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EĞİTİM LİDERİNİN KURUMSAL VE ÖRGÜTSEL ÖNCELİĞİ

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Öz: Bu çalışmada, Ağrı Milli Eğitim Yöneticilerinden, Milli Eğitim Müdürü ve Müdür yardımcılarının, İlköğretim-Ortaöğretim Okul Müdürleri ve Okul Müdür Yardımcılarının Eğitim Yöneticiliğine (Eğitim Liderliği) ilişkin bilgi düzeyleri araştırılmıştır. Yöneticilerin, Yöneticilik bilgisi düzeylerinin saptanması için, Yöneticilikle ilgili bilgiler içeren bir anket kendilerine sunulmuştur. Araştırmanın örneklemini Ağrı Milli Eğitim yöneticilerinden 27 müdür, 49 müdür yardımcısı oluşturmaktadır. Araştırmanın bulgularına göre; Yöneticiler, Yöneticilikle (Eğitim Liderliği) ile ilgili soruları, değişen oranlarla, bu konudaki beklentileri "istendik" bir biçimde gerçekleştirerek yanıtlamışlardır. Bulgular, yöneticilerin liderlik davranışlarına ilişkin bilgilerle donanımlı oldukları sonucuna varılmayı olanaklı kılmıştır.

Anahtar Kelimeler: *Kurumsal lider, Örgütsel lider, Eğitim liderinin filozofik boyutu.*

Abstract: In present study knowledge levels of the Director of National Education and Vice Directors from Ağrı Provincial Directorate of National Education, Primary and Secondary School Principals and Vice Principals on the issue of Education Directorship (Educational Leadership) have been investigated. To detect Directorship knowledge levels of directors, a questionnaire consisting of information on directorship has been presented to them. The sampling of research is composed of 27 principals and 49 vice principals from Ağrı Provincial Directors of National Education. According to research findings: Directors have given answers to questions on Directorship (Educational Leadership) at varying rates by meeting the expectations in a "desired" manner. Findings reveal that directors are equipped with thorough knowledge on leadership behavior.

Keywords: *Institutional leader, Organizational Leader, Philosophical aspect of education leader.*

INTRODUCTION

Since education is a formation of behavioral change, education leader must be viewed as the trailblazer of behavioral change process. Education leader is empowered by his/her position but s/he should also gain strength by means of teacher and students. One of the restrictions against education

leader is hierarchy and the other one is the routine processes. Education leader is a social leader who must coordinate the success of institution and organization parallel to one another. Philosophical aspect of the leader involves his or her own personal set of values. It is quite true that leadership is contingent upon circumstances. Provided that a person with higher problem solving skills shares opinions with others and possesses great will to solve the problem then this person shall have higher chances of emerging as the leader. In that case the chances of being leader remain contingent upon the circumstances which either continue leader status of the person or eliminate the chances of emerging as a leader. One other significant point is that organizational directors must absolutely be endowed with leadership qualities. Therefore, while employing the directors, organizations must seek such qualities in the candidates. Common goals are the most salient elements that unite people around group and organization structure. However these are the kind of goals that reach beyond ordinary. Hence, cooperation is essential in order to realize such goals. The kinds of goals that are strong enough to unite people are the kind of necessities a person cannot meet alone but demands the assistance of others. In order to meet such needs, a person gets together with others to establish groups. These groups are not only available in society but in the organizations too just as expected. The qualifications of the group members are not identical. A member may be, compared to the rest, smarter, higher skilled, spirited, friendlier, sociable and communicative. It is quite likely that the person endowed with such personality traits shall emerge as the leader. A leader is smarter than his/her followers and has better skills to envision the future. Leader is more talkative than the members, has better persuasive skills and envision capacity to feel the urgencies of group. Leader is someone with extensive point of view and entrepreneur spirit (Mıhcıoğlu, 1995).

Directors are effective in formative sense to carry the organizations towards goals but likewise leaders are also effective in natural sense. Leader is the person who guides others towards a common goal. If the leader acts in line with the common resolution of group h/she is called democratic, given that the leader follows only his/her own decisions that person is then called as autocratic leader (Ada, 2009).

Efficiency and effect of leadership is bound to certain requirements some of which can be listed such: a leader must contribute to the realization of group objectives, must have a well-defined role which is approved, must be precise in selecting the decisions and action ways of the group, must ensure the members that needs of group are well fulfilled, must enable the existence and success of group. However in Turkish educational system school principals are inadequate in meeting some of these criteria like the competency to provide the decisions and action ways of the group. As a consequence, the chances to be promoted from seniority to leadership become less possible.

