INFLUENCE POWER OF THE LEADER

İhsan Nuri DEMİREL (*)

Abstract

In this study, knowledge levels of the Director of National Education and Vice Directors from Ağri 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 Ağri 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: *Interaction in leadership, The difference between leader and director in terms of influence obligation, Dimension of voluntariness in following the leader, Managerial effectiveness, Inspection by training leader.*

Eğitim Liderinin Etkileme Gücü

Öz

Bu çalışmada, Ağri 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 Ağri 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*: Liderlikte Etkileşim, Lider ile Yönetmenin Etkililikte Zorunluluk Farkı, Lideri İzlemede Gönüllülük Boyutu, Yönetsel etkililik, Eğitim liderliğinde teftiş.*

*) Dr., Öğretim Üyesi, Ağri İbrahim Çeçen Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Yönetimi Ana Bilim Dalı
(e-posta: indemirel@agri.edu.tr). ORCID ID: https://orcid.org/0000-0003-3549-8702.

Introduction

Education is the formation of a behavioral change; educational leaders should be seen as a pioneer of behavioral transformation process. In order to carry an educational institute towards success and enable the contribution of employees towards this aim it is required to have an Education leader who offers this opportunity. Equally important is the dimension of the behaviors of a leader so much as his/her presence. Structure setting which is one of the dimensions of leadership is an instrumental and cooperative behavior demanding sympathy and tolerance towards the members. Parallel to these conditions participatory and success-oriented leader behavior should also be emphasized (House, 1971).

In many educational institutes, traditional authoritarian leadership is highly internalized by internal and external forces, and changes to democratic leadership need to be initiated with great care. People who are accustomed to authoritarian leadership do not always rush to embrace wider freedom. The reason accounting for this timidness is not only indifference or conventional authoritarian atmosphere. In reality there are so many people who run away from democratic methods and sharing of plans and missions. Organizing and executing education under democratic leadership which pays heeds to internal and external forces is necessary not only for the functionality of system but also to obtain positive contribution of environmental elements on administration (Kaya, 1993).

Leadership behavior is a multi-dimensional behavior yet these dimensions are limited in number. It needs to be reminded here that these dimensions are changeable due to a variety of factors. Hence they change with respect to the personality of leader, the requirements of the tasks that leader and followers are to obey and the organizational and physical environment that followers work in. Parallel to the rise in the number of dimensions that determine a leader's behaviors there emerges a variety in the behaviors of leader. The foremost of these determiners are leader's personality, the requirements of leader's task and the environment of followers. It is for sure that in addition to all these factors there are some other elements too. In terms of group unity and personality leader is the person who manages to leave discernible effects. In that case, the criteria of leadership is measured with the transformation created by these impacts (Cartwright-Zander, 1958; Bursalıoğlu, 1987).

Leaders are also the people who organize group experiences and experiences at the same time. If the experience is well organized then it gets powerful and useful otherwise it becomes increasingly hard for it to become powerful and useful. Leader has the potential to design on his/her own the kind of action to follow. It is also feasible for the leader to make the members persuade about his/her thought by employing reasonable formulas. Leader should motivate the members to cooperate and enable the coordination amidst the experiences of members (Besharat, 1975).

Leader is the creator and initiator of great plans while directors are the ones who put these plans into action. It is possible to see this split throughout history; just a small

number of leaders have managed to rise as directors and few directors as leaders. Indeed, it is quite hard to reconcile these two aspects. The foremost variables of leadership are the specific traits of followers of a leader, organization and environment. In educational system it is remarkably important that people performing the role of director possess leadership behaviors. In that case leadership is not a personal attribution but the outcome of complex relationships between these variables. Hence it is true to a certain extent that leader is created by history just as history is created by leader (Mc Gregor, 1960; Bursalıoğlu, 1987).

