

THE LEADERSHIP IN ANGOLAN TEACHER TRAINING SCHOOLS

Abstract: In the current international context, the democratic improvement of societies is clearly linked with education. Since its recent incorporation into democracy, Angola has found itself in a stage of democratic changes within the education system, spurred on by the reform of 2004. In this sense, the nurturing of teacher training is a fundamental factor. The leadership of the directors of the teaching training centers is particularly interesting for its influence on all Angolan teachers. With an eminently qualitative research design, we have investigated the different types of leadership that exist in the directors of the teacher training centers through specifically designed interviews and questionnaires. We discovered the existence of several predominant types of leadership: autocratic, "laissez-faire" and democratic. Democratic leadership is still scarce, representing less than a third of the total. This means that we are still far from what would be desirable according to the guidelines of the country's last educational reform. The existence of these three types of leadership is associated with the country's historical, social and political context. However, in the centers characterized by a democratic leadership, we find suggestions to stimulate a democratic and quality education in the rest of the country.

Key words: school leadership, democratic leadership, leadership styles, teacher training, education system in Angola.

Although leadership is a concept that can be defined in many different ways, it can be considered a skill that people can develop when they learn to control their emotions ([AUTHOR REFERENCE REDACTED FOR PEER REVIEW]). Leadership is not something merely innate, although it can have a genetic basis. A recent study has for the first time identified a specific genotype, called rs4950, associated with a tendency to hold a position of leadership. Its heritability has been estimated at 24%: "First, using a classical twin design, we estimated that about a quarter of the variation in leadership role occupancy is heritable" (De Neve et al. 2013, 55). It seems that what determines if an individual holds a position of leadership is the complex product of genetic and environmental influences, where the latter offer a greater relevance. The weight of experience and learning means that most people can develop leadership-related characteristics through daily practice and apply them to public commitment. People are not born as leaders; nevertheless, certain leaders have life experiences which contribute to developing specific attitudes and personal skills for leadership (Avolio, Walumbwa, and Weber 2009). Leaders emerge in communities and in specific contexts (Bolívar, López, and Murillo 2013).

Institutions prosper when leaders center themselves on what is really important and sustainable (Hargreaves and Fink 2006). For Leithwood, Harris and Hopkins (2008) and Day et al. (2010), leadership is the promoter strength of the organizational development of schools, the ability to drive, achieve and improve its resources and create structures that facilitate a

culture of collaboration and professional development ([REDACTED FOR PEER REVIEW], Mulford 2006). The investigators Leithwood and Riehl (2009) and [REDACTED FOR PEER REVIEW] are of the opinion that educational leadership in schools consists of the task of mobilizing and influencing others to articulate and attain the intentions and goals shared in the school. The director's leadership alone does not guarantee this educational change, but his/her lack of leadership can lead inexorably to failure.

Leadership and management

In spite of the differences of meaning of the terms *director* and *leader*, especially the latter, according to the culture, as linguistic anthropology has revealed under the denomination of negative semantic resonances in specific countries or regions (Gaggiotti and Marre 2017), in our work they are understood as operatively interchangeable terms. In fact, we consider the director as the leader of the school organization, as the main one in charge of the orientation that the institution and all the educational agents involved finally adopt (Cuevas, Díaz, and Hidalgo 2008; Leithwood, 1994). We can consider the figure of the director as a catalyst for leadership (Carvalho 2012).

It can be understood, in general terms, that leadership is a process of influence whose components are the director and his/her followers. The influence exerted must imply a change of motivation, abilities and character, all caused as a result of any act performed by the leader (Gros et al. 2013). Although leadership is associated with certain features of personality and authority within the organization, in the end this depends on the behavior of the leader and on the credibility which he/she has in his/her daily behavior (Lück 2017). Leaders do not replace the daily work of their employees but they can boost it and qualify it, helping each individual to carry out their task better and to contribute to creating a vigorous community of professionals. To get better leaders means achieving more quality at work (Nanjundeswaraswamy and Swamy 2014).

The leader is the guarantor of the safety of the team, providing the stability that reduces uncertainty and the fear of making mistakes, due to mutual trust (and collaborators) based on the prior preparation of the team, and of the objectives, methods and goals to be achieved (Pena and Soares 2014).

The leader instills confidence in his/her employees, guiding them toward self-confidence, self-assessment and trust in the team, making the work lighter, more exciting and more participative. It is good for the leader to value his/her employees' initiatives, their small private successes and to pay

attention to the detail and delivery of each of these aspects (Zanlorenço and Schnekenberg 2008). In this way, each of the team members feels valued and proud of himself/herself and his/her team's productivity will improve.