Effective leadership is contingent upon strong leadership. Particularly in cases when leader feels surpassed by the surrounding powers s/he must take these conditions as well as organizational setting into account. One of the salient criteria in the effectiveness of leader is to harmonize the needs of group with realities and complete the unification process which cannot be fulfilled by the group. Another criterion contributing to the effectiveness of leader is the motivating impact of leader amidst group members. Internal dynamics of this criterion harmonizes target-oriented activities (İktidari, 1975).

In today's world it is widely acknowledged that the role of school principals has changed and in order for schools to be effective and successful school principals must meet the criteria of education leader yet it is not indeed easy to define the educational leadership (Memduhoğlu, 2008). A leader must possess quite a high credit to meet his/her function significantly; hence it is necessary that the way leaders obtain good credit must be well known. One of the initial ways for the leader to obtain good credit is being able to stick to the norms of group. Another significant point is related to the fact whether the leader has been appointed by the group or an extra-group authority. The legitimacy of the leader selected by group members is more valuable than the ones selected through different methods hence the efficiency of leader in solving the problems of group gains importance (Arkonaç, 1993).

One of the most visible qualities of leader director is the capacity to differentiate the possible from the impossible. Effective leadership is expected to guide the attempts of all employees in order to actualize organizational goals. Without leadership or guidance it is possible to establish only a superficial tie between organizational goals and personal objectives. In such cases it is likely that members of the organization give priority to their personal interests. It is obvious that when personal objectives take precedence of organizational goals the organization shall fall short in realizing its own objectives. Keith Davis reports on this issue: "Without leadership an organization is nothing but simply the combination of human and machine. Leadership is the capacity to persuade and convince others to reach defined objectives with full enthusiasm. It is a human factor that unites the group and motivates group members in the direction of certain objectives. Until leader activates motivation power in humans parallel to goals, management activities such as planning, organization and decision-taking are nothing more than an inorganic cocoon. Leadership transforms hidden power into actual power. This is an essential final action that moves all hidden power possessed by organization and members of this organization. As seen, leadership is essential to make an organization successful. Even the most successful employees aim to learn the ways to contribute to the organizational goals. In order to establish balance between personal objectives and organizational

goals, employees with low level of motivation are in need of a leadership that underlines external motivation (Aydın, 1993).

It is becoming more common that in relevant literature the term school directorship is replaced with concepts like school leadership, educational leadership and teaching leadership. As the theories and approaches related to leadership are analyzed, it surfaces that there are two main categories explaining leadership behavior with respect to organizations. The first category is about behaviors related to inter-human relations and the other one involves the conducts related to actualizing organizational tasks and organizational production (Şişman, 2008).

In terms of system principles and concepts however administrative structure of school is obliged to provide and examine all information relevant of surrounding power structure. Through this information it shall be easier to recognize power structure leaders and their school-relevant behaviors. Leaders who generally employ their school motives shall be identified easily. Leaders who mostly use prize motives shall be identified much easily whereas it shall be harder to recognize the ones who apply punishment and even murder motives. The frequency of names which are for the advantage and disadvantage of certain surrounding problems provides hints as regards the leaders of power structure. Arriving at predictions on the behaviors of leaders is possible by means of the information school gains through above listed ways. Another salient factor is uniting the views of leaders with school objectives. What matters at this point is such: Who shall bear the responsibility of making leaders' views compatible with school objectives? A potential response to this question is: School administration is, if it has an effect over surrounding power structure, obliged to clarify the events and change the views of power leaders parallel to school objectives. It is only natural that administrative structure of a school that fails to achieve this aim can establish its own power structure (Bursalıoğlu, 1985).

METHOD

The purpose of the research is to evaluate the knowledge of levels of the National Education Provincial Directorates of National Education. Opinions of experts were taken. Then, the survey used was adapted to the data processing technique. Trial form prepared in this regard was submitted to an elementary school and high school districts in Ağrı. The findings of the trial form, has proved to be unsuccessful as some procedural questions. indicating the lens compatibility and a measuring tool for measuring the consistency to create a validation that determines the reliability, operational questions that are not removed and the shape and scope of the survey has taken its final shape. The information obtained from the questionnaires distributed to Ağrı National Education Directors was analyzed

according to the purpose of the research and tried to reach a conclusion. Before reaching a conclusion, the information in the questionnaires was tabulated specially by the investigator This table was helpful in reaching a final result. The participants have been asked to grade accuracy levels of their knowledge on Educational Leadership as "None", "Partially", "Substantially" and "Completely". These options have been respectively graded as 1, 2, 3 and 4 points. Therefore accuracy levels have been expressed in percentages.

