

INNOVATIVE SCHOOL LEADERSHIP ASPECTS

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Abstract: This study examines the managerial role of five school principals in Tbilisi in sustaining success and innovation. It describes the management and leadership practices of five school principals, who are considered to be innovative, well-managed, with excellent academic results, and highlights the principals' own contributions for school innovation and success. The study used the case study method based on the qualitative research method. At each school, opinions on school governance were gathered through individual interviews with the school principal, representatives of local resource centers, and other members of the school board, students and members of the school community. This study provides insight into organizational culture and school changes, as well as the principal role of principals in creating and managing a successful and innovative school. The study uses stakeholder perspectives on school leadership and school performance to provide us with insight into school management in each case, as well as draw attention to differences and similarities between different cases. The research findings highlight the importance of principals' life experiences in determining their management style and values. Innovative principals identify five common aspects of leadership and related behaviors that characterize their leadership style and underpin the success of their schools. Furthermore, innovation schools have common characteristics. A map of how the principal's management style and school innovation and success, life experience, five managerial aspects and corresponding behaviors, and other elements of school success are related to innovative aspects of management and leadership has been developed. Realizing what works in successful and innovative schools is the preliminary step in determining how to direct the practice of such schools to those parts of the school that require this experience. The current study demonstrates an innovative management style, demonstrating that some principals are very successful in creating an innovative culture, including behavioral patterns that can be learned and used by people aspiring to innovative and successful school management.

Keywords: school principal; management style; organizational culture; innovative school environment; school leadership aspects.

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1. Introduction

Innovation, which is the application of creative ideas, is required for enterprises to compete on a global scale in the twenty-first century (Kremer et al., 2018). An organization that employs innovation in linked operations can enhance its efficacy, productivity, and efficiency (Manafi and Subramaniam, 2015). Within the education business, the traditional education system has moved to include a technologically enhanced system that incorporates 21st-century competency skills. This type of innovation in education is essential for enhancing academic achievement, the quality of education supply, equity and equality, and efficiency, as well as lowering educational expenses and increasing profits from education spending.

As per Bereiter and Scardamalia (2006), school systems must undergo radical restructuring in order to become institutions that promote knowledge creation, create an innovation-focused culture, and stimulate creative thinking among twenty-first-century students.

In recent years, there has been increased interest in research on the cultural factors that drive innovation. According to Jaskyte (2004) understanding innovation requires a cultural viewpoint. Likewise, Danks et al. (2017) claim that an inventive environment is a factor for organizational innovation. Within a culture of innovation, members of a company would feel supported and empowered to make significant predictor and explore new ways to issue solving. Thus, organizational culture is regarded as the core of innovation, which necessitates an environment that fosters creativity and productivity, as well as removes obstacles, to ensure excellence (Hofstede, 1991). This growing importance of creativity in today's organizations necessitates research on cultures that foster innovation.

Scholars continue to vigorously argue the definition of innovation as the meaning of the term remains problematic. While there have been different opinions on the idea of creativity within a culture, Jucevicius (2007) asserts that a precise meaning of organizational innovation has not yet been developed. In addition, difficulties in defining distinct cultural elements, particularly from a diverse range of cultures, also led to the lack of a broadly accepted definition of innovation culture. Numerous empirical research, however, has demonstrated the association between innovation culture and organization, indicating that culture is a crucial determinant of organizational innovation.

The influence of culture on an individual's behavior would enable the individual to innovate and produce something of value for the business. In addition, the individual would be strongly dedicated to the company due to the chances and encouragements provided. Existing empirical research is unable to identify the impact of cultural characteristics that might either promote or inhibit innovation.

