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THE STANDARDS OF SCHOOL ADMINISTRATORS AND LEADERSHIP

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Abstract

School success and ongoing development of school principals as administrators, are known to have a significant impact on student achievement and teacher performance. The duties and leadership approaches of school administrators in management of Turkey schools that have a considerable social and individual significance vary between the world countries and Turkey. The fact that competence areas can not provide leadership standards creates extra challenge for our society, the election and appointment of school principals in our country results in quite big problems as well. This situation necessitates the investigation and determination of the contemporary school leadership standards. The findings obtained in this study is intended to investigate the standard of leadership in our country, school principals, and the school principal are envisaged to contribute to sufficiency and administrative standardization.

Keywords: School management, leadership, principal.

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INTRODUCTION

In international fora on education in recent years highlighted the cultural, lifelong learning, active learning, learning to learn, entrepreneurship, competition, like to be on the agenda of a concept; It led to the questioning of school principals in the management approach and behaviors. These issues which are closely related to the responsibilities and duties of school administrators led to the differences between the former and current vision and mission of school principals. Leader principal training standards have been started to determine for the management of schools by country policies and these standards have been started to implement (ISLLC, 2008).

According to the findings about personality and characteristic of school administrators, school administrators are people who are prevalent in psychology, able to use communication skills, interested in other disciplines besides content knowledge, multilingual, have leadership skills and the ability of speaking and writing impressively, and have a good grasp of new communication Technologies (Açıklın, 1998; Çalık, 1997).

The fact that competence areas can not provide leadership standards creates extra challenge for our society, the election and appointment of school principals in our country results in quite big problems as well. This situation necessitates the investigation and determination of the contemporary school leadership standards. US The Council of Chief State School Officers (CCSSO) for the consortium in 1996, The Interstate Schools Leaders Licensure Consortium (ISLLC) established under the "standards for school leadership and principals" are determined. Standards of leadership including, visionary leadership, instructional leadership, organizational leadership, social leadership, ethical leadership, political leadership and leadership is composed of six areas. These standards determined on the country basis both increase the student success and help education leaders on decision making mechanism.

Furthermore; despite expectations from the school principal leadership, the difficulties they experienced in terms of time, resource constraints faced in realizing the objectives of the school, especially the funding shortage, due to legal and bureaucratic restrictions seems they can not meet these expectations sufficiently.

The findings obtained in this study is intended to investigate the standard of leadership in our country, school principals and the school principal competency is envisaged to contribute to the standardization and administrative work.

LEADERSHIP AND ITS FEATURES

In today's world, a group of people who work together in an institute require a successful management and successful manager to reach their aim and to improve the effectiveness of success. Thus, concept of leadership in institution has been put forward. The concept of leadership means being leader, guiding, conducting and being leader in the same institution. Moreover, people who have the role of leader are likely to become distinctive characters through affecting their society with their success or failure along with working in the same group (Şafaklı, 2005). When the literature is investigated, it is found out that leadership has numerous and various definition. The mostly accepted one is; leader is a person who has necessary qualification, skill and experience, who evaluate the lives of people in a group and (Eraslan, 2004; Bursalıoğlu, 2008; Erçetin, 2010), the person who has perception of creative and changable management based on work moral principle (Tekin, 2008), the person who guides the behaviour of subordinate according to determined duty and prepared project and increases the frequency of the behaviour by encouraging them (Can, 2008). Leader leading, guiding, teaching, as well as a one illuminating; also perceive that the time demands and needs of people together, organizing them can be defined as a creative person. According to Peter Drucker, through the leadership of the main objective of working towards a common goal it is to create a community of people who together (Bennis, 1989). Therefore, leadership is required to have the power to influence beyond management (Korkut, 1992). While defining characteristic of innovation and orientation to change the leadership, managerial and watch the main feature of protection (Lipham, 1964). Based on these definition, the qualification of a leader is determined as; the ability of understanding the situation at one glance, moral courage, courage of taking risks, creativity, finding a solution for unexpected situation, problem solving, power of instinction, scientific management knowledge and ability (Aktulga, 1998).