Small successes must be shared with everyone, guaranteeing commitment and the relation of the management team with the whole of the institution to avoid discord (Lück 2009). It is always good for the leader to know about the team's agenda, where the objectives and priorities are defined, and to have personal discipline in complying with rigorous strategic planning which meets two challenges. The first seeks an analysis of competitiveness, dealing with school decisions in the context of acting at the school in which it is applied. The second challenge has to do with the various restricted areas of operation in global management. Thus, strategic planning is a system process which takes the stance of aiming to provide the success of Teacher training schools (TTS) with a global and futuristic vision. "Educational leaders help to identify new opportunities for the school and to articulate a view of the future that can be inspiring" (Leithwood and Riehl 2009, 26).

The school director, as the leader of a team which he/she heads and whose processes of change he/she guides, becomes a fundamental figure of the institutional organization (Leithwood, Harris, and Hopkins 2008). To the extent to which the director carries out an effective valuation of the work done by the teachers of the school center, he/she contributes to the teachers' well-being and to their greater involvement and commitment with the quality of teaching and learning (De Souza 2009).

Based on the logic of improvement, innovation and complexity of academic organization, these days one detects in both academic discussions and educational policies the emergence of a new concept about educational, democratic leadership, increasingly more transversal and focused on practices of collective leadership (Maureira, Moforte, and González 2014), which does not prevent other styles of leadership from still existing.

Teacher Training Schools (TTS) in Angola

Educational leadership has acquired a great international relevance, evidenced by numerous specific investigations on school management. The study of leadership began in Angola thirty years ago, and in 1992, with the arrival of democracy, the first research focused on the interest of the democratization of school leadership (MED 2011).

TTS play a major role in the growth and development of the country through the future teachers who leave this institution. "This is a secondary school of the second cycle, intended primarily for the initial and continued training of teachers qualified for the exercise of the teaching function in at

least two subjects of the first cycle of Secondary Education, Primary Education and Nursery School" (Executive Decree, nº 109, 26 May 2011, p. 3019).

Angola achieved independence at the end of 1975, after a tough struggle against the Portuguese colonization which lasted five centuries. It inherited an educational system characterized by serious problems, such as a high rate of illiteracy and a lack of qualified teachers (MED 1978). Since 1992, with the emergence of democracy, the country has tried to foster the educational reform inspired in the new democratic disposition of equality of opportunities, of social cohesion and of the participation of the educational community. But the civil war, which continued from the country's independence until 2002, has left the trace of a serious humanitarian crisis (an abundance of anti-personnel landmines, actions of guerrilla movements, etc.) in a country that has huge economic inequalities, in spite of the growth experienced in recent years and its oil deposits. Subject to regular epidemics of infectious diseases, like other Sub-Saharan nations, Angola has a low life expectancy (52.4 years), according to the data of the World Health Organization (2015), placing it amongst the lowest in the world. Although it has in the last years made notable efforts to invest in the infrastructure and contracting of teachers, particularly in primary education, its long road has only just begun, and it is necessary to strengthen the new democratic regime from a solid system of education renovated with the principles of democracy. In this sense, there is an urgent need to develop democratic leadership in Angola, for the sake of education in general and for Angolan society in particular. The Angolan Constitution, through the law of the foundations of the Education system of 7 October 2016, determines a democratic management of teaching in TTS, and expresses the right of participation of all segments in the construction of new school destinations (LBSE, National Assembly, I Series, nº 170, Daily of the Republic, 7 October).

However, democratic practices have not yet been extended to the entire Angolan educational system.

In this research, we aim to find out the different behaviors typical of the leaders in the TTS in Angola, establishing a classification according to the standards analyzed, that allows the distinguishing of the existing leadership styles and what relevance the democratic style has. Specifically, the research questions are: 1) What behaviors characterize the different types of leadership of the TTS directors in Angola? 2) What is the relevance of democratic leadership in the TTS in Angola?

Methodology

Our research is predominantly qualitative. We try to understand the type of leadership of the directors and its main characteristics. As we know, qualitative research is generally inductive and descriptive, insofar as the researcher describes concepts, ideas and understandings from patterns found in the data, rather than collecting data to test models, theories, or hypotheses (Denzin and Lincoln 1994).

The qualitative study was aided by the quantitative approach, via the administration of questionnaires to teachers. Due to the time, location, and availability of the participants we relied on a convenience sample of TTS teachers (Merriam 2009). As recommended by evaluation research specialists (Escudero 2011), it is desirable to use different outcome measures, both quantitative and qualitative, to collect and analyze information, in accordance with the plurality and complexity of the educational phenomenon.

