



Başvuru Tarihi (Received Date): 13.08.2023

Kabul Tarihi (Accepted Date): 26.08.2023

Makale Türü (Article Type): Araştırma Makalesi / Research Article

doi: 10.52848/ijls.1342551

Citation Information: Mardin Yılmaz, P. (2023). Leaders and management structure in vocational and technical education in Türkiye. *International Journal of Leadership Studies: Theory and Practice*, 6(2), 159-172. doi: 10.52848/ijls.1342551

Kaynakça Gösterimi: Mardin Yılmaz, P. (2023). Türkiye’de mesleki ve teknik eğitimde liderler ve yönetim yapılanması. *Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama*, 6(2), 159-172. doi: 10.52848/ijls.1342551

LEADERS AND MANAGEMENT STRUCTURE IN VOCATIONAL AND TECHNICAL EDUCATION IN TÜRKİYE

Pınar MARDİN YILMAZ¹

Abstract

Vocational and technical education aims to train an innovative, entrepreneurial, productive, competent workforce that adds value to the economy, with national and international professional competence, professional ethics and professional values, in cooperation with social and economic sectors. With this purpose, each country carries out studies towards this goal with its own institutional and human capacity. Vocational and technical education is a process that is on the agenda in Türkiye. Leaders who carry out the vocational and technical education process and the functioning of the institutions involved in this process are gaining more and more importance. In this direction, the study focused on the leaders in vocational and technical education and the institutions in the management structure. Document analysis, one of the qualitative research methods, was used in the research. With the purpose of the research, a field survey was conducted. It has been discussed who the leaders can be and what duties and responsibilities they have. In the management structure, there are different institutions and organizations in the central and provincial organization. The General Directorate of Vocational and Technical Education in the central organization and the provincial and district national education directorates in the provincial organization are in question. It is striking that there are managers with different duties and responsibilities in the management structure of vocational and technical education schools, which we can call the kitchen of the business. These administrators, who are accepted as leaders in this study, are school principals and vice principals who have different duties.

Keywords: Leader, Vocational and Technical Education, Management.

Türkiye’de Mesleki ve Teknik Eğitimde Liderler ve Yönetim Yapılanması

Öz

Meslekî ve teknik eğitim sosyal ve ekonomik sektörler ile iş birliği içinde ulusal ve uluslararası meslekî yeterliliğe, meslek ahlakına ve meslekî değerlere sahip, yenilikçi, girişimci, üretken, ekonomiyeye değer katan ehil iş gücü yetiştirmek amaçlanmaktadır. Bu amaç doğrultusunda her ülke kendi kurumsal ve beşerî kapasitesi ile bu hedefe yönelik çalışmalar gerçekleştirmektedir. Türkiye’de mesleki ve teknik eğitim gündemde olan süreçtir. Mesleki ve teknik eğitim sürecini gerçekleştiren liderlere ve bu süreçte yer alan kurumların işleyişi gittikçe önem kazanmaktadır. Bu doğrultuda çalışmada mesleki ve teknik eğitimdeki liderlere ve yönetim yapılanmasında bulunan kurumlara odaklanılmıştır. Araştırmada nitel araştırma yöntemlerinden doküman analizi kullanılmıştır. Araştırmanın amacı doğrultusunda alan taraması yapılmıştır. Liderlerin kimler olabileceği ve hangi görev ve sorumluluklara sahip oldukları tartışılmıştır. Yönetim yapılanmasında merkez ve taşra teşkilatında farklı kurum ve kuruluşlar yer almaktadır. Merkez teşkilatında Mesleki ve Teknik Eğitim Genel Müdürlüğü ile taşra teşkilatında il ve ilçe milli eğitim müdürlüklerinin yapılanması söz konusudur. Ayrıca işin mutfağı olarak tabir edebileceğimiz mesleki ve teknik eğitim okullarının yönetim yapılanmasında farklı görev ve sorumlulukta yöneticilerin olduğu

¹ National Education Specialist, Ministry of National Education, E-mail: pınarmardin89@gmail.com, ORCID: 0000-0001-8867-3717

göze çarpmaktadır. Bu çalışmada lider olarak kabul edilen bu yöneticiler okul müdürü ve birbirinden farklı görevleri bulunan müdür yardımcılardır.

Anahtar Kelimeler: Lider, Mesleki ve Teknik Eğitim, Yönetim.

Introduction

Vocational and technical education (VET) is important in ensuring the sustainable economic and social developments that countries need. Vocational and Technical Education, in general terms, can be expressed as a process in which practical training is applied as well as theoretical training in order to provide individuals with the necessary basic competencies, to develop their professional skills and to ensure their employability in these fields (Alkan, Doğan and Sezgin, 1998; Buluç, 2003; Cice and Balkar, 2020).

