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### RESEARCH ARTICLE

#### DIMENSIONS OF SMART-LEADERSHIP IN SCHOOL ORGANIZATIONS.

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#### Abstract

The article is dedicated to leadership in the school system organizations preschool and school education. Bulgarian schools and kindergartens are in terms of reforms and strive to develop the quality of education and achieving high quality in all areas related to the educational process. They receive an increasing degree of autonomy that requires strategic management and leadership in organizations. The purpose of this article is to review the characteristics of leadership in the new conditions of decentralization and autonomy for the Bulgarian educational institutions that operate in dynamic, uncertain and competitive environment, and neobhodmostta flexible management systems in these conditions.

The article examines the main points of the new regulations in the Bulgarian legislation related to reform of the educational system. Based on SMART-management concept developed by Peter Drucker, outlines the dimensions of the SMART-leadership, in line with new requirements for educational institutions in Bulgaria

The article presents results from a study designed to determine how the dimensions of the SMART-leadership present in Bulgarian institutions in the system of schools and preschools. The study was conducted by anonymous poll among teachers and principals of kindergartens and schools. The results show good prospects for the development of modern forms of management in educational institutions in Bulgaria - self-leadership style of management, teamwork involving all stakeholders, positive and collaborative environment.

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#### Introduction:-

Bulgarian school institutions undergoes continuous reforms and changes in recent years. The main objective is to achieve long-term benefits of economic growth, competitiveness and social cohesion.

The focus of change and modernization includes basic dimensions such as:

1. Education of competitive, creative and thinking children and students who have an innovative and entrepreneurial spirit, through the implementation of innovative practices in education.
2. Intelligent learning in various modern educational backgrounds and skills development of 21st century children and students.

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3. Effective quality management education, innovative management practices, flexibility, adaptability, team work and decision-making involving various contact groups.
4. New roles and competencies of teachers and leaders in the changed conditions of decentralization and granting autonomy to the institutions of preschool and school education.
5. Strategic management in today's dynamic digital, changing environment and others.

Basic document that regulates reform school institutions in Bulgaria is the Law on preschool and school education (Law on ..., 2015). This act reflects new policies for innovation and modernization of training and management. Law on preschool and school education puts students at the center of learning. Students should acquire competencies that prepare them for the future and meeting the needs and challenges of society.

The law declares education a national priority and introduces basic principles such as the right to pre-school and school education; orientation to the interests and motivation of children and students; equal access to quality education; preservation of cultural diversity; innovation and efficiency; transparency in government; self-government and decentralization, and others (Ibidem: Art. 3). New moments in the management are: autonomy for conducting educational policies (Ibidem: Art. 3, para. 2, p. 10); new structure of education — primary education is completed in class VII and high school stage is divided into two parts — the first high school — from VIII to X class including a second high school — from class XI to XII including (Ibidem: Art. 73); a new type of schools — innovative schools (Ibidem: Art. 38, para. 6 and para. 7; Ordinance № 9: Art. 70 — Art. 76); dual training in vocational education, ie learning in a real production environment (Law on ..., 2015: Art. 115); support the personal development of every child and student, and building a positive organizational climate (Ibidem: Section II. Support for the personal development of children and students; Ordinance on inclusive education, 2017); creation of the Public Council, as a body for supporting the development of school institution and for civilian control of management, with a view to creating conditions for active and democratic functioning communities to each kindergarten and each school (Law on ..., 2015: Art. 265-270) and others.

Law on preschool and school education introduced 19 state educational standards, are a set of mandatory requirements for the results in the system of preschool and school education, and the conditions and processes to achieve them (Ibidem: Art. 22). Important policy in the context of the new government in terms of decentralization and autonomy is introduction of state educational standard for quality management education (Ibidem: Art. 22, para. 2 pt. 15; Art. 271). Quality management is accomplished through internal evaluation (self-evaluation) of the institution and external evaluation — inspection (Ibidem: Art. 272 and Art. 273; Ordinance № 15, 2016).