The qualitative approach allowed an exploratory character, which encourages the interviewees to spontaneously and freely present their thoughts and to argue about the problem dealt with (Saldaña 2009). The expressive potential of the qualitative research was suitable for our study. It was an inductive investigation and enabled the researchers to accurately describe their thoughts and concepts, and compare information. The quantitative approach served to collect and understand the teachers' opinions about the type of leadership the principal uses at his/her School.

We carried out semi-structured interviews with the directors of the 10 TTS selected and also did surveys of the teachers of each TTS (20 for each center, resulting in a total sample of 200 teachers). The sample selected is representative of the main TTS of the country, located in the provinces of Benguela, Bié, Huambo, Huíla and Namibe, with the exception of some TTS of the north zone, which is of difficult access due to the precarious network of communication and transport routes. The TTS are located in the center and south of the country, have relatively similar characteristics in terms of the number of classrooms that they control, the number of teachers, the school buildings and their budgets. All the centers are located in urban areas where there are high temperatures and two cold, hot, humid and dry seasons from August to May.

The data collection tools and techniques are a set of operational processes that allows us to collect empirical data and are important elements for the research process. A structured questionnaire script was prepared with 17 questions for teachers, validated via the expert judgment technique (participants from four different countries: Angola, Spain, Portugal and Brazil). Likewise, we proceeded to elaborate an interview script, validated by the same technique and identical experts.

Results and Discussion

Most of the definitions of leadership refer to human interaction and the processes of influence which occur at the heart of groups. From a perspective centered on the behavior of the directors, it has been possible to differentiate between different styles of leadership according to the productivity and satisfaction of the members of the institution, following the classic distinction between leadership styles (autocratic, democratic and *laissez-faire*) which have had so much of a repercussion on the research developed in contemporary social sciences (Lewin, Lippitt and White 1939).

Different styles of leadership

The analysis of the results of the 200 questionnaires answered by the TTS teachers and of the interviews with the directors shows that three types of leadership mainly predominate. These are the liberal (*laissez-faire*), democratic and autocratic types, although in a number of cases some crossover with other types of leaders is noted. The standards of conduct of leaders in Angolan training schools, inferred from the information analyzed, are related to the following features:

1) *Autocratic leadership* – characterized by bad labor relations between the links of the teaching and learning process, a lack of circulation of information and an absence of a mental definition of leadership. According to Fraga (2014), authoritarian leadership aims in the main to guide employees toward a long-term view.

2) *Liberal (laissez-faire) leadership* – characterized by the spreading of the functions of the leader among the components of the group, delegating authority in them. In this kind of leadership there is a certain functional anarchism, along with a lack of good circulation of information, and the leader's decision making is passive (Souza and Espirito Santo 2010).

3) *Democratic leadership* – also called participative, allows increasing commitment with the institution via the access to all of the decision making and its good disposition toward communication and permanent feedback (Fierro and Villalva 2017). Characterized by good working relations, a greater general fluidity of the teaching and learning process and a better circulation of information within the institution, the democratic style requires the trust of the administration in its employees, believing in their capacity to work in the right direction for them and for the organization.

The main categories established in our research have been the following: Director's profession, code (PD); Leadership training, code (FL); Definition of leadership, code (DL); Types of leadership most often used by the

Director, code (TLMUD); Director's relations with the collective, (RDC); and Circulation of information on TTS, (CI).

In accordance with the analysis and interpretation of data collected, it follows that principals are not trained in leadership in general, but have knowledge of the management of the school, their training being received mostly in the master's degree. Three directors of TTS (the centers number 1, 8 and 9 of the 10 of our study) have demonstrated that they have made a team effort with democratic characteristics. The democratic style of leadership aims to establish commitments for action and generate new ideas and initiatives. A leader who preferably uses the democratic style tries to ensure the commitment of everyone through a consensus (Silva 2009).

The results of this investigation considered the subjects (directors) 1, 8 and 9 as "democrats", which represents thirty percent of the total (Fig. 1). We were able to explore and identify the characteristics that democratic leaders present in TTS in Angola. Table 1 shows the basic data of their professional trajectories.