Universe and Sampling

Research population constitutes principals from Agri Province National Education Directorate. National Education Ağrı Provincial Directorate has been taken into consideration in the list of universities institutions. It is reasonable to say that the sample is a reflection of the universe, as the main criterion is reached by the majority of the administrators. Sampling covers all the schools in Ağrı and the Provincial Directorates of National Education. In this study, two subject groups have been analyzed. The first group contains School Principals from the Directors of Provincial Directorate of National Education and the other group contains Vice-Principals from the Directors of Provincial Directorate of National Education. Besides, while taking percentage of the research the fractions have not been included in the table. In all percentages, only the last two digits after the comma have been added to the table. The reason for not being able to reach that percentage (100%) is related to the absence of these fractions.

List of the institutions included within sampling:

School Type	Number	%
Secondary School	8	26.92
Primary School	19	73.07
Total Sum	27	100

Not only the schools listed above, but also the Agri Provincial Directorates of National Education were included in the sampling. The National Education Directorate is not listed separately because it is not a school. Subjects were surveyed in the schools where the research was conducted: It has been possible to carry out surveys from Ağrı Provincial Directorate of National Education and almost all schools in Ağrı. The number of managers who received the survey is 76. 27 attendees are school principals and 49 attendees are assistant principals. This distribution is listed in Table 2 below.

Distribution of Sampling Subjects with respect to Positions:

Position	F	%
Principal	27	35.52
Vice Principal	49	64.47
Total	76	100

Data Gathering

All 27 institutions responded to items. None of the questions has been accepted invalid. Almost all administrators who worked in the schools in Ağrı participated in the survey. In that way 76 directors have been reached to enable an increase in the number of participant subjects. Questionnaires have been distributed personally by the researcher to the directors pursuant to the official permission granted by Ağrı Governorship and pre-knowledge and approval of Directorate of National Education and participants have been requested to complete the questionnaires appropriately prior to submission.

Problem

The level of knowledge about the Education Leadership of Agri Provincial Directorates of National Education has been researched.

Sub Problems

1- What is the level of knowledge among the Agri Provincial National Education Director about the leadership behaviors of the Provincial Director of National Education, Primary Education and Secondary School directors?

2- What is the level of knowledge among the Agri Provincial National Education Directors, Agri Provincial Director of National Education, Elementary and Secondary School Principals' leadership behaviors?

Hypotheses

1- Among the Agri Provincial National Education Directors, the level of knowledge about the Education Leadership of Agri Provincial National Education Director, Elementary and Secondary School Principals is at a "desired" level.

2- Among Agri Provincial National Education Directors, the level of knowledge about the Education Leadership of Ağrı Provincial Director of National Education, Elementary and Secondary School Principals 'assistants' is at the "desired" level.

Premises

1. Pre-test is sufficient to develop the survey.

2. The expert opinion is sufficient to develop the survey.

3. The views of Agri National Education Directors interviewed in the research reflect the reality.

4. Selected research method is compatible with the objective of research.

5. Sampling represents the universe at the desired level.

6. The questionnaire and questions selected and used to collect data are valid and reliable.

7. Obtained data are valid and reliable.

Restrictions

1- This research is limited to the views of the Education Leadership and Agri Provincial Directorates of National Education.

2- The research is limited to the views of Ağrı Provincial Director of National Education, Ağrı Provincial Directorate of National Education, Ağrı province center and secondary school administrators and assistant principal.

3- Current research is limited to resources and surveys accessible as data collection tools.

Findings

In this part, the Knowledge Levels of Ağrı National Education Directors have been exhibited via tables. The accuracy levels of the knowledge of Ağrı National Education Directors have been shown in tables. In the research "Completely" and "Substantially" options have been accepted as "Desired" options with high levels of realization.

TABLE–1: "Education leader is empowered by his/her position but s/he should also gain strength by means of teacher and students"

POSITION		ACCURACY LEVEL				TOTAL SUM
		COMPLETELY (4)	SUSBTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	20	6	1	-	27
	%	74.07	22.22	3.70	-	35.52
VICE PRINCIPAL	F	31	12	5	1	49
	%	63.26	24.48	10.20	2.04	64.47
TOTAL	F	51	18	6	1	76
						100

As evidenced in Table–1; completely option was selected by 20 participates. Substantially was chosen by 6 attendance. Partially was selected by one. None was selected by anyone. Completely was signed by 31 vice-principals. Substantially was selected by 12 of them. Partially was

chosen by 5 attendance. None was chosen by 1. 96% of the principals and 87% of vice principals have fulfilled the expectations in this "desirable" way.