A key point in the management of institutions of preschool and school education is a strategic management and leadership that are increasingly relevant in recent years and current conditions. Law on preschool and school education obliges schools and kindergartens to adopt a development strategy (for four years), accompanied by her action plan and funding (Law on ..., 2015: Art. 263, para. 1, p. 1). The strategy adopted by the Pedagogical Council of the school or kindergarten and approved by the Public Authorities Board. Public Board shall adopt and annual report of the Director for the implementation of the strategy (Ibidem: Art. 269, para. 1, p. 1). Angel Doraliyski believes that the strategy of the organization is the document that most clearly defines expected results. The implementation of the strategy involves all levels of the organization — from the top (the leader) to each employee. Therefore the strategy should be seen as a dynamic document that reflects the changing process requirements and resources. In the process, leadership is important to stimulate the enthusiasm and the unification of the manager and staff for change and achieving the objectives (Doraliyski, 2008: 6-8).

Changes in school management organizations (autonomy, broad public participation, innovation, etc.) suggest new roles and responsibilities for teachers and directors and management teams of schools and kindergartens. It is generally accepted in social theory and practice is that the necessary condition for effective management is the availability of effective leadership in the organization.

The concept of a leader there are many definitions that would be difficult to connect to a single definition. Most authors are united around the idea that school organization leader is that person who brings people together around common goals and ideas, creating teams working in collaboration and cooperation, a person who possesses qualities such as enthusiasm, courage, determination, charisma, intelligence and more.

Vyara Gyurova, citing E. Miller, A. Rice and H. Mintzberg, describes leadership as a function — activities that leader performs, role — behavior that demonstrated leader position — the formal appointment of a person to head (Gyurova, 2013: 119). The author characterizes the types of leaders and leadership styles, emphasizing that leadership is a dynamic process, which found expression styles (Ibidem: 120-123). Leadership undergoes its evolution in different social environments and conditions. Leaders apply different models and have different effects in specific situations and teams.

The task of the leader, and wrote William Deming is to perform a transformation in their organizations. It must possess specific competences, personality, and ability to be convincing (Deming, 2014: 99). The author adds that the leader can make the transformation in the organization, if there is a vision and a plan, and feels called to carry out the changes. And this is not enough — it must convince enough people to power, but also must understand people (Ibidem: 99). Deming recommend that this process is not needed competition and a new philosophy of government — Cooperation (Ibidem: 104). He believes that the new role of team leader after the transformation (educational reform in Bulgaria — the note is mine) is: to understand the organization's objectives and submit them to the people who work; helping people to feel part of the team to work cooperatively in order to optimize efforts to achieve the target; seek to raise the interest of everyone to work and he feels satisfied with it; does not stop to learn; be a coach and adviser, not a judge; not to trust in their official authority, and to develop knowledge and personal qualities; is persuasive and thoughtful at the same time; to listen, not to give estimates; creating trust; to conduct spontaneous meetings with the team to hear the hopes and fears of people (Ibidem: 107-110).

In the context of leadership and development, beliefs Eliyahu Goldratt are that the aim is the leading organization on the path of continuous improvement (Goldratt, 2013). Bojidara Kriviradeva defines the competences of the leader of the educational institution as key management in modernizing education and sustainability of the institution and the educational system and its future (Kriviradeva, 2018).

The modern manager managed in dynamic, complex, competitive, global and relatively uncertain environment. It is therefore necessary farsighted and foresighted guide, creating a spirit of entrepreneurship and innovation, and achievement of engagement and activity on the part of the team. As priority characteristics of the leader in terms of decentralization and autonomy, collaborative environment, support and development basically can be summarized as follows:

1. Creates a new organizational culture.
2. Brings together team members and engage them with the overall mission, vision and objectives in the long run.
3. Engine of change, innovation and creative searches in the organization.
4. Builds environment that promotes trust and respect and releases the creativity in the team.
5. Trust in its employees and their delegate rights and responsibilities.
6. Maintain a high level of dialogue and partnership with employees and other contact groups.
7. A clear and high expectations of the quality of education and supports reflexively in terms of ensuring the maintenance and development of quality.