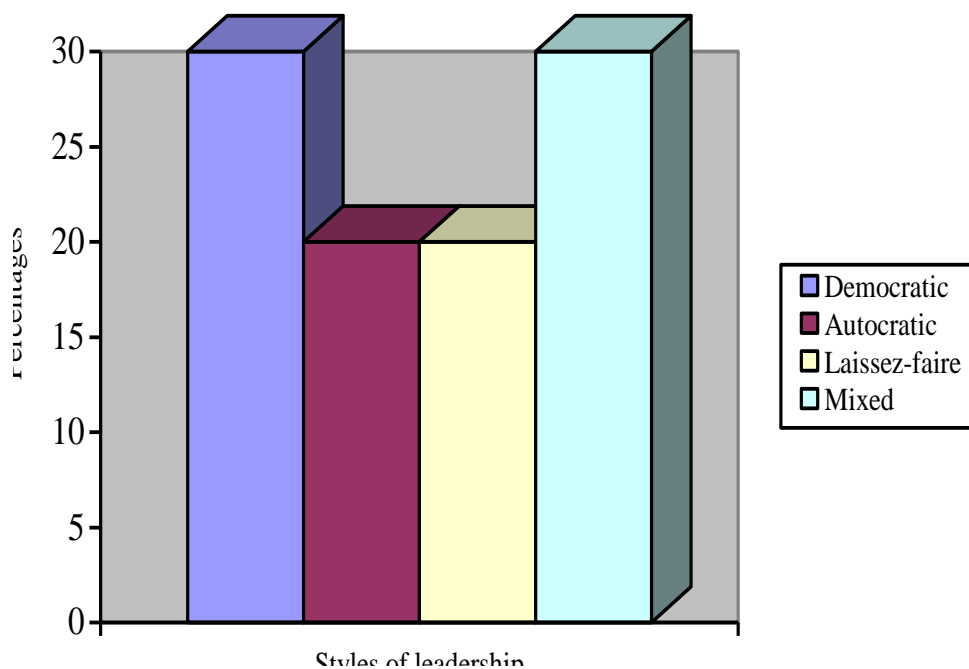


Figure 1: Types of leadership

The evaluation indicates that three directors show democratic leadership profiles, in accordance with the current ideas of participatory leadership and strategic management (Carvalho 2012), based on an explicit and democratic

dialogue of the values that generalize and guide decision making (Fraga 2014). "I have used more participative leadership and dialogue; here it is in the first place", director number 9 tells us.

Table 1: Professional trajectories of directors with a democratic leadership style

	Director 1	Director 8	Director 9
Career path	A teacher by profession. Degree in educational sciences. 19 years in the profession, 6 years in Office.	A teacher by profession. Master of science in education. 17 years in the profession, 3 years in Office.	A teacher by profession. Degree in educational sciences. 20 years in the profession, 9 years in Office.

The table shows that 30% are directors who make use of democratic leadership, corresponding to three Directors of the TTS in Angola (central and south), according to the research and empirical data reflected here.

Characterization of democratic leadership in the TTS

Fluid circulation of information

When asked about the circulation of information at their school, 85% of the participants described democratic leaders as circulating information, while 8% described mixed leaders, 5% liberals, and 2% autocratic (see Fig. 2). These three types of leaders (autocratic, liberal and mixed) are characterized by closed relations and disordered relationships that sometimes hamper a favorable flow of information for a positive performance of leadership in school management and the development of good practices in the teaching function.

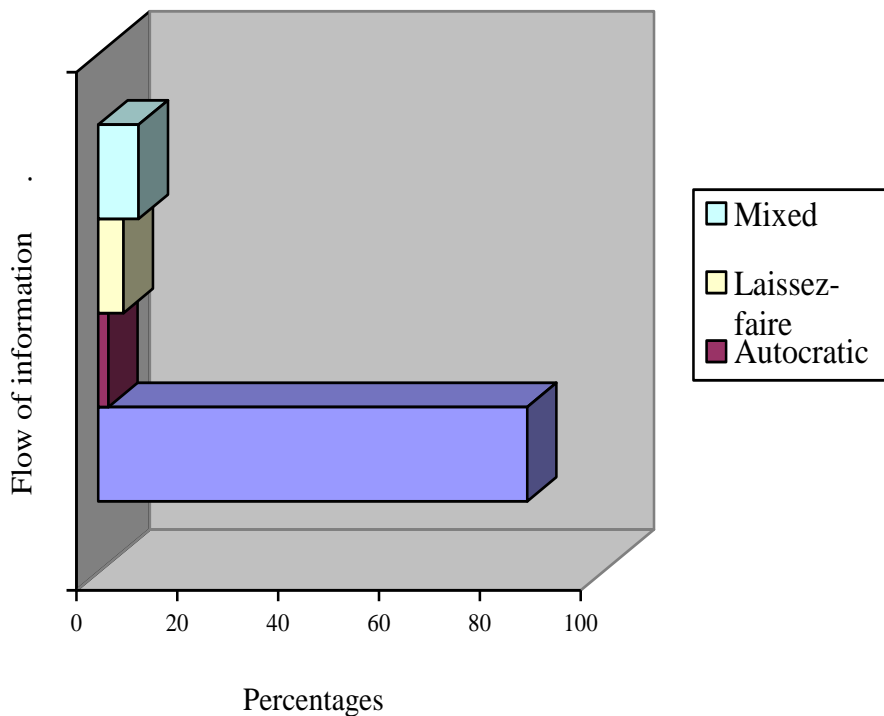


Figure 2: About circulation of information in Teacher Training Schools in Angola (opinion of teachers in percentages)

Generation of human relations enhancers of responsibility

Characterized by fostering participation in decision making and by their orientation toward the group and the achievements of all the community, the directors with a democratic leadership style safeguard the human relations with all the members of the institution and strive for power to be, in practice, shared by all, each person feeling responsible for the institutional as well as the individual achievements.

