates a shared culture. Without the members, the vision is not achieved, being an integral element of its success, (Kotter, 2001). According to Avolio & Bass (1995), transformational leaders change and ultimately transform the views of the rest of the organization's members, without feeling commitment or influence thereof. Team members become learners and develop into leaders themselves, but moving the needs of team members upwards (according to Maslow's pyramid) meeting the demand for self-actualization and awareness for the good of the team and creating a culture of vision. After all, a transformational leader must have vision and courage to take risks, in order to bring about the organization through his wisdom and the intelligent decisions he will make. (Bass, 1995).

Distributed leadership is found in the foreign literature with the term distributive leadership or shared leadership and combines top-down and two-way decision-making.

Distributed (or distributive) leadership is the leadership researched by the Australian psychologist Gibb, to whom we also owe the definition of distributed leadership. Gibb's primary concern was to study the dynamics of groups versus the individual. (Gordon, 2015). According to Gibb "distributed leadership is the knowledge of "how to do it" ("know how") that is distributed to subordinates by leaders in order to involve them in actions and decision-making. Incumbents are then responsible for distributing that knowledge." Distributed leadership is an innovative approach of the leader to subordinates and has gained many supporters in recent years. In fact, according to research for many years, distributed leadership offers better results to the organizations and agencies that implement it. (Yukl, 2002). We can say that distributed leadership gives an innovative approach emphasizing not so much the result but the way and the practices with which the leader deals with situations (Spillane, 2006). After all, the methodology and concepts of distributed leadership are based on Spillane's theory.

Diffusion of specific leadership occurs in a natural way to team members and has been the subject of study by educational policy researchers as it was considered the best leadership style in terms of improving school issues (Harris and Muijs, 2005; Dimmock, 2012). participation of members in leadership responsibilities, contributes to the achievement of the organization's goals and is practiced democratically, while students and parents can participate (Leithwood, 1999). It combines top-down and two-way decision-making.

Something very important in distributed leadership is the degree of commitment of the members as well as the participation of almost everyone in it something that has a positive effect on the team and improves the effectiveness of either the teachers or the principal. (Leithwood et al., 2009). After all, this organizational commitment to education is the primary element for school effectiveness and self-improvement (Firestone & Pennell, 1993; Rozenholz, 1989 as cited in Hulpia, Devos and Rosseel, 2009). It has been proven through research that teachers who apply this specific leadership have better

dedication and efficiency since without these two-no progress and change in school culture is achieved (Hulpia et al., 2010).

The way it can be achieved and produced is something that has preoccupied the educational administration scholarly community for decades (Dee et al., 2006). But what is important is that although it is not some terrible innovation. however, it gives a dynamic as well as an "in actu" view on the broad topic of leadership (Harris, 2013). Harris also notes that the aforementioned researchers are reference points for the theoretical discussion around distributed leadership (Harris, 2005).

Researchers had been dealing for many years, as early as the early 70s, with the concept of **participative leadership**, more like an idea of dispersing and distributing the leader's power, as well as dividing responsibilities on a much more complex basis. (Carter et al. 2002). The basic idea was that the work of leaders is burdensome and so one person is not capable of carrying it out, even possessing all the skills. It is even suggested that it be distributed and shared and not be something elusive, but that there be many leaders and to each interested party. (Goleman, 1999).

One could argue that participative leadership is exactly what the word itself says: democratic principles that involve everyone equally in decision-making to advance the culture. It is the leadership of the many versus the other forms of leadership that may be of the few (Harris & Lambert, 2003). Participatory leadership is not something that one person exercises on others, but a form of collectivity that is also characteristic of a specific group, which even characterizes the culture of that group, through which each individual is free to utilize his potential, parallel to the common line. (Bennett et al. 2004).

According to Day et al. (2004), participative leadership develops dynamically across the spectrum of the group. So, we have some patterns that if we follow, relationships will develop between the group. (Carson et al. 2007). One would say that the most concise definition of participative leadership is: "an interactive process between members or groups in which the main purpose is guidance for the achievement of group or

individual goals" (Pearce & Conger 2003). The definition of participative leadership is about complexity and is completely different from that of traditional leadership models, be they hierarchical or vertical models (Pearce & Sims 2002). It is an outcome of the group in an organization (Day et al. 2004) but also a process during which there is continuous influence of members and serial emergence of leaders, whether formal or informal' (Pearce 2004).