According to the popular classification of Kurt Lewin, who divides leadership styles based on performance of the team of autocratic, democratic and liberal, these characteristics correspond mostly democratic leadership style. Hallmarks of democratic style is most closely associated with management through complicity, cooperation and support, with concern as to the objectives and to the satisfaction of the team. These features in the management are characteristic of so-called „team management“ (described in managerial grid model from Robert Blake and Jane Mouton). Also, mentioned features management approach to transformation leadership, for which the author believes James MacGregor Burns, but the theory was developed by Bernard Bass. At the heart of transformation leadership are precisely the peculiarities of management of modern times: the creation of an inspiring vision, focus on strengths, build effective teams that are committed to the objectives of the organization, change management, development and others (Markov, 2014: 45-47).

Peter Drucker, one of the most famous and influential thinkers in the field of scientific management, fostering innovation and entrepreneurship. He advocates the idea of management by objectives and is the author of SMART-method of testing their effectiveness — how far are specific, measurable, achievable, realistic and time-related to their implementation (Drucker, 2001).

The concept of Peter Drucker also consistent with the new realities in the management of educational institutions in Bulgaria. It is undeniable that in terms of autonomy, each organization itself should take care of its development and prosperity, to work in teams to build relationships of trust, respect and cooperation, continuously reflects achievements or seek ways to improve operations. To implement these priorities, the formal leader of the organization should possess certain qualities and competencies and to apply new technologies to the global environment. Modern leaders should successfully manage change, to take advantage of arising opportunities and to reduce possible risks.

In this sense, SMART-management concept developed by Peter Drucker (and further developed by Paul Meyer, George Doran and others) may be supplemented and developed. It can be applied to the characteristics of leadership in school organizations such as SMART acronym is explained as follows:

1. S (specific) — specific skills in the organization for strategic thinking and planning with a clear focus on the future; flexible structure and skills development and innovation.
2. M (measurable) — monitor and measure the progress and effectiveness of the partnership and active participation of each member of the team and stakeholders.
3. A (attainable) — forming achievable mission, vision and goals; clarity of the team with the expected results; engagement team with implementation; work in self teams.
4. R (relevant) — reality and relevance; responsibility of each team member status and development of the organization; initiative „bottom-up“.
5. T (time-bound) — A temporal link of the mission, vision, goals, strategy, plans and operational activities; teamwork; cooperation and trust.

Proceeding from the importance that Peter Drucker gives leadership to strengthen the team and development of the organization as a team, competencies and achievements, and the fact that the concept of leadership is constantly evolving, depending on the environment and the social, political and economic conditions, the proposed features according acronym SMART can be defined as SMART-leadership.

In literature SMART-leadership is generally defined as intelligent leadership and a leadership change. In particular, the authors describe SMART-leadership through the following features:

1. New projects and innovations.
2. Investment in people and constantly continuing education.
3. Delegation of rights and responsibilities.
4. Provide feedback with customers and employees.
5. Giving a personal example.
6. Encouraging Leadership (leadership style and qualities) among employees.
7. New organizational culture (culture as „value protection“ and a culture of innovation) for the realization of Excellence and others (Rao, M.S., 2013; Yudelowitz, J. Richard, K., Field , R., 2005; Steed Chr., 2017; Schwarz R., 2013).

Nowadays the pursuit of success through innovation and change, group dynamics and collective management, SMART-leadership is particularly important. In the context of continuous development organizations and ensure a high quality of education is not sufficiently effective management and leadership of the head. It takes specific skills for strategic management, flexibility, continuous monitoring of activities, involvement of the entire school team to implementing the objectives and deliver results, responsibility, cooperation and support — ie application of the dimensions of the SMART-leadership.

### **How the major dimensions of the SMART-leadership present in school institutions in Bulgaria?**

The new regulations in the system of preschool and school education in Bulgaria, described above, are regulated by a number of requirements which contain innovative elements in management: management through measurable and achievable strategic objectives adopted by the whole team, measure the achieved quality of education, stakeholder involvement in the management, initiative and entrepreneurship and others that largely overlap with formulated features of SMART-leadership. Interest research practice represents the effect of applying the new legal regulations already four years of their adoption.