Considering the international literature, the opinions of institutions and organizations in the field of vocational and technical education are considered important. According to the European Center for the Development of Vocational Training (CEDEFOP, 2014, p. 129); It defines vocational and technical education as “the process of providing people with the knowledge, skills and competencies required in the labor market”. The European Education Foundation (ETF) (2005) defines vocational and technical education as “the education and training aimed at equipping people with skills that make them employable, and the system in which this education and training is provided”. According to the United Nations Educational Scientific and Cultural Organization, in addition to general knowledge, it includes the study of technologies and related sciences and practical skills related to occupations in various sectors of economic and social life “all forms and levels of the educational process that includes the acquisition of technical knowledge, attitudes and understandings”. The Organization for Economic Co-Operation and Development (OECD) (2010), defines vocational and technical education as skill development in a wide variety of vocational fields through school-based and work-based learning.

With VET in Türkiye, it is aimed to create an innovative vocational and technical education system that focuses on business and professional ethics, prepares it for employment, is developed according to the needs of the economic and social sectors, and is constantly renewed in cooperation with stakeholders, where appropriate learning opportunities are offered in line with the interests, abilities and temperaments of individuals (MEB, 2018, p.21). In the Vocational and Technical Education Strategy Document and Action Plan of Türkiye (MEB, 2014, p.18), the purpose of vocational and technical education is “to educate students as good citizens, as well as to provide them with a common general culture in line with their interests and abilities in a flexible structure, to provide them with a higher education and/or preparing for business life”.

Vocational education and training not only provides job-specific practical training, but also aims to enable the individual to have a broader knowledge and transfer what he has learned to other fields, which is necessary for his/her work and work life as a whole. As a system, vocational education and training is expected to prepare people for working life, to equip students with the basic knowledge and skills needed to enter a profession, and to provide people with the opportunities to update, increase or change their professional skills and competences (ETF, 2005, p.190). The first of these aims is generally realized within the education system. Others can be realized within the education system or can be obtained privately from the education market. As an example of the education and training to be received within this framework, business education, introductory training, management training, team training, problem-solving training, new techniques or technology training can be shown. Therefore, in vocational and technical education, many public or private institutions and the management structure of these institutions can be mentioned.

The term of leader and leadership in vocational and technical education comes from the fact that there are series of changes that are quickly and significantly altering the educational and economic area in which vocational technical education exists. The nature of work is changing; technology keeps changing rapidly; there is increased public demand on vocational technical education system to produce individuals with more opportunities for present and future prospects in multiple industries and offer the individuals with enough skills for personal development and success in the changing society. Therefore, it has gained importance in this respect to consider the leadership processes in vocational and technical education in the context of management. Gu, Gomes and Brizuela (2011) stated that ensuring sustainable development in vocational and technical education depends on exemplary leadership behavior.

Leadership is an interdisciplinary concept. Management science, educational science, sociology, biology, psychology etc. defines leadership according to its field of study. Therefore, there is no definition of leadership agreed upon by everyone. Leadership; It has been defined according to features, behaviours, influence, forms of interaction, role relations and occupation of an administrative position (Akbaşlı, Erçetin and Yüce, 2019).

There are many definitions about the leadership processes of the administrators, who are accepted as the leaders of educational institutions. Considering the various definitions of leadership, it is striking that the concepts of leadership and management are mostly considered together. A leader, defined as a person who is capable of helping him achieve organizational goals and has the ability to transfer his experiences and has certain characteristics (Alkın and Ünsar, 2007). Also the leader can be defined as a person who can exert an influence on the members of the organization, prepare for change in interaction with them, go beyond the usual patterns, and has the ability to change and direct the behaviors, beliefs, and attitudes of the people he/she works with (Aydın, 2010).

It is necessary to focus on the leaders in vocational and technical education in order to understand the process of the purpose and management processes of vocational and technical education organizations. For this reason, first of all, the concept of leader needs to be understood in detail. Afterwards, we need to define the people and roles we mean by the leader in the vocational and technical education system. In addition, it will be necessary to specify the main institutions in vocational and technical education so that we can determine which institutions and organizational goals these leaders will refer to. Considering that there are many different institutional structures at the central and local level in the vocational and technical education system in Türkiye, it is necessary to analyse the administrative structure in order to perceive these processes. Accordingly, this study focuses on the leaders and management structure in the professional and technical process in Türkiye and addresses following questions:

1. Who are the leaders in vocational and technical education in Türkiye?
2. What is the management structure in the vocational and technical education system?