The extent of innovation cultures that support school organizations and learning and teaching activities is still limited within the education sector (Ghasemzadeh et al.,

2019). The existence of fresh ideas or innovations in the classroom or school setting poses a challenge to the standard or customary method of conducting education and learning activities. In spite of this, research on the concept of cultural innovation has increased in the education sector, with research findings investigating the viewpoints of teachers and teaching methods, the impacts of innovation in processes, the learning culture among students, and the culture inside the teaching team. The multiple layers of cultural features (including values, customs, beliefs, and underlying principles) must be explained and shared among all school stakeholders, including students, teachers, school personnel, administrators, and parents. By incorporating linked people in the school and community, a hospitable environment and pleasant interactions would have a significant impact on society that can inspire, share, and form positive behavior inside the school organization.

2. Literature review

The acknowledgment that leadership makes a significant difference is a recurring theme in the body of school reform literature (Caldwell & Harris, 2008; Elmore, 2000; Fullan, 1993, 2001, 2002, 2003a; Hargreaves, 2009; Harris, 2008; Hattie, 2009; Leithwood, 1994; Mazano et al., 2005). The politically driven, ongoing analysis and reflection, and accompanying need for school renewal, casts a spotlight on the need for focused, clear school leadership, which ranks second only to teacher quality in terms of its ability to enhance student results. "School leaders have an indirect impact on student accomplishment through their development of the learning ambiance and culture, instead of having a direct influence on learning," states Hattie (2009). Effective leadership results in effective schools, while its absence results in poor performance at best (Fullan, 2001). With new methods of education deemed appropriate, a new set of leadership skills is also required. According to past assertions that today's schools necessitate new ways of thinking (Beare, 2006; Pink, 2006; Sorman-Nillson, 2009), Kaiser and Halbert (2009) advocate for leaders with a "strong mentality." Dweck (2006, p. 6) defines a strong sense of self as a love for expanding oneself and sticking to it even when things aren't going well, helping people to thrive during some of life's most difficult periods. This approach enables administrators to lead their schools in times of great change by being adaptable, sensitive, and imaginative.

With the need for a new vision for school leadership, it is worthwhile to investigate what we can learn from visionary principals and successful schools in the field. The scientific work of Dimmock and O'Donoghue (1997, p. 3) documented the lives of "... a multitude of principals who were recognized by educational administrators, fellow students, and staff to be embarking outdoorsy change programs to improve the quality of the curriculum, instructing, and learning in their schools."

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These they named creative principals, who they found to be ordinary, as individuals and principals and were not to be considered as 'super principals'. "Instead, their leadership was distinguished by a deep sense of, and record of, creativity within system boundaries." Dimmock and O'Donoghue (1997).

The study by Dimmock and O'Donoghue (1997) illustrates that building effective and creative principals does not include establishing initiatives using best practices, as these do not ensure success. Instead, it is about "analyzing what innovating principles are doing, how they accomplish it, or even why" (Dimmock & O'Donoghue, 1997, p. 4), which clearly positions this research. The research foundation is provided by the study of successful schools and inventive leaders, leader behaviors, their motives for innovation and success, and significant contexts and influences.

In the backdrop of the pressing need for answers, Chen (2010, p. 242) suggests that we take core: many change leaders, ranging from thought leaders and policymakers to principals, teachers, and parents, as well as students themselves, are developing institutions and some other learning spaces that will prepare today's kids to be leaders of tomorrow, citizens, and productive adults. Their work on the outskirts of the present educational system is progressively making its way to the center. However, progress has been slow in reaching scale, especially given the rapid pace of technological advancement and global development.

The problem expressed by Chen (2010) is how to shift the work at the fringes to the center of the activity in education and school systems so that our students are equipped to live and work in the world of tomorrow. This question offers the study's urgency and moral purpose.

Creativity and Innovation - definitions

Agars, Kaufman, and Locke (2008, p. 3-4) emphasize the significance of creativity and innovation in today's organizations that need to be flexible and adaptable.

Organizational innovations and creativity are intrinsically complex phenomena that are influenced by a wide range of environmental and social factors. As evidence supporting a relationship between organizational efficiency and, ultimately, organizational survival emerges, there is little doubt that theoretical and practical breakthroughs in our knowledge are required. Furthermore, some believe that in this day and age of global commerce and rapid change in the workplace, innovation has emerged as an organizational requirement.