Survey of teachers and principals of schools and kindergartens in Bulgaria, is an attempt by the author to determine the dimensions of the SMART-leadership. In this article it is presented a part of the study. The methodology of the

study includes an anonymous questionnaire, which was given the opportunity to rank the views of respondents on a 5-point scale of Likert. The questionnaire contains criteria determined according acronym SMART (specific, measurable, attainable, relevant, time-bound), and to each of the criteria developed five indicators:

1. By criterion S (specific): We have a clear philosophy with a focus on the future; We set high goals; Collectively we formulate strategic goals and priorities; We strive to improve the quality of education through innovation; We improve the competence and regularly exchanging views on the implementation of the mission, vision and goals.
2. By criterion M (measurable): We have developed criteria for evaluating the effectiveness of the organization and ensure the quality of education; We communicate effectively with each other and with contact groups; Regularly reflects views on the implementation of the mission, vision and goals; We regularly receive feedback from parents to provide quality education; The opinion examines the team on important educational issues.
3. By criterion A (attainable): Stakeholders are familiar with the mission, vision and goals; Parents actively participate in the achievement of the mission, vision and goals; School team involved is included in the implementation of the mission, vision and goals; Our expectations for quality education are justified; Parents and students are satisfied with the quality of educational services.
4. By criterion R (relevant): Initiatives „bottom-up“ are prevalent; Teachers are delegated rights and responsibilities beyond teaching tool; Parents actually participate in the activities of the organization; The activities of the organization are carried out through teamwork and responsible work; Physical and financial resources of the organization are optimal and relevant to the needs.
5. By criterion T (time-bound): The strategy is resourced; Operational documents reflect the mission, vision and objectives of the strategy; In school development program are specific deadlines and responsible teams; The responsibilities are evenly distributed and tailored to the competence of the teams; We work in an established environment of co-operation and trust.

Participants in the survey were 163, of which 72,5% teachers and 27,5% principals of kindergartens and schools. According to the type of institution, respondents are more schools (75%) compared with those from kindergartens (25%).

The measurement results on the first criterion show that most of the respondents indicating „high“ level of performance indicators except indicator „Collective formulate strategic goals and priorities“ that gave priority to level „average“. „Very high“ range between 12,5% and 32,4%, while those of „average“ degree — between 18,9% and 45,9%, which is not optimal result. Hardly observed degree „very low“ and „low“ (only 2,7% reported „low“ degree indicator „We set high goals“ and indicator „We strive to improve the quality of education through innovation.“ (see Table 1).

**Table 1:-Results of measurement criterion S (specific)**

Indicators	Very low	Low	Medium	High	Very high
We have a clear philosophy with a focus on the future	0%	0%	37,80%	48,60%	13,50%
We set high goals	0%	2,70%	18,90%	59,50%	18,90%
Collectively we formulate strategic goals and priorities	0%	0%	45,90%	37,80%	16,20%
We strive to improve the quality of education through innovation	0%	2,70%	24,30%	51,40%	21,60%
We improve the competence and regularly exchanging views on the implementation of the mission, vision and goals	0%	0%	18,90%	48,60%	32,40%

These results indicate that specific skills in strategic thinking and planning, innovation and especially activities improving competencies are high, which is a request to change the management of school institutions and introduction of autonomy. It is necessary to increase confidence in school teams and other stakeholders and to involve them as much as possible in the formulation of objectives and priorities. A possible reason for the insufficient involvement of the contact group management may be insufficient confidence of heads of kindergartens and schools in the benefits of „flat“ management or insufficient competencies to implement such management. In one case support is needed to implement new organizational models and the other — training on the features and benefits of autonomous management.