Types of Leadership

Today, leadership methods or styles accepted by the world of science are classified as; autocratic leadership, democratic leadership, instructional leadership, cultural leadership, ethical leadership and visionary leadership (ISLLC, 2008).

Autocratic Leadership

It is a kind of leadership that all authority is gathered in the leader and the leader is the only decision-maker and management, and inferiors can not participate in the decision-making process, the leader wants the others to obey his/her orders and decisions with a sense of confidence (Balçık, 2002). In fact, the thought that a leader must be knowledgeable and experienced who know what's best to do in any case is highlighted in this approach (Karahan, 2009).

Democratic Leadership

Democratic leadership is a type of leadership getting inferiors' opinions with group discussions, sharing the leadership, drawing his/her strength from the authority with his/her inferiors, including inferiors into decision-making process. There is great job satisfaction and institution succeeds in this type of management (Şimşek, 2007). There is an atmosphere of solidarity and cooperation and this situation improves the motivation of the employees in this leadership approach.

Instructional Leadership

It is a type of leadership that aims student success in educational institutions and manages both curriculum and type of education and performs the tasks related to it (Gümüşeli, 2001). In this context; there are both instructional duties which leader school principals must fulfill and success to be attained by influencing other people (Şişman, 2002). An instructional leader in a school administrator position develops the vision of school by blending structural features and values of the education system in the educational environment with student, family and society.

Cultural Leadership

It is a kind of leadership that can direct the cultural environment, provides the protection and sustainability of the existing culture and supports the new culture formations (Toprakçı, 2002). Within this perspective, the leading institutions directing cultural movements are educational institutions, in other words, schools. Principals, as school managers, are responsible for implementing this mission (Çelik, 2007).

Ethical Leadership

Ethical leader is a kind of leadership that; directs society in accordance with the rules and moral values created by society and locates this approach in the center (Aydın, 2010). In this sense, this leader type is required to blend leadership skills with the ethical rules.

Visionary Leadership

This leadership type can affect and accelerate the society and generate the vision effectively. The leader is not only powerful, but also can impose his/her thought on society in this leadership approach (Çelik, 2007). The aim of the research is to compile the studies on leadership structures of the school principals in Turkey and to develop a perspective. In accordance with this purpose; instructive leadership style of principals will be considered in the next section. Determining the success of school education is not enough alone to improving the school success, instructional leader also have to share objectives with the school community and must be able to convey the objectives to the teachers, students and parents. In this context, to share the objectives with the school community after determining them and to ensure that school community acts in accordance with the objectives is in the charge of the leader (Hallinger, 2005).

Instructional Leadership and Its Features

Instructional leadership must be evaluated in the scope of teaching to manage the curriculum and regulating and evaluating the content. In this regard, instructional leadership consists of the following steps: managing and evaluating teaching, coordinating the curriculum, and monitoring student progress (Hallinger, 2005). These steps necessitate the school principal to promote, supervise and monitor teaching and learning activities at the school. Because school leaders could not see the successful and unsuccessful aspects of school without supervising, they must necessarily provide supervision. The main purpose of the school principal is to ensure that the applications made in the classrooms are school goals- oriented (Gümüşeli, 1996). In this context, efficient principals regularly visit classes, organize meetings and participate in them and closely monitor the student success at school (Nettles ve Stephen, 2007). Student success must be monitored both formally and informally. Student success at schools is continuously monitored with a variety of assessment tools and evaluation results create a source of information both in increasing student achievement and enhancing the curriculum in effective schools (Cheatham, 2010). So, the school principal must apply tests to the students periodically and discuss the results of these tests with teachers, and should revise the curriculum if necessary.

Principals as instructional leaders discuss these test results with all teachers, teachers of the same class or each teacher one by one. They provide important, seasonable feedback by doing analysis that summarizes the test results and giving them to the teachers. Furthermore, these test results benefit in determining the objectives, evaluating curriculum and teaching, measuring the progress related to school purposes (Gümüşeli, 1996). School principals need information regarding school and student to supervise teaching, and to evaluate this information in effective schools. They contribute to development of the school by putting forward meaningful discussions in the light of this information.