Method

In the research, it is focused on the leaders in vocational and technical education and the institutions in the management structure. For this purpose, document review or document analysis, one of the qualitative research methods, was adopted in the study. Document analysis includes the analysis of written materials containing information about the case or cases that are aimed to be investigated. In qualitative research, document analysis can be a stand-alone data collection method or it can be used together with other data collection methods. Documents are important sources of information that should be used effectively in qualitative research. The stages of document review are; accessing documents, checking originality, understanding documents, analysing data, using data (Yıldırım and Şimşek, 2013).

During the document review process, official publications of the Ministry of National Education, articles and reports related to the vocational and technical education system were examined.

Who are the VET Leaders?

The concept of leadership is etymologically of Anglo-Saxon origin and derives from the word "leadare". "Leadare" is expressed as taking people on a journey and guiding them. The first information about the prehistory of the word leader is that it was defined as "captain, commander, leader" in the English dictionary organized by Samuel Johnson in 1755. "Leadership" first appeared in Webster's American Dictionary in 1828 (Güçlü, 2016). According to the Turkish Language Association (2022), "the person who has power and influence in management is defined as a leader, chief", and leadership is defined as the "leader's duty". In general, the process in which individuals influence a group of individuals in line with a common goal is described as leadership.

Although there are definitions of leadership expressed in different disciplines by various authors and researchers, there is no single agreed definition of leadership. Stogdill (1974) stated that leadership has as many different definitions as the person trying to define it. These different definitions reveal a broad perspective on leadership. Although the definitions of leadership change, it can be mentioned that there are common views such as emphasis on purpose, existence of different interactions and various characteristics attributed to the leader. Leadership; It is the process of influencing group members to achieve generally targeted individual or organizational goals (Lunenburg and Ornstein, 2013). In this context, there is an impact and influencing process and reaching the goals.

McGregor (1966, p. 73) pointed out the existence of at least four main variables known to be related to leadership. Leadership is seen as a complex relationship of these variables rather than an individual trait. These variables are; characteristics of the leader, the attitudes, needs and other personal characteristics of the followers, the purpose and structure of the organization, the nature of the task to be performed, and the social, economic and political environment.

When the relationship between the concepts of leadership and management is examined, the general approach is that the concepts of leadership and management are separate and different from each other (Çırpan, 1999; Erçetin, 2000). However, the "Managerial Leadership Approach", which includes leadership in one aspect, is also generally accepted (Yalçınkaya, 2002). Leaders in vocational and technical education are mostly defined as people responsible for management duties. VET leaders who design vocational education and training futures will have attributes such risk-taking, initiative, innovative behaviour, networking, partnership, a capacity for futuring—envisioning future trends, strategic resourcing, and being pro-active (Falk and Smith, 2003).

Leaders in VET refer to those who are appointed or employed in a recognised leadership position to oversee VET programmes and institutions and who have responsibility for the goals set by the organisation that offers VET programmes. VET leaders manage "complex and knowledge-intensive organisations" – both in the short and long-term (Ruiz-Valenzuela, Terrier and Effenterre, 2017). In this study, therefore, as vocational and technical education leaders, it refers to school principals and assistant principals who take part in the management process in institutions that provide vocational and technical education services at secondary education level.

Research and planning, organisation, guidance, monitoring, supervision and evaluation, communication and governance tasks in schools are fulfilled by the school administration. Principal, assistant principal, assistant principal, technical director, assistant coordinator, deputy director of boarding house, field/department chief, workshop chief and laboratory chief are the administrators of vocational and technical secondary schools (Resmî Gazete, 2013). Therefore, it can be stated that vocational and technical education leaders are principals in these positions.

The Roles and Tasks of VET Leaders

The knowledge, skills, behaviours and attitudes that school principals should have directly or indirectly affect students, teachers, parents, staff and many other people involved in the education process. According to Darling-Hammond et al. (2007), in school administrators; Educational visionary, change agent, instructional leader, curriculum and appraiser, budget analyst, facilitator, talent management, special program manager and community builder qualifications are required. Katz (1974) school principal's managerial skills; expressed in three groups as technical, human relations and conceptual. In general, the knowledge and skills required to fulfil his managerial duties can be expressed as technical skills, the ability to use human resources effectively, human relations skills and the dominance of management processes can be expressed as conceptual skills.