In assessing the fulfillment of indicators of Criterion M (measurable), take an equal share levels „medium“ and „high“. Again grade „very high“ is not preferred by most respondents as low values between 10% and 30%. Here, unlike the criterion S (specific), observed more answers at level „low“ (between 2,5% and 10%) and even „very low“ — the indicators „We have developed criteria for evaluating the effectiveness of the organization and ensure the quality of education“ (2,5%) and “We regularly receive feedback from parents to ensure the quality of education“ (2,5%) — see Table 2. Monitoring the effectiveness of school institutions and ensure the quality of education is a problem in the Bulgarian educational system. Until recently, the control is carried out on the basis of outdated regulations. With the adoption of the Law on preschool and school education, to provide regulations which introduce a system of quality management education. These circumstances explain the relatively low valuations. To the Law on preschool and school education have been developed standards concerning quality management education in school institutions. The quality of education will be monitored by an independent external evaluation of the National Education Inspectorate and self-assessment by the institutions of preschool and school education.

**Table 2:-Results of measurement criterion M (measurable)**

Indicators	Very low	Low	Medium	High	Very high
We have developed criteria for evaluating the effectiveness of the organization and ensure the quality of education	2,50%	7,50%	37,50%	32,50%	20%
We communicate effectively with each other and with contact groups	0%	7,50%	30%	32,50%	30%
Regularly reflects views on the implementation of the mission, vision and goals	0%	2,50%	45%	37,50%	15%
We regularly receive feedback from parents to provide quality education	2,50%	10%	35%	42,50%	10%
The opinion examines the team on important educational issues	0%	7,50%	30%	32,50%	30%

At present, takes place approbation of the external evaluation, but schools and kindergartens have not yet conducted a self-assessment. They are needed targeting action for the effective implementation of the evaluation and implementation of training courses to acquire the necessary competencies of pedagogical specialists to conduct self-assessment.

Almost half of the performance criterion A (attainable) are evaluated by respondents graded „high“. Less, however, when compared with the criteria S (specific) and M (measurable), the proportion of responses in grade „very high“, which vary in a wide range from 2,5% to 22,5%. The highest percentage in this degree mark answer on indicators related to the engaged part of the pedagogical specialists in the implementation of the mission, vision and goals, and to familiarize stakeholders with them. According to the respondents' answers, the parents do not participate actively enough in achieving the objectives of the organization (20% cited „low“ level, 35% — „average“ 42,5% — „high“ and 2,5% — „very high“) — see Table 3.

Probably the lower involvement of parents due to lack of time to participate in activities of school organizations or disinterest of the general aims and activities of the school institutions, and parents focus on the achievements of their own children. It is necessary to develop strategies to attract parents and other stakeholders in achieving the goals of school organizations as the quality of education is a common concern of school, family and society.

**Table 3:-Results of measurement criterion A (attainable)**

Indicators	Very low	Low	Medium	High	Very high
Stakeholders are familiar with the mission, vision and goals	0%	2,50%	30%	47,50%	20%
Parents actively participate in the achievement of the mission, vision and goals	0%	20%	35%	42,50%	2,50%
School team involved is included in the implementation of the mission, vision and goals	0%	0%	22,50%	55%	22,50%
Our expectations for quality education are justified	2,50%	2,50%	37,50%	52,50%	5%
Parents and students are satisfied with the quality of educational services	0%	2,50%	37,50%	42,50%	17,50%

Criterion R (relevant) estimates are preferably in the „high“ and „medium“ degree. Here again impresses insufficient involvement of parents in school life (22% of respondents indicated „low“ level, only 2,4% — „very high“ level and the remaining percentage is divided between the „average“ — 39% and 34,1 % — „high“). Also, teachers and directors of schools and kindergartens are not completely satisfied with the funding and financial support to improve

the physical environment (46,3% indicating „medium“ level, 26,8% — high, but 17,1% considered that level is „low“ 2,4% — „very low“ and only 7,3% — „very high“.

Regarding the initiative „bottom-up“ delegation of rights and responsibilities of teachers and teamwork, the results are evenly distributed between „high“ and „medium“ level, but the part of respondents (12,2%) believe that initiatives „bottom-up“ does not predominate (see Table 4).