School administrators as leaders create a culture that promotes academic development by setting high standards for students and teachers. Education leaders contribute to the productivity and effectiveness of the school when they make the school's climate and culture connected with the school's mission (Hallinger, 2003). In the studies examined; school principals are defined as instructional leaders forming a school climate in which teachers and administrators work together to increase student achievement and to solve the problems schools face.

According to Hallinger and Murphy (1986) who set high standards in leadership, school leaders;

- Always being at school
- Developing a reward system that encourages academic success
- Developing clear and understandable standards specifying the expectations of the school from students,
- Paying attention to teaching timing,
- Arranging activities that support the development of staff and contributing to the development of a positive school climate by participating in these activities directly or indirectly.

In the study of Hallinger carried out to determine the behavioral dimensions size of instructional leadership, principals' behaviors that encourage students to learning are stated as the following:

- Successful students are awarded a certificate,
- Successful students are awarded by school principals at the meeting,
- School principals encourage students himself by visiting them while they are working
- School principals and teachers contact the families and inform them about the student's success.
- School principals support teachers to recognize students' achievements.

Huddle (1984) stated the methods that the principals use to encourage students in effective school as the following:

- Inviting lecturers to the school,
- Putting the awards students take to the prize corner,
- Informing parents about their children's success regularly,
- Putting the photos of successful students in the honour corner,
- Using the walls effectively with students' works and photos of celebrities graduated from the school.

Situations that prevent the achievement of students at school are identified by school administrators and they are removed, everyone's responsibility is explained for student achievement, every individual is treated equally within the frame of respect, diversity is taken into account while learning activities are being arranged, student achievement is assessed through various methods, lifelong learning is encouraged, technology is used effectively, teacher and student achievement is appreciated and educational activities are organized with the understanding that all students can learn (ISLLC, 1996).

The leadership concept is used together with the management concept in literature. These concepts which are defined with actions very close to each other in practice contain semantic differences.

While the manager is the person who has a command of the structure and process of the institutions they manage and directs these processes, the leader means illuminator and pacemaker. The most obvious differences between these two definitions are; while the leader provides for innovation and change by highlighting personality, the manager maintains structure of the institution (Onguko, Abdalla and Webber, 2008). Today, when the structures of best educational institutions are examined; flexible and successful leadership forms stand out on the basis (Matthews ve Hill, 2010). When the studies in this field are examined, it is seen that different interpretations have been presented. School principals have to produce solutions to problems encountered as a result of the skills and knowledge they possess (Çinkır, 2010a). This identification has revealed the need for standardization of school administrators (Turan ve Şişman, 2000; Aydın, 2002). In another study, school administrators training programs that spread worldwide and leadership is used as a scientific, moral, intellectual, cultural application area in this program (Turan and Şişman, 2000). While there are not any school administrators or principals training programs at universities in our country, post-graduate training is available in these areas, but principals do not prefer this training. When we look over the general situation with this respect, it is emphasized that the

school administrators in our country do not practice leadership, but management (Şişman, 2011). Rooney (2008) who examine both social and administrative problems of newly appointed school administrators emphasized that there is a more serious program and standard for the training of principals.

While the school management which is perceived as a requested and institutionalization supportive process around the world, our country has not come to that level yet (Çelik, 2007). School administrator training programs of world countries have been built on leadership. Pre-service training programs have a vital role in the inauguration phase in these countries that school administrator standards are applied (ISLLC, 2008).

Changes taking place worldwide in its approach to education have given importance to the school management as decision-makers and with the projects conducted, managing boards are available in every school in the European Union countries. Today both managing boards and councils are available in all schools in Europe (Çınkır, 2010). When we examine the school management approaches around the world, for example in Poland school principals are employed by open competition system, a managing board begins to work with him/her for five years and all decisions and processes about the school are carried out in cooperation (Çınkır, 2010). In some African countries, school administrator training programs include courses such as planning, coordination, organization, problem solving, and authorization and school administrators are obliged to participate in these courses.