The participative leader combines the best benefits for the group and is distinguished by a cooperative and team spirit, facilitates communication between members and through participative methods focuses on finding solutions to problems and not on individual members of the organization. Emphasis is placed on promoting collaborative decision-making.

External leaders in a group can assist all group members and have a coordinating role in the use of resources and resources to achieve the common goal (Hackman & Wageman, 2005).

Digital Leadership and transformation

Educational technology, which is the practice of designing and exploiting new learning data and processes, is a field that is constantly evolving through the use of ICT in both teaching and school administration. The transformation that takes place at the level of digital leadership is able to face the complex situations and new challenges to shape the new school culture (Anderson & Dexter, 2000).

Avolio & Dodge (2000), conducted 40 surveys in environments where people worked and communicated through "advanced information technology" (AIT), i.e., techniques and tools that enable group dynamics through collection, processing, management, and data and knowledge transfer. The implementation of new technology affects the climate of educational organizations and has a transformative effect on the leadership style.

Digital transformation and radical changes in digital environments in all aspects of society are redefining leadership

styles in educational organizations and businesses. Digital leaders should possess and adopt digital knowledge and skills, introduce the digital vision and have a team spirit to facilitate and share among members. If digital leadership is not developed, the digital transformation will not have the expected results and the positive impact of its results will be underestimated.

With an emphasis on educational technology, the phenomenon of digital leadership evolved in conjunction with educational innovation, initially taking the form of e-learning and later the broad form of digital leadership. But we must separate educational technology from leadership. The union of the two creates digital leadership, once a completely uncharted field of education policy. (Jameson, 2013).

Actions that promote the improvement of the quality of schools with the entry of digital media not only in teaching but also in administration, constitute a good start for the de facto recognition of digital leadership in schools as the basic condition for creating a digital culture. Textbooks, administration software, school library software, school board software, my school, Webex, program clock programs are just some of the small pieces that make up the big puzzle of digital innovation.

The abilities of the teachers who, through their digital engagement, change the culture of the school outwardly but also transversely, within the units, create these conditions for the school to become an agent of innovation and great change both on the basis of the teaching methodology, the of learning but also of administration. (Robleyer, 2009).

The transformational leadership style combined with digital leadership shows a mass movement from traditional teaching and management and the central leader to a more flexible form, ready to face the innovations and challenges of technology. A change was also observed regarding the universality of teaching. Whether remaining passive or taking an active role in digital technologies, on-the-ground principals shape visions of digital leadership and shape school culture. (Afshari et al., 2009; Otto & Albion 2002).

Information and Communication Technologies shape the current view of leadership, as technological developments affect leadership behaviors and bring about changes in leadership style. Thus, new technologies are given greater scope to develop in the school organization. This two-way relationship leads to the definition of digital leadership (Gurr, 2004).

The school leader is the most important and decisive factor regarding the teaching structure and the organizational management methodology. It motivates and inspires all involved and in the context of digital leadership creates the parameters based on which new technologies will be the practical point of reference for creating a digital school culture (Banoglu, 2011; Blau & Presser, 2013; Abdullah & Ismail, 2015).

In the case of the digital leader, however, the requirements are more complex and demanding, and this is because his role is not limited only to the part of the organization, but also involves other areas, such as management, inspiration, know-how, management interaction (Schrum & Levin, 2009; Juraime & Mansor, 2016), as well as the diffusion of his vision within the school unit. Therefore, the role of the digital leader is not limited only to the management of the school unit, but also to the use and diffusion of digital management and learning tools in the school organization. (Grady, 2011; Yieng & Daud, 2017).

The effective digital leader to be successful must first understand the nature of how ICT works and is used. Also, to have vision and insight as well as the willingness to continuously disseminate the know-how he acquires (Flanagan & Jacobsen (2003), to have set clear expectations and strategy methodology for supporting colleagues in the field of digital technology (Knezek 2002).

The effective digital leader must have a vision, willingness to change the culture, continuous professional improvement of his digital skills (Hacıfazlıoğlu et. al, 2010) as well as a new concept called "digital citizenship" (Akcil et al 2017). Akcil et al recognize and point out that digital citizens are those who use technology and its tools within ethical rules by having rules of conduct and using ICT responsibly.

The digital leader must inspire as well as provide an effective way to use and leverage ICT by integrating digital media, encouraging and creating a shared digital vision (Richardson, Flora & Bathon, 2013; Yieng & Daud, 2017).