These good relationships occur because there is dialogue and the participation of everyone in the task of teaching and learning. On the relevance of dialogue, director 1 says: "We have regularly held meetings with parents, with all the workers and with the surrounding community; in a general way, we have synchronized equipment and dialogue serves as law in our school". In the same terms, director 9 states: "I have used more participative leadership and dialogue here comes first of all". In these schools there are general meetings with the workers, the parents and the guardians, and extended and restricted Council meetings. Generally speaking, there is a sharing of power and the collaboration of everyone.

Involvement in achieving everyone's aims

The "democratic" directors are professionals who are highly dedicated to organizational work and the adequate follow-up of the work of the pedagogical teams that implement the teaching.

The practical projection of leadership in the institutions is very similar in all three cases, as reflected in Table 2, synthesizing the main items of the questionnaire in this regard.

Table 2: Leadership projection

Leadership projection	Director 1	Director 8	Director 9
Planning from the national calendar	X	X	X
Good participation of parents and the community in the goals of the institution		X	
Opening for the achievement of objectives	X	X	X
Good circulation of information	X	X	X
Teachers' participation in planned activities	X	X	X
Assemblies and meetings with teachers, parents and students	X	X	X
Educational project of the school	X	X	X
Regulation made by teachers and approved by the Assembly	X	X	X

The "democratic" TTS have an identical organizational structure. The management of the School consists of: Director, Deputy Director, Administrative and Pedagogical Assistant Coordinators. In the same way, there is a prevention of error from the constant dialogue through meetings with the workers, with the parents and the students. "I like meeting people, facing problems, solving situations and everything that affects teachers with the collaboration of everyone", asserts director number 1. In addition, in all cases, the teachers are considered and introduce good practices in teaching and in the educational dynamics of the School.

According to what is expressed by the directors in the interviews, democratic, participatory leadership turns out to be the best option for an efficient distribution of tasks and the setting up of strong and responsible teams. In this way, the institution is favored because the dedication to work of everyone creates a better working climate between teachers and students, as well as improving the set of human relations of all the people involved in the institution. Thus, director 8 says: "I can say that a dynamic of relations with the environment is not part of our culture, many families still think that it is the teacher's sole job to guide student learning, but we have undertaken the dynamics of inviting them to participate in the process of educational policies. As a result of these contacts, constructive ideas have emerged for the good of our school".

The "democratic" Director works effectively in situations of pressure and changes. This means that the democratic Director has a greater likelihood of having a better organization and reaping the best results because the students and the teachers work happily (Lück 2011).

Negotiating wisely, respecting the opinion of the majority and exploring the best options for all, is often a common denominator of the leadership practices shown by the democratic leaders of selected Angolan institutions. "The school that we lead regularly collects information on the performance of teachers in the classrooms, the methodology that teachers and tutors have applied in the schools, where classes and stages are practiced. After its collection, the information is analyzed and dealt with by specialist teams, always based on dialogue and, depending on the results, appropriate measures have been taken", confirms director 8.

Dynamizing collective participation

The results of the questionnaire applied to the teachers of the three "democratic" centers emphasize the influence of the director's democratic leadership on the collaborative participation of everyone (see Fig. 3).

Leadership certainly creates meanings; that is, it establishes emotional bonds that give meaning to action. Democracy raises the level of the team and allows the director to exert his/her influence in a positive way (Schneider and Junqueira 2012).