However, defining creativity and innovation may be challenging. The online Merriam-Webster dictionary defines 'innovation' as 1. the presentation of anything novel and 2. a new concept, technique, or technology, and 'creative' as to make changes or accomplish things in a new way.

However, Agars et al. (2008, p. 5) criticize the minimalism of such a definition: despite rising acknowledgment of their relevance, many elements of organizational

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innovation and creative thinking remain unknown... Despite continued attention from academics, determining creativity has remained hard. Innovation has also been regarded as resisting simple description, and it is frequently not defined.

Plucker, Beghetto, and Dow (2004) examined ninety papers from the two biggest innovation journals or peer-reviewed publications containing the word "creativity" in the title. Only 38% of these studies clearly identified creation, while 33% of semi-journals did. The difficulty of describing and comprehending innovation and creativity in organizations is exacerbated by such confusion regarding constructive definitions.

Agars et colleagues. (2008, p. 7-11) define creativity as taking into account the notions of person, location, method, and product. Social influence not only influences creativity, but it may also decide what is and is not creative. If the community does not recognize a brand-new service or product as innovative, it is not.

Most conceptions of creativity include two components: it must reflect something unusual or new, and it must be suited to the job at hand. In other terms, a creative reaction must be relevant and valuable. Agars et colleagues. (2008, p. 13) connect creative and innovative definitions: When evaluated as an organizational consequence, innovation is not merely a greater degree of creation, nor is it limited to a collective. The term "innovation" simply refers to the deliberate adoption of a creative result, product, or process at the individual, group, or system level.

Creativity is simply the generation of ideas, whereas innovation is their implementation. Fullan (2007) defines "innovation" as an infectious state of inquiry that generates momentum for system and organization enhancement. Organization structure and group variety, described as "race, sex, nationality, maturity level, disability, knowledge, competence, the department where employed, organizational status, personality or abilities," influence creativity and innovation (Agars et al., 2008, p. 35). "... reasonable degrees of organizational slack stimulate increased experimentation and are advantageous to group creativity, but excessive or too little laxity is damaging to the success of the group" (Agars et al., 2008, p. 36).

Therefore, leadership and the culture generated by the leader are crucial to innovative behavior, both in terms of the leader's aptitude for solving creative problems and the risk-taking environment provided for both groups and people inside an organization. Agars et al. (2008) state: In addition to increasing the possibility of creativity, leaders that engage in stress management, effective communication, and active self-improvement do so as well. Leaders boost creativity by promoting or supporting cooperation, intellectual stimulation, conversation facilitation, and dispute resolution.

Leaders serve as models for personnel who observe their behavior frequently. The style and personality of the leader, their relationships with followers, and the

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organizational culture all contribute to innovative outcomes. However, occasionally the innovation is driven by the creation of a promoter of the creative idea. This individual could be the leader, but it could also be an employee who is accountable for maintaining the "persistence of the creative process" and encourages others to participate in the creative work (Agars et al., 2008, p. 41).

There are still unanswered questions regarding the definitions of creativity and invention, the influence of contextual circumstances, and the absence of approved and integrated models that represent the complexity. This leads to the usage of personal definitions and frameworks and, as a result, diverse perspectives on what is and is not creative and innovative.

Creativity, for the sake of this research, is described as the interaction between an individual and a system to create a product or concept that is helpful and original, as specified by the social environment of the time. Innovation refers to the implementation of a novel concept or product application. Educational innovation is appropriately defined as an intentional activity that results in a significant and persistent overall increase in the effectiveness of a school or organization on one or more of the following dimensions: organization, staff, strategies, systems, style/culture, mutual interests, and skills.

Research relevance. Today's schools operate in the context of educational policy and globalization on the path of dynamic development of social changes, accompanied by the rapid development of technology.