Data show that might still school organizations do not have sufficient maturity to implement the forms of self-government and to some extent still exists a hierarchy in the planning and management. Cooperation and interaction with contact groups needs improvement. These results have an explanation as decentralization of education in Bulgaria is applied fairly recently, it has not yet been granted full autonomy to schools and kindergartens and have not yet accumulated sufficient competence among teachers and directors for self-government.

**Table 4:-Results of measurement criterion R (relevant)**

Indicators	Very low	Low	Medium	High	Very high
Initiatives "bottom-up" are prevalent	0%	12,20%	43,90%	43,90%	0%
Teachers are delegated rights and responsibilities beyond teaching tool	0%	7,30%	36,60%	36,60%	19,50%
Parents actually participate in the activities of the organization	2,40%	22%	39%	34,10%	2,40%
The activities of the organization are carried out through teamwork and responsible work	0%	0%	39%	36,60%	24,40%
Physical and financial resources of the organization are optimal and relevant to the needs	2,40%	17,10%	46,30%	26,80%	7,30%

On the latter criterion (T - time-bound), dominated the highest marks (between 34,1% and 65,9%). „Average“ level ranged from 19,5% to 39,1%, and „very high“ — by 9,8% (in resource providing the strategy, an issue that was referred to in the previous criterion) to 24,4%. Schools and kindergartens set in their school development programs specific deadlines and responsible teams (65,9% of respondents indicating „high“ level of performance on this indicator). Operational documents reflect the mission, vision and objectives of the strategy of the institution. The organizations work together, as responsibilities and tasks are distributed evenly and are consistent with the competence of the team members.

More than half of respondents give answers in the positive side of the scale (41,5% indicating „high“ level and 24,4% — „very high“), 24,4% indicated „average“ level, but few of them are believes that the established

environment of cooperation and trust is in the „low“ level (7,3 %) and „very low“ level (2,4%). It is noted that despite the strategic and operational documents with clear and uniform distribution of deadlines and responsible persons (teams) to implement, there is some hesitation regarding the existing environment of cooperation and trust (see Table 5).

Comparative characteristics of the responses of teachers and directors leads to the conclusion that teachers are more critical in their opinions and mostly they are the ones who express a negative opinion on some indicators. The dimensions of the SMART-leadership more present in Bulgarian schools and kindergartens in the opinion of the directors, while teachers believe that some indicators are not fulfilled to the maximum. For example: insufficient participation of parents in the activities of educational institutions, as well as presence and a commitment to fulfilling their objectives; Not all teachers are committed to the

**Table 5:-Results of measurement criterion T (time-bound)**

Indicators	Very low	Low	Medium	High	Very high
The strategy is resourced	2,40%	14,60%	39,10%	34,10%	9,80%
Operational documents reflect the mission, vision and objectives of the strategy	0%	4,90%	31,70%	46,30%	17,10%
In school development program are specific deadlines and responsible teams	0%	2,40%	19,50%	65,90%	12,20%
The responsibilities are evenly distributed and tailored to the competence of the teams	0%	0%	34,10%	53,70%	12,20%
We work in an established environment of cooperation and trust	2,40%	7,30%	24,40%	41,50%	24,40%

mission and vision of school institutions; teamwork and cooperation and trust are not at a high enough level. Can indicate other specific examples, but the general conclusion is that educational professionals have a need for support for a stronger involvement in the institutions to make each of them unique and desirable for students space for training and education.

The analysis of respondents' answers on the types of institutions shows that respondents — representatives of schools express a positive attitude regarding the extent to which they apply the features of SMART-leadership, compared with pedagogical experts, representatives of kindergartens, especially in matters concerning resourcing of institutions.

These results can be explained by the different ways of financing the schools and kindergartens. In schools work to implement the curriculum, funded through a delegated budget, which formed a special formula, a major part of which occupies the so-called unified standards — funds are determined depending on the number of students.