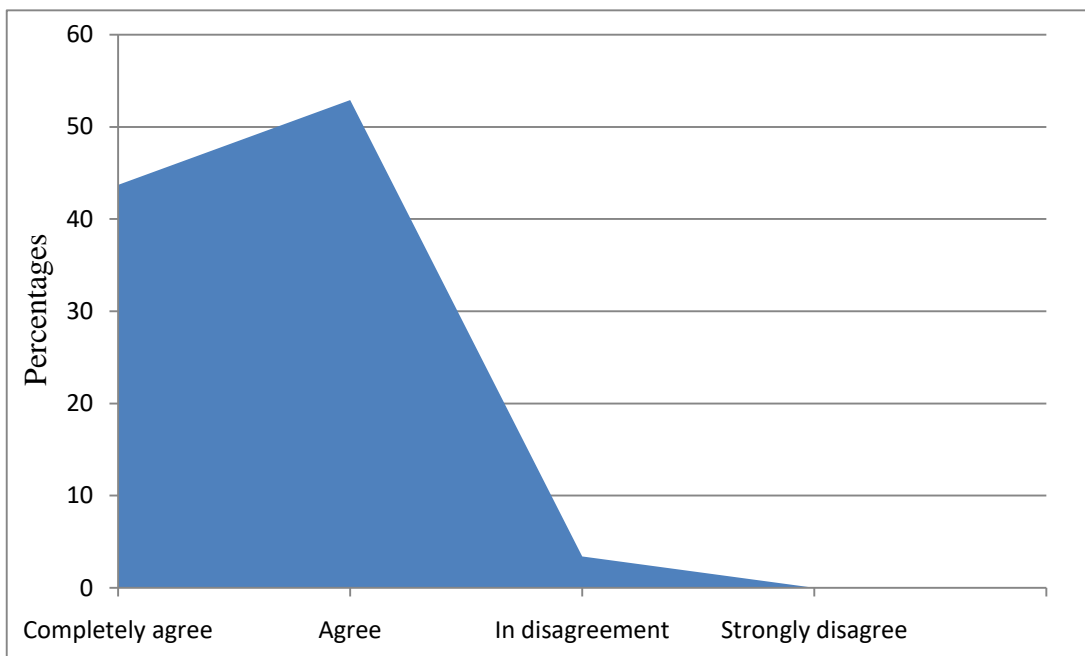


Figure 3: Promoting the participation of everyone through democratic leadership (teachers' opinions)

The directors of the schools must mobilize energy and creative capacity to awaken in others the desire to follow a path, to participate in collaboration for the common good and to achieve certain objectives. The collaboration of the teachers, parents and caregivers allows establishing clear objectives and setting up feasible plans. The response of the teaching staff is absolutely positive, in this sense, as shown in Fig. 4, practically distributing the opinion between completely agree and agree.

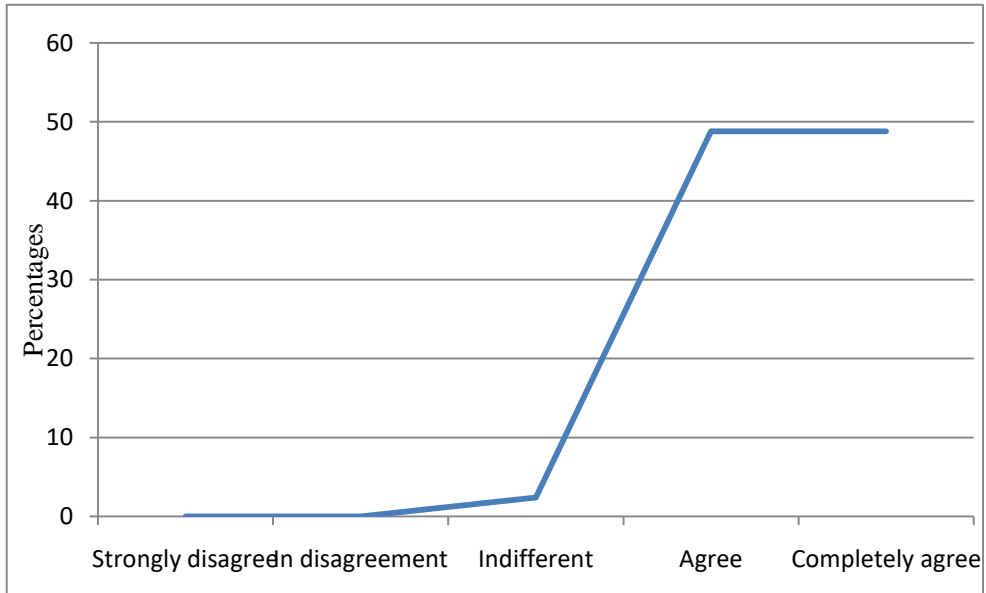


Figure 4: Collaborative definition of objectives and plans (teachers' opinions)

Today, organizations are looking for leaders who can effectively implement strategic planning (Gros et al. 2013). This role covers the analysis of situations, decision making, personal capacity and skills related to human resource management. The participation of all segments of the school (course coordinators, heads of administrative areas, parents associations, tutors, student associations and teachers) is a very positive organizing force that facilitates the specific functions and tasks of the Director. It is always good to cultivate a distribution of responsibilities, as emphasized in open, flexible, dynamic, democratic leadership, based on dialogue, consultation and the understanding of the members of the organization.

