



NATIONAL RESEARCH  
UNIVERSITY

# PROFESSIONAL LEADERSHIP DISTRIBUTION PATTERNS (Russian case)

Katsiaryna M. Kukso

Konstantin M. Ushakov

Institute of Education,

National Research University Higher School of Economics (Moscow)

# Russian background

## International trends

- Raise of popularity of “new” leadership concepts: distributed leadership, instructional leadership  
(but no evidence from post-Soviet countries)

## Russian case

- Very small number of empirical studies on school principals and leadership
- Administrative load of principals (and teachers), focus on financial and law issues (53% of time)

# Research aims

- To make an **exploratory research** in a situation with very limited knowledge on the whole system
- To provide **principals** with the information about their schools (=consulting research)
- To study **professional interactions** between teachers and administrative teams (observing lessons, working in groups, exchanging information)
- To **find leaders** in the professional networks
- To analyse how professional network configurations are connected with **school efficiency**

# Sample

- Voluntary research
- 2 regions of Russian  
(average economy welfare, majority of Russian ethnicity, equal portion of rural and urban schools = predictors of school success in Russia)
- About 370 schools
- More than 7000 participants

- **Questionnaires on interactions**
- **Social network analysis**

## Network matrices:

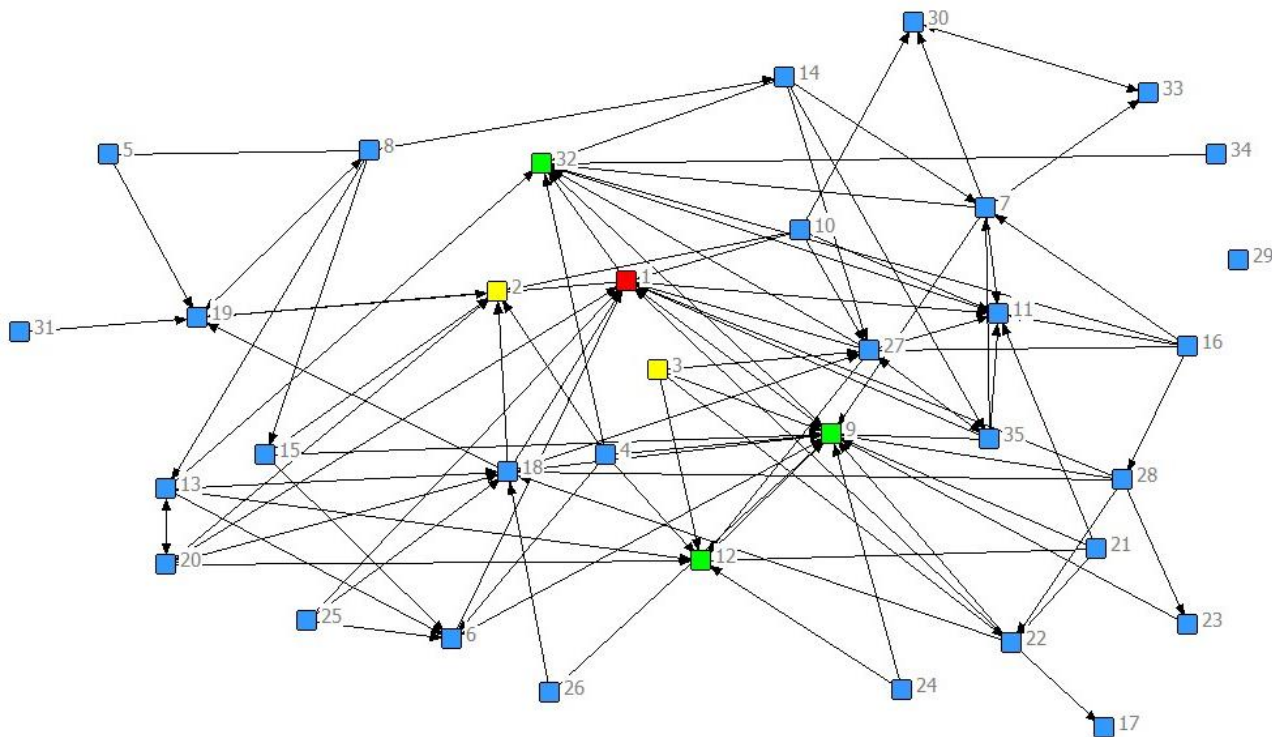
- Whom do you consult with if you have got any professional problems?
- Whose lessons are useful for you to visit?

- **Socioeconomic indexes**

State exams (math) — Parent's education + Russian as native language -  
Deviant behaviors

- **Interviews on formal and informal leadership, interactions, innovations**

# Example of a school profile (network data)



## School network data:

# of nodes = 35

# of ties = 177

Reciprocal ties = 27%

Density = 15%

Power Centralization = 17%

No	InDegree	Eigen vector
1	10	0.909
2	6	0.546
3	0	0
9	15	0.939
12	8	0.614
32	10	1

Borgatti, S.P., Everett, M.G. and Freeman, L.C. 2002. Ucinet 6 for Windows: Software for Social Network Analysis. Harvard, MA: Analytic Technologies

# Example of a school profile (other data)

## **Socioeconomic index:**

Math results = 59,8 (group 3)

Index = 86,67 (group 1)

## **Data on social interaction:**

Team members = 75%

Active team members = 23%

Observe lessons often = 35%

Give open lessons often = 29%

## **Interview questions (to the principals)**

- What amount of time do you spend on administrative and instructional issues, why?
- Could you please explain why these people are most central in your school?
- New Federal state educational standards require many innovational transformations, how is it in your school, who is working on it?

Etc.