However, new communication technologies in these countries should be used by school administrator (Onguko et al., 2008). In Canada, school administrators have to do master degree and graduate from the programs including educational leadership, special education and educational institutions, as well (Webber and Sherman, 2008). Similar practices are available in some of the Northern Europe countries. There is a school administrator responsible for management in all educational institutions and, teams responsible for teaching and training activities are available for the curriculum. In another approach, the success of educational institutions is related to the approaches of principals (Çınkır, 2010a). For example, in England there are special programs to train the school principals and prepare them for work and certain standard conditions are asked to be a school administrator. These conditions for school management are determined by National Council - NCSL (Cowie et al., 2007). Another approach is, for example in England, developing and supporting the services for students, making a positive and meaningful differences in the lives of students. In this context, school administrators have to accomplish the standards of forming the future, leading in learning and teaching, enhancing to work on his own and in cooperation with others, managing the school organization, securing the accountability and strengthening the society through cooperation (NCLSCS, 2010). The managing board structure accompanying school administrators in management and also included in decision making mechanism is available in France, too. These s are the decision-makers at schools and they consist of representatives elected among staff, parents and teachers. Similar committee structure is observed in Italy, too; however, school principals in Italy are more autonomous and can have an impact on the approaches of the board in case of a problem with the quality. Likewise, in Spain, one of the European countries, educational institutions are managed by school administrators and boards and the school administrator is elected among the teachers (Çınkır, 2010b: 98-99). A different school management system is observed in the Netherlands and Denmark. Boards are selected by school administrators in these countries but schools are managed reliant to municipality (Çınkır, 2010a). The employment, election, training and monitoring of school administrators in America is of great importance and there are certain standards for school leadership. These standards are forming a strong mission and vision, developing curriculum, ensuring a confident atmosphere, using the resources efficiently, meeting the requirements and expectations, cooperating with the public, complying with ethics rules, conserving society 's political, social, legal and cultural characteristics (Kelley ve Peterson, 2007; ISLLC, 2008).

Policy task of school administrators are very limited; they are unauthorized on it and lack financial independence. In this context; free facilities provided by organizations such as parent-teacher association support the development of schools for overcoming this problem (Gürsel, 2008). In this regard, the prior causes that prevent the leadership of principals are, economic weakness, bureaucratic and legal obstacles, lack of education, lack of vision, determination and courage due to the personality traits of the principal. Personal properties such as lack of information, aversion to risk taking, long working hours and authority transfer are among the main factors adversely affecting the instructional leadership (Çakıcı, 2010).

CONCLUSION AND SUGGESTIONS

Standards of school administrators election in the world and the attention paid to them have been mentioned above and it has been observed that countries have standards in this respect. In this context; instructional leadership consists of management of the learning environment, learning, accountability and evaluation sections. In this regard, when studies and approaches of the world countries are considered, the mission given to school administrators has to include leadership task. When these studies examined; it is observed that properties of

school administrators such as obeying to ethics rules, personal integrity, association in common benefits match up with leadership features (Çelik, 2007), and they exhibit cooperative culture, educational development and social - educational approaches (Şahin, 2012).

When the former studies are examined, it is concluded that there is not a special program or education for school administrators in our country when the election of principals and their leadership approaches considered and compared with global standards and; while school administrators make management-oriented tasks rather than exhibit the leadership features. Thesis and non-thesis master's degree programs in recent years to train education managers in Turkey has started to spread. But big difficulties are experienced teachers in the continuation of this program.

Within the scope of the study, lack of standards necessary in our country for training and election of principals, who manages our school, as a part of the current transformation and to comply with the modern world is emphasized in terms of both educational and leadership approaches. the aim of ensuring; managing director of our school and our grown as part of a transformation of the current should take place in our country is emphasized.

The following suggestions can be made according to the results of the study;

- The school management and leadership standards should include the standards to be determined at international and national levels
- Different standards of school administrator leadership and training can be determined according to the school type.
- Leadership standards should be included in school administrator training programs.

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