Democratic leadership creates empathy and trust in parents and guardians. It gives them the pleasure of getting involved directly in the school and turns the school into everyone's home. Practicing this leadership means not closing the door to the office, allowing face-to-face communication with the teachers and the rest of the school community. It fulfills the needs of the group it serves and is always willing to take risks. This attitude undoubtedly manages to captivate everyone to participate in the various activities necessary for good school practices. As director 8 told us: "Today it is important to count on others, it is impossible to do everything alone. With all the links of the institution this is better and easier because the institution does not belong to a single person". Director 9 clearly expresses that the practice of participatory leadership contributes unequivocal

advantages for decision making: "From my management experience, I can say that democratic leadership facilitates decision making". Practically all the teachers of the "democratic" centers, asked about the positive performance of the entire institution through democratic participation in school management, showed their conformity, as can be seen graphically in Fig. 5.

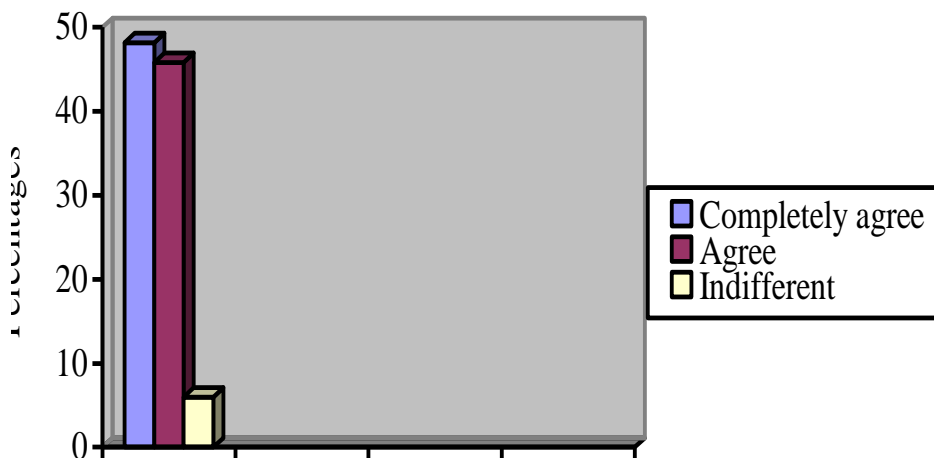


Figure 5: Satisfactory results of school management through democratic leadership (teachers' opinions)

A democratic leader grants people the freedom to invest in their training, thus giving priority to the growth of the person; in short, creating other leaders. He/she is always concerned about others and has time to listen and, in this way, facilitates empowerment processes for teachers and other people linked with the school. A democratic leader encourages people and does not negatively prejudge them. On the contrary, he/she considers them to be competent, showing confidence in them. While the director as manager will only be concerned with rigorous planning and with the rationalization of resources, a "democratic" director is open to dialogue and fluent communication with all the people who participate in the institution. Democratic leadership presupposes a certain awareness of the dynamics of education and communicative processes (Leithwood and Riehl 2009).

Promotion of the quality of education

When teachers have been asked about the relationship between democratic leadership and quality of education, in general, there is a clear link between democratic management and educational achievement. Figure 6 highlights the teachers' opinions on this. Other evaluative research also indicates that

schools run by strong teams in terms of leadership and managerial competence tend to improve outcomes and increase employee accountability [REDACTED FOR PEER REVIEW]. In this sense, director number 9 comments on the need to solve problems related to the quality of education: "Beyond the administrative tasks, the directors should be more concerned with the pedagogical activities, which would be facilitated by the practice of democratic leadership". This reinforces the idea that directors look more to share their power with the group, which is distributed in distinct coordinations of teachers under their jurisdiction. In short, the practice of democratic leadership seems to be more in line with a systemic idea of the quality of education, considering it a matter for everyone.

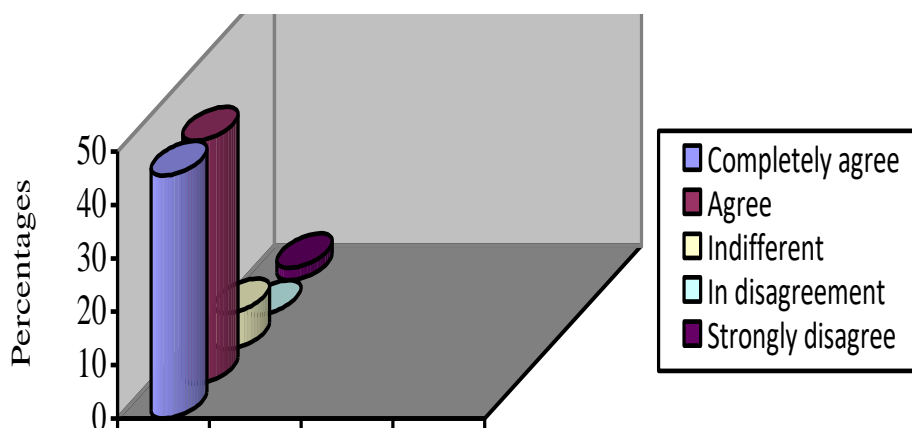


Figure 6: Contribution of democratic and participatory leadership to the promotion of the quality of education (teachers' opinions)