Another important point to underline hereby is about the person or people directing the social structure. Relevant researches and explanations underscore that not the social majority but the leaders direct the social structure. Leader is a member of group but still he is the one who is different from others and able to act more freely in the implementation of group norms. This is kind of a quality that saves leader from the ordinariness of other members. It can thus be argued that what makes one a leader is related to the different kind of behaviors. The right of leader to act freely should be treated within this framework. Despite the right of leader to act freely it should be remembered that leadership is also a group activity. Within the personality of leader, leadership shifts towards the group and internal dynamics of group. A leader's success is contingent upon the success of members. In certain cases any given task may be beyond the capability of one single person. In that case the solution lies in the joint attempt of group (Aydın, 1969).

Leader is the one who differs from others in his/her successful acts of leadership. The difficulty related to define the concept of leadership is about the fact that this term includes within both qualitative and evaluative components. Thus two meanings have been attributed to the term and symbolized concept. One meaning involves a definite role and player of this role whereas the other one is related to evaluating the player of this role. One of the most salient points to indicate here is that leadership is left under darkness, which is bound to several reasons some of which can be, listed such: Leadership stems from structural divergences. These are the conflicting desires of general public and certain pressure groups, the tensions related to the legends created on the rationality of organization, problems related to authority transfer, conflicts between position and social requirements, the tendency to use means as ends, expectation of both stability and innovation from the leader (Bursalıoğlu, 1987).

In an organizational environment, there are three parameters that conceptualize social interaction: Clarity in the behavior of leader and members, satisfaction of group members in terms of work efficiency and social requirements, freedom of leader and members to perform leadership behaviors. On such accounts, though it is a widespread practice, it would be misleading to analyze leadership as distinct from organization environment since the characteristics of leadership is shaped according to the quality of society and organization. Likewise educational leadership cannot be separated from the surrounding power structure and bureaucratic environment. Particularly in education this

power and environments is composed of much complex elements. Education leader can solidify his/her status by making use of informal organizations and leaders so much as formal ones. Given that an education leader prefers to employ only formal or informal organization and leaders it may become harder to secure his position further. On the basis of participatory leadership which is one of the leadership theories lies the statement that a leader must be democratic. Therefore it is necessary that we explore Democratic Leadership concept deeper. In democratic societies the type and quality of the leadership in educational directorship matter greatly. Due to the magnificent effect of education in human life it is quite essential that high-quality leadership is possessed in order to create a sufficient educational system and make this system live in conformity with the modern advancements. Deep and sincere trust towards democracy, power of people, influence of education on social, economic and political development, adoption of the basic tenets and ideals of education, working as a teacher in the past for a certain period, sufficient background in the field of management, adequate skills and competencies to maintain healthy communication and interaction with upper and subsystems are the kind of features sought in educational administration leadership. The most significant feature of educational administration is that it necessitates democratic leadership where authority and tasks are shared, decisions are taken in coordination, there are no followers but cooperative colleagues. Still in certain cases the director is obliged to overcome a raft of obstacles so as to cultivate democratic leadership. The members of a group led by autocratic leaders are extremely attached to the leader and amidst the members there is extreme aggressiveness and hostility. Group efficiency can be boosted in quite a short time but once the leader leaves the group productivity decreases with no delay. In democratic leadership on the other hand the process is just the opposite (Dereli, 1981).

Method

The content of the survey forms used to gather data to assess the knowledge levels of the Agri Provincial Directorates of National Education on education leadership was improved in line with the research objective. Used survey has been adapted into data processing technique upon receiving the views of field experts. 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 Agrı Province National Education Directorate. Ağri Provincial Directorate of National Education to identify the universe of institutions are taken into consideration list. The main criterion is to reach a majority of the directors, it is reasonable to say that the universe is a reflection of the sampling. Sampling includes all the schools in Ağri and the Provincial Directorates of National Education. In the present study two groups of subjects were analyzed. The first group, the School Director of the Provincial National Education Directorate, while the other group includes the Deputy Director of the Provincial Directorate of National Education. Besides, while taking percentage of the research the fractions have not been included in the table. Of all the percentages, only the last two digits after comma have been added to the table. The reasons accounting for the failure to reach one hundred percent ratio (100%) is related to the absence of these fractions.