There was a need to introduce creative, flexible, independent values and innovations to schools. Therefore, schools are trying to change the understanding of the paradigm and adapt to the changes. This issue was identified in the national education goals document. Given all this, the school management has become a subject of great interest for researchers, which is a topical issue for society. This study will help to share the experience of managing a modern school and apply the knowledge gained in practice.

The purpose of the study is to examine the relationship between a principal's managerial style and school advancement and success, and also the impact of principals' experiences and knowledge on their leadership abilities and beliefs, and to evaluate which techniques support the growth and upkeep of an innovative school environment.

The main research question is: what leadership and managerial experience and practical principles of principals contribute to the formation of innovative school culture?

The main question was divided into six sub-questions:

1. What is the culture and atmosphere of innovative schools?
2. Are the innovating schools viewed as effective by the school's neighborhoods and self-governing organizations?

3. Which unique management styles, abilities, knowledge, and attitudes of school principals foster an innovative school climate?

4. How has each principal's life experience influenced their work?

5. What additional aspects contribute to an innovative school culture?

6. Does the education system see the effectiveness and longevity of their school's innovation culture even without the present principal's leadership?

The objectives of the study are: 1) To make a certain contribution to the professional growth and expansion of knowledge in the education system, schools and their principals, innovation and success, which will allow them to better respond to the growing dynamics of changes in the 21st century. 2) Identify the factors that work in successful and innovative schools, for which it will be necessary to share the experience of these schools, which will lead to their innovations.

An innovative decentralized school ensures successful school management and a safe environment.

The subject of the study is the role of the school principal in the management of an innovative school, and the object of the study is five public schools in Tbilisi.

The hypothesis of the study is that the management style and talents of the principal contribute to the growth of an innovative school climate.

Research methodology and theoretical foundations.

The study needs to identify the characteristics of schools that have the status of innovative and successful schools. This problem is the focus of this article.

3. Methodology

For this study, a qualitative method was chosen, which allows studying the basic managerial and leadership skills on the example of the success, innovation, experience and ideas of each school. The question of the principal style of leadership and management is considered to be the key to studying each school, taking into account its environment and culture. All this answers the main question of the study. Qualitative research employs both deductive and inductive methodologies, weighs and considers subjectivity and diverse qualities, and so provides a stable base for study based on the viewpoints of leaders and stakeholders. A deduction is a rational approach to cognition that includes separating individual characteristics from generic characteristics. At this moment, thinking occurs within a direction that each element chooses to follow rationally from the initial assumption. The deductive technique enables one to reach the correct conclusion, find basic rules and laws that prohibit error, and establish the actual actuality of an event.

Induction is a form of knowledge that allows you to draw a basic conclusion based on individual facts, it is the movement of thought from the particular to the general. Induction methods are used to establish empirical relationships between objects and events.

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An education expert recommended five schools in Tbilisi as the most innovative and successful. I visited each of these schools and personally spoke with each principal. The study used extensive methodological approaches, a monographic study (case study) with individual interviews with managers. A monographic study is a deep and comprehensive study of an individual case, topic, or social group with all the means at its disposal.

I have conducted school and community surveys via remote social media with focus group interviews. The collection of diverse opinions provided an important primary database. Semi-structured interviews about the school and principal helped to explore and document the opinions of individuals and groups. A semi-structured interview is a survey.

A qualitative method that combines pre-prepared open-ended questions (questions that need to be discussed) when the interviewer is given the opportunity to further exploration of specific topics or responses. Semi-structured interviews do not restrict respondents to predetermined responses (unlike a structured questionnaire).

The interviews were recorded, emailed and detailed. To analyze the result, coding and categorization, data separation, sorting and inductive reasoning were used. Data coding involves extracting key concepts and ideas from interview material and summarizing them. Data categorization involves collecting information that respondents say about these concepts and issues.