The remaining components of the formula are different, depending on the type of school, distance, type of heating and others. The kindergartens are also funded through the delegated budget, but about 50% is obtained from the state, and the rest of the necessary funds care of the municipality in which the institution is located. Municipalities provide funding local activities. Funds kindergartens also receive fees collected from parents. These funds are mainly spent to feed the children. The principle of formation of the delegated budget is again mainly based on unified standards. This way of providing the necessary funding for the activities of educational organizations disadvantages two major institutions — school and kindergarten, as not all municipalities are in good financial standing have duties not always the means of local activities provide optimal needs kin-dergartens. It is expected that in the future, kindergartens and schools will receive 100% funding from the state budget and thus regulate the funding to provide quality education and will not be harmed kindergartens, which are located in munici-palities with financial difficulties.

The results of the responses of teachers and principals involved in the survey, summarized criteria show the overall picture of the extent to which the dimensions of the SMART-leadership present in Bulgarian schools and kindergartens (see Figure 1).

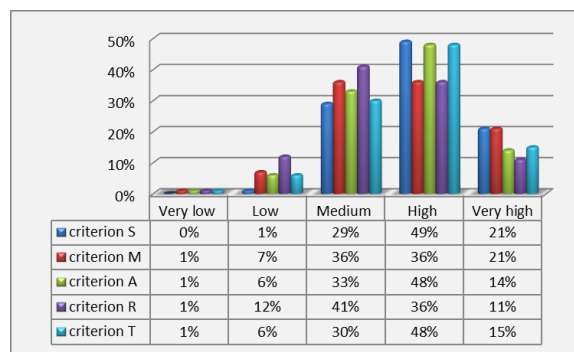


Figure 1:-Comparison criteria

As individual indicators and summary of their criteria, shows that the proportion who hold degrees from „medium“ and „high“ is the highest, with a preponderance of „high“ level at three of the criteria (S, A and T). In one of them (M), the values of the levels „high“ and „medium“ are almost equal, and when R criterion is observed superiority of the degree of „medium“. It is positive that part of respondents indicating level „very high“. Occasionally found levels „very low“ and „low“. Figure 2 illustrates the overall results of the study (see Figure 2).

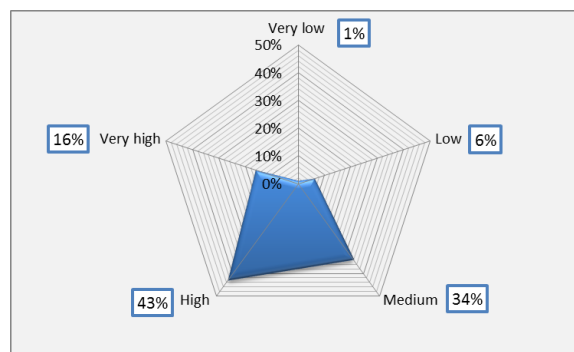


Figure 2:-Summary results of the study

Again, it is apparent that the dimensions of the SMART-leadership embodied highly in school organizations (prevailing assessments „high“ level, which together with an evaluation of degree „very high“ represent the opinions of more than half of the respondents).

These results are very encouraging for the further development of forms of self-government in the Bulgarian institutions in the system of preschool and school education. As mentioned, at present not yet accumulated enough

experience and practice management in the new conditions of decentralization and autonomy. Expectations are that by strengthening the external and internal monitoring as part of quality management education, there will be conditions for analyzes, forecasts and future effective planning (strategic and operational) for the development of educational institutions and the education system as a whole..

The conclusions which are imposed by the research are as follows:

1. The dimensions of the SMART-leadership have their place in today's world dynamics, uncertainty, uncertainty, complexity and increased competition in all spheres of public life, including in education.
2. Applying SMART-leadership with outlined features would contribute to the promotion and improvement of modern and decentralized forms of governance as a form of self-government school organizations.
3. Strategic planning with a clear focus on the future, understood by all stakeholders' mission, vision and goals, activity and engagement of contact groups on performance, teamwork, communication, cooperation, trust and support are among the main features of governance in a democratic society.
4. In the context of the new dynamic and digital time and the need to ensure access to education and quality of education in the future it is necessary school teams continue to develop their strategies and teams to form strategic goals and priorities and leadership competencies for successful implementation of innovative policies and development of school organizations.

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