Table: 1. 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. Ministry of Education has not been listed separately because it is not a school. It was possible to carry out the questionnaires from Ağri Provincial Directorate of National Education and almost all schools in Ağri. All subjects have been given the same questionnaire. The number of directors receiving the questionnaire is 76. 27 participants are school principals and 49 participants are vice-principals. This distribution is as listed in Table 2.

Table: 2. 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 the survey questions. None of the survey was not considered invalid. Almost all managers who work in schools in Agri province participated in the survey. Thereby permitting an increase in the number of participants has reached 76 directors. The questionnaire was distributed personally to the interviewers by the researcher in accordance with the official permission granted by the Governor of Agri 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 Agri Province Education Director of Education Leadership was investigated.

Sub Problems:

1. What is the degree of knowledge among the Agri Provincial National Education Directors, Agri Provincial National Education Director, Elementary and Secondary School Principals regarding leadership behaviors?

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

Hypotheses:

1. Amongst Ağri Provincial Directors of National Education, the knowledge level of Ağri Provincial Director of National Education, Primary and Secondary school principals on Educational Leadership is in "desired" level.

2. Amongst Ağri Provincial Directors of National Education, the knowledge level of Ağri Provincial Assistant Director of National Education, Primary and Secondary school vice-principals on Educational Leadership is in "desired" level.

Premises:

1. Surveys conducted preliminary tests to develop a sufficient level.

2. The survey received expert opinions to develop sufficiently.

3. Research reflects the fact that the opinions of the interviewed Ağri Education Director.

4. Compatible with selected research methods for research purposes.

5. Sample represents the universe at a desired level.

6. The questions used in the survey and data collection tools are valid and reliable.

7. The obtained data is assumed to be valid and reliable.

Restrictions:

1. This study is limited by the Educational Leadership and opinions of Ağri Province Director of Education.

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

3. This study is restricted to the resources and questionnaires accessible as data gathering tools.

Findings

Educational Leadership in Ağri Education Director Knowledge of this section were exhibited at the part. The accuracy levels of the knowledge of Ağri 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: 3. The Followers of Director May be Unwilling

Position		Accuracy Level				
		Completely (4)	Substantially (3)	Partially (2)	None (1)	Total Sum
Principal	F	6	8	11	2	27
	%	22.22	29.62	40.74	7.40	35.52
Vice Principal	F	15	11	18	5	49
	%	30.61	22.44	36.73	10.20	64.47
Total	F	21	19	29	7	76
						100

According to Table: 1. of all the principals 6 selected the option completely, 8 selected the option substantially, 11 selected the option partially, 2 selected the option none. Of all the vice-principals 15 selected the option completely, 11 selected the option substantially, 18 selected the option partially, 5 selected the option None. 51% of the principals and 53% of vice principals have achieved their expectations on this issue in "desired" manner.

Table: 4. Leader is Expected to be Effective at All Times Whereas Director may not have Such an Obligation.

Position		Accuracy Level				Total Sum
		Completely (4)	Substantially (3)	Partially (2)	None (1)	
Principal	F	12	4	7	4	27
	%	44.44	14.81	25.92	14.81	35.52
Vice Principal	F	15	16	12	6	49
	%	30.61	32.65	24.48	12.24	64.47
Total	F	27	20	19	10	76
						100

As explained in Table: 2. of all the principals 12 selected the option completely, four selected the option substantially, 7 selected the option partially, 4 selected the option none. Of all the vice-principals 15 selected the option completely, 16 selected the option substantially, 12 selected the option partially, 6 selected the option none. 59% of the principals and 63% of vice principals have achieved their expectations on this issue in "desired" manner.

Table: 5. Leader is as Thick as Thieves with The Members are while Director Remains Distant in Relations with Employees.