The monographic research method was chosen because:

- This allowed me to study the activities of successful and innovative principals in each school.
- I was allowed to collect the views of various stakeholders.
- Based on various data, I have carried out an in-depth analysis, comparison and discussion of individual cases.
- During the study, the collected data on school management were processed and analyzed.
- Based on previous studies of school management and analysis of my research, I developed the characteristics of aspects of the innovative school.

The inclusion of a monographic method of examination in the study increases its reliability. Interviewing, analysis and documentation of various participants, and observations increase the accuracy of the study using various data collection methods. It should also be noted the importance of studying the life experience of principals, which affects their activities and makes the results of this study even more important.

The use of secondary data in the study allowed me to skip some of the processes that included the social and academic achievements of the students. This information was available from reliable sources, including the school's website, which was related to school activities and life.

The study design chosen for this study is inductive to ensure the collection of productive, multifaceted data.

The qualitative approach collects a vast collection of information that can be interpreted in a variety of settings and ways. The collection of empirical data may involve direct observation, interviews, documentation, and the utilization of visual elements. Individual and group semi-structured interviews served as the primary mode of data gathering in this study.

In my research I went through the following stages:

1. Interest in innovative and successful schools.
2. The main research question and additional questions were formed.
3. Five innovative and successful schools were recommended by an education expert in Tbilisi.
4. I met five school principals and conducted informal interviews, observed and went through an information tour offered by them within the school. (In an informal interview, the researcher uses additional questions that are not related to the research topic, but tries to clarify some details of his/her life).
5. Community and school community survey through social networks.
6. I analyzed the information collected from the interview.

3.1. Data collecting procedures

Qualitative research offers a vast array of data collection techniques for enhanced contextual awareness and comprehension.

The research used a semi-structured method to protect participants' freedom of expression. The goal of the questionnaire items was to promote discussion on the school's culture and environment and how they may be enhanced to enhance the quality of innovation at the school, whereas the principal's profession and management style fostered this.

This objective was closely tied to resolving additional research questions, bringing us back to the original research question. The principal as well as other persons and organizations were not asked the same interview questions. The questions were sufficiently distinct that it was able to compare and manipulate features in three dimensions. At the conclusion of the interview, all participants were requested to submit any further information they desired.

Questions for groups and individuals are given in Table 1.

I explained to the respondents the purpose of the study, the need for confidentiality, and how the interview would be done because it is essential that the respondents feel at ease in the existing context and that their input is valued.

Semi-structured remote interviews allowed individuals and participants in group interviews (administration, parents, and staff) to express themselves more freely.

Table 1. Research questions

Additional Research Questions	Questions for interviews with principals	Interview questions for yourself For representatives
What's an innovative school environment and culture	4. An expert in education has recommended your school as creative. Can you explain the reasons your school is regarded as innovative?	3. This school was rated as creative by an educator. Can you explain why this organization is regarded as innovative?
	5. What is the background of this culture of innovation? Who contributed to its development?	4. What is the background of this culture of innovation? Who contributed to its development?
What specific behaviors, skills, knowledge and management styles of principals ensure the creation of innovative school culture?	1. Have you got an educational methodology that guides you in your leadership practice? 3. Is this school a good fit for your leadership skills? Why, indeed? Have you evolved as a leader over time?	1. How would you define the leadership style of the principal? On what grounds?
	6. Describe your role in establishing a culture of innovation. 7. How would you define your success? 8. What did not justify you?	5. What role does the principle have in fostering the innovative culture of the school? 6. What do you perceive the success of the principal to be? 7. What do you consider the principal's failures?
What from your life experience influenced the formation of management styles of principal?	2. What past experiences have shaped your management style?	2. In your opinion, what experience could have influenced the principal's leadership style?
What other factors can contribute to the formation of innovative school culture?	5. What is the background of this culture of innovation? Who contributed to its development?	4. What is the background of this progressive culture? Who was instrumental to its development?

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Do the members of the government and the community see the success and innovation of their school without the work of the current principal?	9. What school achievements would you like in the future? What will be your role?	8. What school achievements would you like to see in the future? How do you imagine the role of a principal?
	10. What would you like to add?	10. What would you like to add?