Education and quality management require the participation and contribution of all the actors in a process where the democratic leader is an essential figure. It is also important to emphasize that the role of teachers in the democratic life of the institution is fundamental to the internal dynamics of the center, but especially so to increase the quality of education. The democratic fluidity of teacher participation depends basically on the style of leadership that is exercised.

Finally, our analysis of the research shows that the democratic leadership developed in the Angolan schools is characterized mainly by the following: good professional relations, satisfactory circulation of information among all the people linked to the institution and, particularly, the directors having a clear idea of what democratic and participatory leadership means.

Conclusions

With the information collected, we analyze the types of leadership in the TTS, exploring and identifying the characteristics presented by the various leaders.

The analysis of the content of the interviews and the questionnaires indicates that only three directors have applied democratic leadership in their daily practice. The behavior of TTS leaders in Angola includes the following characteristics: 1) *autocratic leadership*, characterized by poor relations between the director and the group of teachers, a lack of circulation of information within the institution, and an absence of a clear definition of what leadership means; 2) *liberal leadership* ("laissez faire"), distinguished by adverse working relationships, lack of information flow and high doses of individualism, as well as difficulties in mentally defining leadership; 3) *democratic leadership*, typified by good working relationships that favorably influence teaching and learning, a positive information flow within the institution, and an acceptable notion of the importance of leadership.

The existence of three types of leaders is associated with the historical, social and political context of the country.

From our research we have learnt more about how the style of leadership is disseminated within Angolan TTS. In this sense, we have verified how the figure of the director is fundamental to implement a type of leadership. The faculties of the various institutions seem to confirm this. From this work come some ideas that can help to understand how the training of teachers in Angola is being managed.

The changes that have taken place in the world have been very far-reaching, tremendously hindered by the first great economic crisis of this century, and have had a repercussion on the areas of work, of politics, of the economy and on people's ways of life. We look at the knowledge society as the main resort of the changed desired toward a society that is fairer and more humanized, as well as being democratic. This is because the democratic ideal contains the notion of inclusion at the same time as meaning the maximizing of the citizenry so that nobody is excluded from a destiny appropriate to their human dignity. In a country such as Angola, with illiteracy rates still very far removed from being successful and limited resources, we find ourselves today way off fulfilling the quotas of relevance, of critical meaning, of initiative and of creativity that the democratization of education demands. In this endeavor the educational system accomplishes a singular and basic function, its teachers being a key to the articulating of quality and democratic education (Osiname 2018). As Dewey said (1916), a century ago, the generation, conservation and dissemination of democracy calls for its experience to be lived out and shared, capable of leaving a meaningful mark in people's minds and behaviors. Democratic leadership in

Angolan TTS can contribute to fostering the necessary participatory spirit and responsibility to drive the change advocated in its current educational reform. In this way, one thinks of different programs, interpersonal skills within the institution and more cooperative and less individualistic managerial practices.

Although it appears advisable to broaden this research to other TTS of the north of the country, we can suppose, based on the representativeness of the sample selected, that the results obtained would not differ in general terms. The directors of the TTS have a decisive influence on the style of leadership that the institution adopts. In forthcoming studies, it would be suitable to go thoroughly into the specific difficulties which may exist in the TTS to implement the new demands of democratic leadership, to enter into the explanation of the scant impact which this still has in the Angolan educational system. At the same time, it would be interesting to go deeper into the detailed relations existing between the different styles of leadership and welfare of the teaching staff in the TTS, as it would represent very valuable information not only for the scientific community but for the very planning of educational policies in Angola.

From a predominantly applicative point of view, it is necessary and urgent to take care of the training of the teaching staff and of the directors who are going to be TTS leaders. On the other hand, it would be appropriate to underscore some training aspects which are shown to be relevant in the practice of democratic leadership: verbal and non-verbal communication skills; emotional and democratic management competences to cultivate dialogue and responsibility; cooperative learning and group dynamics techniques; and pedagogical competences to boost educational quality.

Finally, it seems that what mainly characterizes democratic leadership in the Angolan TTS could, according to our study, be related to what education and quality management really means as a potential for development and change in today's life in Angola.

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