TABLE–2: "One of the restrictions against education leader is hierarchy and the other one is the routine processes".

POSITION		ACCURACY LEVEL				TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	7	14	5	1	27
	%	25.92	51.85	18.51	3.70	35.52
VICE PRINCIPAL	F	13	24	12	-	49
	%	26.53	48.97	24.48	-	64.47
TOTAL	F	20	38	17	1	76
						100

As demonstrated in Table–2; completely option was selected by 7 principals. Substantially was chosen by 14 attendance. Partially was selected by 5 of them. None was selected by one. Completely was signed by 13 vice-principals. Substantially was selected by 24 of them. Partially was chosen by 12 attendance. None was chosen by none. 77% of the principals and 75% of vice principals have fulfilled the expectations in this "desired" manner.

TABLE–3: Education leader is a status leader rather than a social leader.

POSITION		ACCURACY LEVEL				TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	11	5	8	3	27
	%	40.74	18.51	29.62	11.11	35.52
VICE PRINCIPAL	F	14	20	12	3	49
	%	28.57	40.81	24.48	6.12	64.47
TOTAL	F	25	25	20	6	76
						100

As manifested in Table–3; 11 of all the principals selected the option completely. 5 selected the option Substantially. 8 selected the option Partially. 3 selected the option None. 14 of all the vice-principals selected the option completely. 20 selected the option substantially. 12 selected the option Partially. 3 selected the option None. 59% of the principals and 69% of vice principals have achieved their expectations on this issue in "desired" manner.

TABLE–4: "The biggest mistake of a leader is ignoring the existing success of organization but simply focusing on carrying the organization to other achievements".

POSITION		ACCURACY LEVEL				TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	11	9	4	3	27
	%	40.74	33.33	14.81	11.11	35.52
VICE PRINCIPAL	F	16	17	13	3	49
	%	32.65	34.69	26.53	6.12	64.47
TOTAL	F	27	26	17	6	76
						100

As exhibited in Table–4; completely was selected by 11 of the principals. 9 selected the option Substantially. 4 selected the option Partially. None was chosen by 3. Of all the vice-principals. 16 selected the option completely. Substantially was chosen by 17 participants. 13 selected the option Partially. 3 selected the option None. 74% of the principals and 67% of vice principals have achieved their expectations on this issue in "desired" manner.

TABLE–5: "Philosophical aspect of the leader involves his or her own personal set of values".

POSITION		ACCURACY LEVEL				TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	6	14	7	-	27
	%	22.22	51.85	25.92	-	35.52
VICE PRINCIPAL	F	14	16	14	5	49
	%	28.57	32.65	28.57	10.20	64.47
TOTAL	F	20	30	21	5	76
						100

As exhibited in Table–5; completely was selected by 6 of all the principals. Substantially was chosen by 14 attendances. 7 attendances selected the option partially. None selected the option none. Completely was signed by14 of all the vice-principals. 16 selected the option substantially. 14 selected the option partially. None was chosen by 5. 74% of the principals and 61% of vice principals have achieved their expectations on this issue in "desired" manner.

CONCLUSIONS

It has been detected that Educational Directorship (leadership) knowledge levels of Ağrı Provincial Directors of National Education are fulfilling the expectations in a "desired" level:

1.   "96% of Principals and 87% of vice principals met the expectations in a "desired" manner for the statement "Education leader is empowered by his/her position but s/he should also gain strength by means of teacher and students"

2.   77% of Principals and 75% of vice principals met the expectations in a "desired" manner for the statement "One of the restrictions against education leader is hierarchy and the other one is the routine processes".

3.   59% of Principals and 69% of vice principals met the expectations in a "desired" manner for the statement "Education leader is a status leader rather than a social leader".

4.   74% of Principals and %67 of vice principals met the expectations in a "desired" manner for the statement "The biggest mistake of a leader is ignoring the existing success of organization but simply focusing on carrying the organization to other achievements".

5.   74% of Principals and 61% of vice principals met the expectations in a "desired" manner for the statement "Philosophical aspect of the leader involves his or her own personal set of values".

SUGGESTIONS

In the present study, it was aimed to reveal the opinions of Agri National Education Directors on the subject of education leadership. In another saying, their knowledge levels on the concept of educational leadership and their outlook towards leadership have been manifested parallel to expectations. In a further research the leadership level of directors can be explored. It should be made possible that directors with no sufficient knowledge on educational leadership receive In-Service Training activities.

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