The cooperation between individuals and groups during the interviews was quite effective. For further analysis of the data, I used the audio recording during the interviews with the principals.

Observation is a method of collecting information in which the researcher observes the actions of the respondent. To distinguish from each other the so-called "simple" and "involved" ("participatory") observation. In the first case, the researcher does not interfere in any way in the events he observes, while in the second case, he often fully shares the existence of the objects of observation, participates in their activities, and talks with them to better study their lives.

During the semi-structured interviews with the principals, the process required a separate hearing from each participant, which meant understanding the opinion even beyond what was said. Observation during the interview helped me to work with the participants and to know their perspectives and additionally get information about the values of the participants. Once the interview was over, I made notes of things that interested me.

In addition to observing the participants, the schools introduced me to various school characteristics such as:

1. Cleanliness and order of the school building and areas.
2. Order in the principal's office.
3. The formal relationship between employees and the principal.

3.2. Data analysis

After collecting the records, notes and documents made during the study, it became necessary to create a system for processing and presenting data. Charts, tables or graphs are information visualization tools that involve the development of codes and categories, sorting and shortening of the text.

After studying each school material, I summarized the information, identified key interview questions, and developed a basic conceptual framework for studying these questions. Matrix 1 was created from the inductive coding system by Miles and Huberman (1984, 1994), which requires the development of topics with interview questions that combine knowledge of school leadership literature with up-to-date

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data. At this point, I organized the data on a large scale to get the big picture and the 26 conceptual questions presented in the table.

Matrix 1. Codes and Concepts

The code	Concept	The code	Concept
1.1	Principal's story	5.1	The school is famous...
1.2	Principal's professional qualities	5.2	Principal's success
1.3	Principal relationship	5.3	Principal's failures
2.1	Principal Relations	6.1	School environment/culture
2.2	Employee Profile	6.2	Use of technology
2.3	School vision	6.3	Implementation of innovations
3.1	Management style	7.1	Educational Resource Center
3.2	Personal qualities	7.2	Characteristics of the Chairman of the Board of Trustees of the School
3.3	Communication and decision making Style creation	7.3	Characteristics of school administration
4.1	Principal -head of the educational process	8.1	Employee characteristics
4.2	School Profile	8.2	Parental characteristics
4.3	Organization of the learning environment	9.1	School stability
		9.2	School development aspects
		9.3	Another

To create a clear picture of the school, I divided the Matrix 1 codes into five categories, which are shown in the table:

Matrix Codes #1	Five categories
2.2 4.2 4.3 6.1 7.1 7.2 7.3 8.1 8.2	School environment and culture
5.1 5.2 5.3 6.2 6.3 7.1 7.2 7.3 8.1 8.2 9.2	School success and innovation
1.1 2.3 3.1 3.2 3.3 4.1 7.1 7.2 7.3 8.1 8.2 9.3	Innovative school leadership style
1.2 1.3 2.1 7.1 7.2 7.3 8.1 8.2	Factors affecting the principal
9.1 7.1 7.2 7.3 8.1 8.2	Stability of innovation and success

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Based on characteristics divided into five categories, schools were compared and the common elements that led to their innovations were identified. The main characteristics of principal included six elements of life: life experience, vision, management style, leadership in the learning process, personal qualities and communication/decision-making skills. Re-examination of the material led to the identification of five aspects of leadership, given through the second matrix.