Position		Accuracy Level				Total Sum
		Completely (4)	Substantially (3)	Partially (2)	None (1)	
Principal	F	12	7	6	2	27
	%	44.44	25.92	22.22	7.40	35.52
Vice principal	F	13	20	12	4	49
	%	26.53	40.81	24.48	8.16	64.47
Total	F	25	27	18	6	76
						100

As manifested in Table: 3. of all the principals 12 selected the option completely, 7 selected the option Substantially, 6 selected the option partially, 2 selected the option none. Of all the vice-principals 13 selected the option completely, 20 selected the option substantially, 12 selected the option partially, 4 selected the option none. 66% of the principals and 67% of vice principals have achieved their expectations on this issue in "desired" manner.

Table: 6. A Leader who Fails in Adopting the Suggestions of Subordinates Becomes Nonfunctional.

Position		Accuracy Level				
		Completely (4)	Substantially (3)	Partially (2)	None (1)	Total Sum
Principal	F	15	9	2	1	27
	%	55.55	33.33	7.40	3.70	35.52
Vice principal	F	22	14	11	2	49
	%	44.89	28.57	22.44	4.08	64.47
Total	F	37	23	13	3	76
						100

As pictured in Table: 4. of all the principals 15 selected the option completely, 9 selected the option substantially, 2 selected the option partially, 1 selected the option none. Of all the vice-principals 22 selected the option completely, 14 selected the option substantially, 11 selected the option partially, 2 selected the option none. 88% of the principals and 73% of vice principals have achieved their expectations on this issue in "desired" manner.

Table: 7. If the Conditions are Unfavorable, Leaders do not Emerge

Position		Accuracy Level				
		Completely (4)	Substantially (3)	Partially (2)	None (1)	Total Sum
Principal	F	10	8	6	3	27
	%	37.03	26.62	22.22	11.11	35.52
Vice principal	F	18	12	10	9	49
	%	36.73	24.48	20.40	18.36	64.47
Total	F	28	20	16	12	76
						100

As evidenced in Table: 5. of all the principals 10 selected the option completely, 8 selected the option substantially, 6 selected the option partially, 3 selected the option none. Of all the vice-principals 18 selected the option completely, 12 selected the option substantially, 10 selected the option partially, 9 selected the option None. 63% of the principals and 61% of vice principals have achieved their expectations on this issue in "desired" manner.

Conclusions

1. 51% of principals and 53% of vice-principals met the expectations in a "desired" manner for the statement "The followers of director may be unwilling".

2. 59% of principals and 63% of vice-principals met the expectations in a "desired" manner for the statement "Leader is expected to be effective at all times whereas director may not have such an obligation".

3. 70% of principals and 67% of vice-principals met the expectations in a "desired" manner for the statement "Leader is as thick as thieves with the members while director remains distant in relations with employees.**"**

4. 88% of principals and 73% of vice-principals met the expectations in a "desired" manner for the statement "A leader who fails in adopting the suggestions of subordinates becomes nonfunctional".

5. 63% of principals and 61% of vice-principals met the expectations in a "desired" manner for the statement "If the conditions are unfavorable leaders do not emerge."

Suggestions:

1. It should be clarified by means of education that one of the most distinctive differences between leaders and directors is that leader is selected amongst group members whereas director is appointed to the position.

2. The fact that one of the reasons directors fail to improve may be related to the fact that despite the group support needed by leader director feels no such necessity.

3. It should be explained that formal treatment of director towards members due to the absence of any connection with group may bring about a decrease in productivity within group.

4. It should be strongly emphasized that if the leader and director adopt the suggestions of subordinates they will become better functional.

5. It should be explained that favorable environmental conditions matter greatly in the better recognition within organizations and success of leaders in general and education leaders in particular.

References

Aydın, M. (1991). *Educational administration*. Ankara: Hatipoğlu Press.

Besharat, A. R. (1975). *Evaluation administrative thought and fundamentals of administration*. Tahran University Faculty of Administrative Sciences, Tahran.

Bursalıoğlu, Z. (1987). *New structure and action in school administration*. Ankara: Ankara University Faculty of Educational Sciences Pub. No: l54.

House, R. & Path, J. A. (1971). Goal the ort of loader effectiveness.

Dereli, T. (1981). *Behavior in organizations*, İstanbul: Ar Press.

Kaya, Y. K. (1993). *Educational administration,* Ankara: Bilim Publications.