## Instructional leaders of Russian schools are mostly principal deputies

	InDegree Centrality Average	InEigenvector Centrality Average
Principals	9,3	0,67
Principal deputies average	9,7	0,69
Most influential principal deputies	12,9	0,87
Teachers average	3,5	0,29
Most influential teachers	9,7	0,83
Network	4,2	0,35

Even though there are no leadership training programmes for personnel reserve in Russia



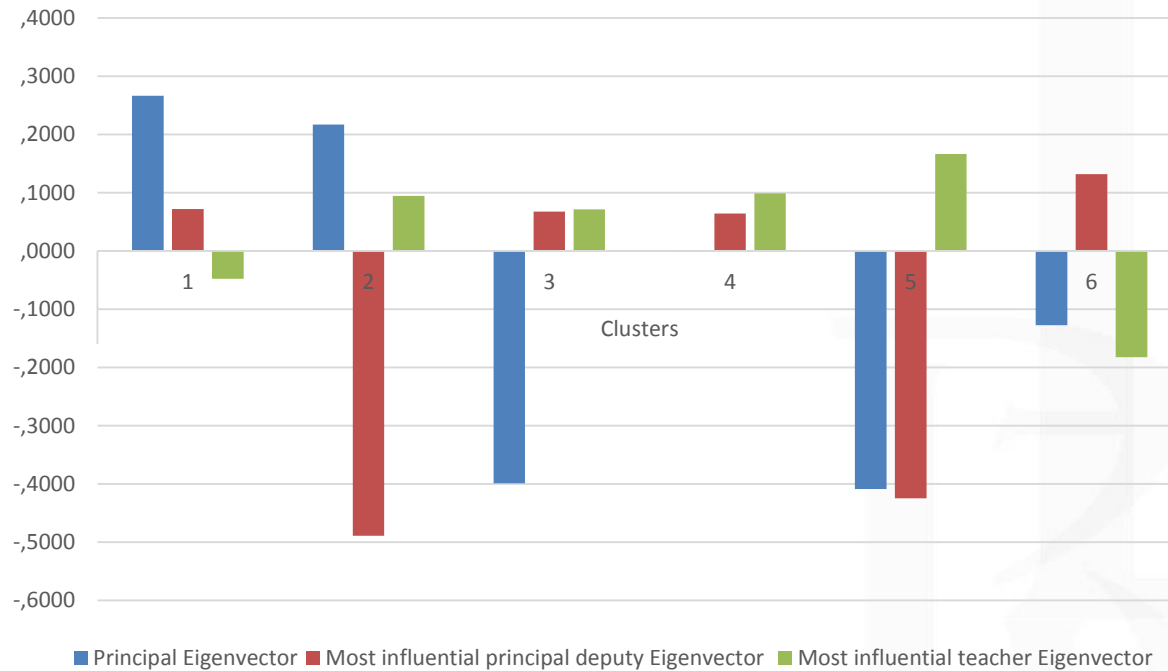
## The quality of ties to formal and informal leaders differs

	InDegree Centrality Portion	InEigenvector Portion
Principals	<b>9,6%</b>	<b>9,0%</b>
Most influential principal deputies	<b>12,7%</b>	<b>11,6%</b>
Most influential teachers	<b>10,5%</b>	<b>11,6%</b>

“Weaker” teachers tend to consult administrative staff,  
“stronger” teachers ask informal leaders for advice

## There are several configurations of school leadership distribution

Professional influence distribution clusters



#	Number of schools
1	114
2	33
3	56
4	66
5	22
6	70
	<b>361</b>

## Successful schools are less centralized than average

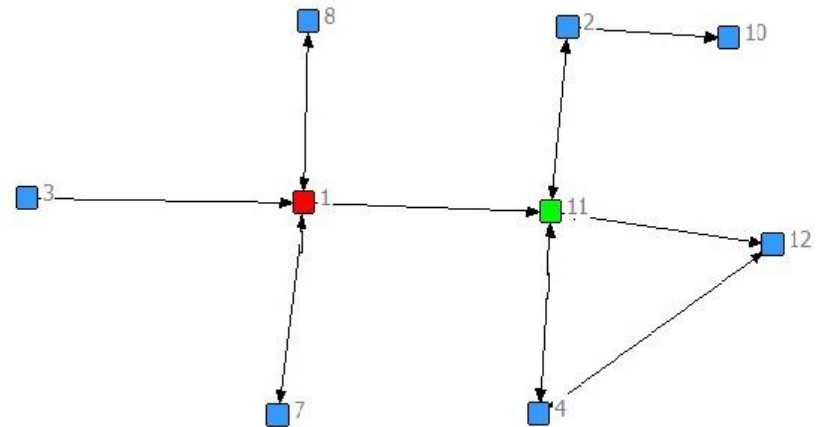
Centralization (Bonacich)

Average = 0,23

Min = 0,12

Max = 0,54

Successful schools = **0,19**



However, they have various patterns of professional influence distribution

## Schools and innovations

**We did not find any significant differences between school networks that are «innovative platforms» and not.**

**However, innovation implementation changes the “clue” of interactions**



**Interdisciplinary groups of teachers  
(based on interests and not subject or personal attitudes)**

**Principals are not the leaders of these groups  
but they initiate group building**

## Further steps

- **High rates of isolation in many schools**
- **Different configurations of interactions in primary and secondary schools**
- **Activity and prestige of a teacher has no correlation with “qualification category”**
- **Intensity of interactions needs to be calculated**
- **The role of internal networks should be taken into account**



NATIONAL RESEARCH  
UNIVERSITY

Thank you  
for your attention!

[kkukso@hse.ru](mailto:kkukso@hse.ru)

[kushakov@hse.ru](mailto:kushakov@hse.ru)