Matrix 2. Two Thematic Elements of the Five Aspects

Thematic Items	Aspect of progress	Aspect of cooperation	Financial aspect	The aspect of the innovator	Moral aspect
Look	leading Learning Society Increasing the area of teachers' activities	Shared Vision Gain Trust	Finding Additional Resources	Future orientation	Student oriented Its Stimulate belief in potential Succeed Secret Strong philosophical foundation.
Style	Activator Innovative transformational	General leadership devotee, open in relationship Deserves trust and respect Talking and listening to others	Constantly monitors material resources	democratic Motivated Regardless Takes responsibility Symbolic and cultural leader There is no training leader	Listens to students, empathizes with colleagues Characterized by enthusiasm
Thematic Items	Aspect of progress	Aspect of cooperation	Financial aspect	The aspect of the innovator	Moral aspect
Look	leading Learning Society Increasing the area of teachers' activities	Shared Vision Gain Trust	Finding Additional Resources	Future orientation	Student oriented Its Stimulate belief in potential Succeed Secret Strong philosophical foundation.
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		open in relationship Deserves trust and respect Talking and listening to others	material resources	Takes responsibility Symbolic and cultural leader There is no training leader	with colleagues Characterized by enthusiasm
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With the help of five aspects and a matrix, I was able to categorize key issues.

Table 2. Summarise Transcripts

Matrix 1:

1.1	2.1	3.1	4.1	5.1
1.1	2.2	1.1	1.1	1.1
	1.1	1.1	1.1	1.1
	1.1			
1.2		3.2	4.2	5.2
1.3	2.3	1.1	1.1	1.1
		1.1	1.1	1.1
		1.1	1.1	1.1
1.1	1.1	3.3	4.3	5.3
		1.1	1.1	1.1
		1.1	1.1	1.1

Organised Data

6.1	7.1	8.1	9.1
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
6.2	7.2	8.2	9.2
1.1	1.1	1.1	1.1
1.1	1.1	1.1	1.1
6.3	7.3		9.3
1.1	1.1		1.1
1.1	1.1		1.1

The study revealed the management style of a particular principal and it was established that successful schools have a safe environment, a unique culture based on cooperation, feedback and controlled risks, where the principal plays a key role. So that it turned out, five innovative and successful schools were profiled based on a variety of contextual and ethnic variables that were recognized as critical success determinants for a school. In every school culture, it is difficult to determine where the sharp line between the influence of principals and the success of the school is drawn. Contextual variations (type of school, approximate school age, location, number of students, tenure of principal at a particular school, form of learning environment, school history, current status) and societal expectations of a school are not considered without regard to the principal.

When school leadership is shared and integrated inside the school community, it is stable. Without a strong leader, it is impossible to create and sustain a healthy organizational climate, as demonstrated by this study. In fact, principals' trust in their personnel is an essential aspect of their actions. Principals who participated in the poll impact people around them because of their willingness to innovate, as they are

willing to learn, observe, cooperate with others, and engage in a variety of school-related experiments without hesitation.

3.3. Scientific novelty of the research

Based on the analysis of the data obtained as a result of the study, for the first time in educational practice, were developed main aspects of managing innovative schools.

<p>Growth Aspect: Exploring broad areas of interest critical thinking Search for new opportunities and readiness for news The search for knowledge Sharing information to improve oneself and others Workshops Learn and improve the environment Confidence in oneself and others</p>	<p>Joint aspects: Best Communication Great emotional intelligence Create a common vision Establish and maintain a collaborative atmosphere Redistributing authority through non-hierarchical means Connect with employees using technology Private and professional affairs Establish strong relationships with individuals, teams, and organizations.</p>
<p>Financial aspects: Ensuring School Success Monitor financial documents for better planning Ensuring Connections that Are Established Finding Additional Finance Creation and maintenance of the material and technical base Balance of questions focused on current and future perspectives Both work hard and are well-versed in specific situations.</p>	<p>The aspect of the innovator: Taking responsibility for change Risk analysis Find ways to make a change Persistence and persuasiveness Failure to take as a lesson Actions beyond the scope to achieve the goal Be an exemplary ruler</p>
<p>Moral Aspect: Focus on student values Actions Based on Personal Values Demonstrate faith in the abilities of others Offer students a variety of ways to succeed Optimism and purposefulness Check out the difference Aligning the School with Your Values</p>	

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The given aspects of school management and its success were formulated with future expectations.