Finally, it should be governed by knowledge about ICT and cultivate skills by training or constantly dealing with technical support issues (Schrum & Levin, 2009; Weng&Tang, 2014; Hsieh et al., 2014).

Conclusions

1) We have seen the ways and means by which a leader instills in young humans the guidelines for achieving a goal. We also penetrated the field of education by understanding how much the leader as an educator determines the formation of the parts of a civil society. It is important not to confuse the means with the ends (Vavouras, 2022). Technology, for example, is a new field of leadership, but the goals for human integration remain the same. Digital technology is an instrument of power and influence, but it does not identify with the definition of human or the prospect of his individual or political bliss (Vavouras, 2020).

2) Also, seeing the issue of leadership with sociological neutrality may absolve us from our responsibility for the state of ourselves and political society, but it does not in any way absolve us from self-determination of our value. Only the influence of political philosophy can bring out the human value and the qualitative separation of the modes of leadership and political governance. Education is a process of completing the human being according to objective parameters derived from the nature and purpose of man, otherwise we fall into the abyss of relativism (Vavouras, 2021), where the education of a scientist or a leader has the same value as the education of a criminal or a tyrant.

3) Leadership is an important scientific field of research in recent years, with special emphasis on school units, where the school leader has to manage a multitude of issues that affect both the student population and the educational staff of his

school unit. To this end, he should be reliable, efficient and a decisive factor in decision-making (Triantari & Vavouras, 2024) on a daily basis. Management and the exercise of leadership are in a two-way relationship and interaction, as research shows, the leader also has the responsibility of management.

4) The abilities of the leader of the school unit are clearly based on the leadership style that he exercises, on the knowledge, experience and diffusion of the vision, in relation to the goals and the planning for its achievement. In this way, it establishes and develops the school culture and the cultivation of the democratic style of leadership among all involved. As mentioned, school units are open systems that interact with the wider social environment (parents, school community, institutions, structures), to a greater extent than in the past, in accordance with the requirements of the new curricula. Therefore, the adaptability of the school leader to this new condition, and to the daily challenges, creates new data in the entire management of the administrative work.

5) The present research, through the secondary data of research at the global level, highlights the new theories around leadership. It is vital to mention how much weight is given to teamwork, distribution and assignment of tasks to all members of the school unit. Participative leadership combines team spirit and promotes communication throughout the educational community, while transformational leadership is a continuous interaction that ultimately leads to the change of people and visions.

6) The philosophy of distributed leadership involves decision-making from and to all directions and agencies, while emphasizing the methodology that the leader puts forward each time to face the various challenges. The rapid development of technology and educational innovation made it necessary to create a digital vision of the school leader, in order to respond with expertise and consistency to the complexity of his role. Gurr (2004), summarizing the theory of the digital leader, promotes the importance and influence of Information and Communication Technologies on leadership behavior. This continuous two-way relationship is what ultimately defines the digital leader.

In conclusion, and through the multitude of scientific theories, an attempt was made to holistically approach school leadership, a scientific field that is constantly evolving and enriching, on a global scale.

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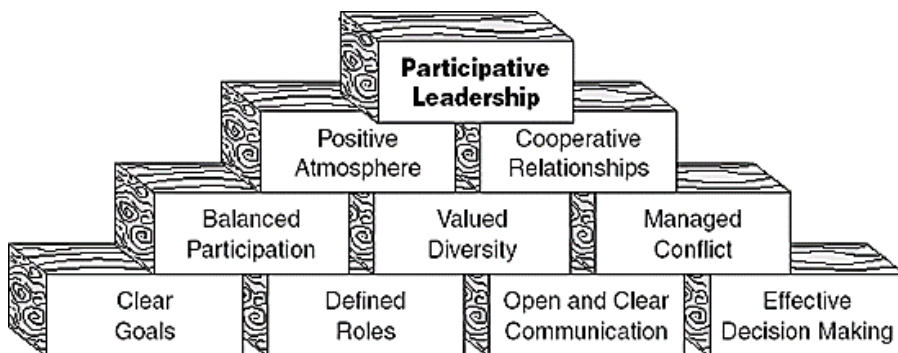
ANCIENT GREEK DEMOCRACY AND AMERICAN REPUBLICANISM

Prometheus in Political Theory

Michail Theodosiadis

Edinburgh Studies in Comparative Political Theory and Intellectual History