Successful and creative schools share approaches, factors, and components that contribute to their success. Each school has built a healthy school climate that is reinforced by collective effectiveness in response to the principal's current management style. Stakeholders anticipated that activities would strive for great success. They considered that organizing for innovation processes was the most effective strategy for academic success. Leaders and employees of the school continuously evaluated their surroundings, solicited input on their effectiveness, and worked relentlessly to provide the finest possible experience for the students.

It would be wise for leaders of other schools to consider these aspects of school success and inculcate them into their schools as a strategic framework for school improvement. As the principal grows professionally, he achieves school success by reinforcing these elements.

Each school may not be able to respond to the required level, but with self-awareness, motivation, the right management style and approaches of the principal, it is possible to achieve the innovative school concept.

These innovative aspects provide some future guidance for the growth of schools and leaders who have the ambition to be innovative and to succeed on a larger scale in a variety of contexts.

3.4. Theoretical and practical significance of the research

Based on the results of the study, several areas for further research were identified:

1. To present an innovative school aspect in the context of schools and principals' management styles, taking into account a variety of contexts and examining the components on a larger scale than presented in our study.
2. Study the education systems of different countries and consider their readiness for these innovative aspects.
3. To study the management style and methods of a successful and innovative leader, which will be a prerequisite for success and innovation for current and future leaders.
4. Explore in detail how administration members ensure that schools remain innovative and successful.
5. Explore the issue of decentralization of innovative and successful schools, which is a key factor in innovation management.

These five questions can be theoretically and practically addressed in the future, and empirical research can be carried out to further deepen current knowledge about innovative and successful school management styles and maintain this success. Empirical research refers to any research based on experiments or observations that are usually carried out to answer a specific question or hypothesis.

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The primary objective of this study was to determine the connection between the principal's approach to management and practice and the growth of an innovative school culture.

Studies have shown that a school's level of success is determined both by its environment and culture and by the life experience of each school principal, which has a great influence on the formation of their leadership qualities, skills and attitudes.

The challenges in education today, which expect schools to react and respond quickly, require decisions to be made in response to these challenges, accompanied by the expectations of the members of the government that the needs of every person in the school will be met at a high level.

Given the variety of needs, it is not unexpected that effective and innovative educational leadership is typically regarded as rare and nearly implausible, since this mix of values, which includes charismatic leadership, a decent education, qualified personnel, and persuasive students, is almost incredible.

This study culminates in the school innovation and success aspects, which allows school leaders to rethink their management style and incorporate the discussed aspects as needed in their school.

4. Conclusions

The primary objective of this study was to get a deeper understanding of how a creative and successful school runs, as well as to determine the specific behaviors and management methods that contribute to the creation and maintenance of unique school culture.

Reflecting on the study's sub-questions, it can be stated that the school's background, history, and culture affected the degree of development of creative and successful schools. Similarly, each principal's life experiences shaped the creation of his leadership traits and the growth of his managerial abilities, attitudes, and behavior. This significant variety of biographies defines the school atmosphere, history, culture, and aspirations that will define an inventive leader.

The aforementioned nuances are consistent with the contemporary educational environment, which needs schools to respond swiftly and promptly in order to solve an issue at a higher level in a timely manner. In the midst of so many requirements, efficient and creative leadership is more often considered as a unique and even miraculous occurrence, and its value is sometimes linked to success, charismatic leadership, a decent school, qualified personnel, trustworthy students, and even accessibility to resources. Based on the significant link between school-to-school interaction and dependency, this study discusses new and successful management practices that may be conceptualized, customized, adopted, and taught by others.

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Daily, schools and their administrators are sensitive to the demands and expectations they encounter. The most important feature of this study is "an aspect of a school's innovation and success." It offers a new perspective on school management and leadership to people that are interested in leading innovative and effective schools, and by bringing their experience, knowledge, and insight, they may empower their school, staff, and students.

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