According to the Secondary Education Institutions Regulation; the duties of the principals include leading teachers, students, parents and the environment in education and training. In addition, it is expected from the school administrator to carry out studies to increase productivity, to create a team spirit, to integrate the school with the environment and to develop the corporate culture, and thus to lead the school to development and change. School administrators are obliged to constantly renew and develop the school in line with the principles of efficiency and transparency in line with scientific and technological developments, and to use time and all available opportunities to achieve the school's goals (Resmî Gazete, 2013). The tasks of research, planning, guidance, organization, monitoring, supervision and evaluation, communication and governance in schools are fulfilled by the school principals.

VET system need well-prepared leaders. VET leaders must understand VET sector and the labour market, and its changing needs, while at the same time have organisational and pedagogical leadership skills as they seek to improve teaching and learning. To ensure that VET leaders can effectively carry out their complex and varied roles, countries should make sure all leaders are equipped with the right skills. A first step will be to clarify their roles and tasks to act as a key point of reference for those considering a leadership role, and for those organising their selection and training (OECD, 2021).

MTE is a type of education that includes different dimensions from the general education process (Educational International, 2009; UNESCO, 2016). This situation requires leaders to have different competencies in the VET process (CEDEFOP, 2011; Özdemir and Şahin, 2016, 2020). VET leader's roles and responsibilities considered essential for effective VET leadership are knowledge and facility in carrying out internal organisational activities; networking the external environment and relevant stakeholders, which consists of learners, community, business and enterprises and levels of policy bodies (Falk and Smith, 2003).

A VET organisation is influenced by global changes as well as trends in working life and educational policy. Changes in VET institution involve developments both in social practices and the learning environment. Together these changes pose demands on the whole school management, not only to the principal or director but also to the heads of units and teams and the staff as a whole. The activity areas of administration and training can be considered the operational dimension of the work of VET Professions, while Development and Quality assurance and Networking can be considered the strategic dimension of their work (Volmari, Helakorpi and Frimodt, 2009, p.15). This process is illustrated in Figure 1.



Figure 1. Activity areas of VET professionals

These four areas constitute the core competences of VET professionals found in all training contexts where VET professionals are involved. The weight and importance of the different areas vary from national and occupational context to another. Also the boundaries of the activity areas overlap and require adaptation in different contexts.

Changes in VET take place rapidly. This is even wider when the education and training system is handled within a process approach that receives input from the environment and produces output to the environment. VET leaders are also more independent and carry more responsibility than earlier. The change in the administration of organisations providing VET can be perceived as a chain of effects with different contributing factors as shown Figure 2 (Volmari, Helakorpi and Frimodt, 2009, p.42).

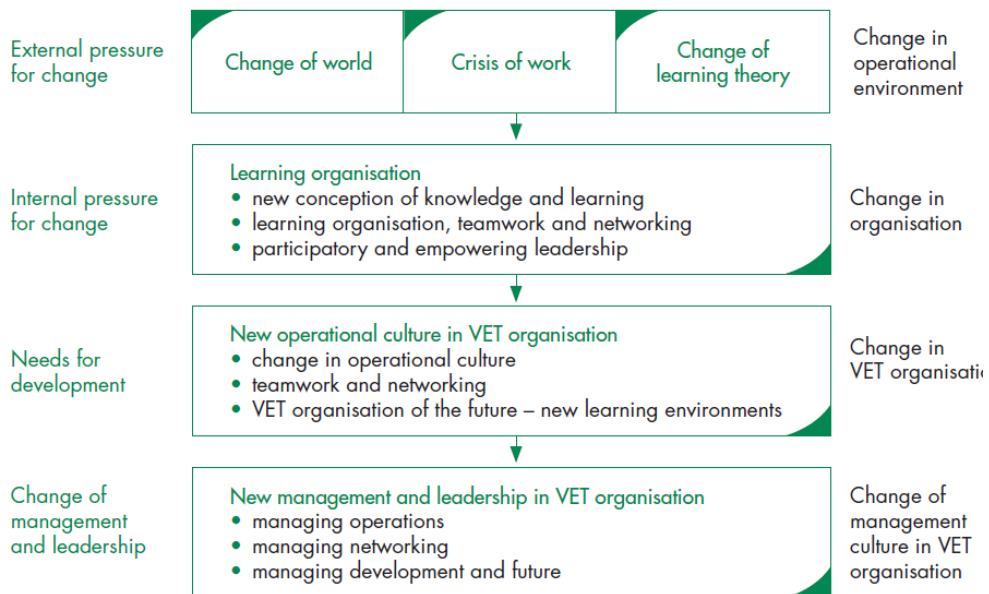


Figure 2. Dimensions of pressure on school management and leadership

Organizational Structure of Vocational and Technical Education Institutions

The management structure of vocational and technical education in Türkiye is of two types, at the central level and at the provincial level. While the General Directorate of Vocational and Technical Education is located at the central Ministry level, there are provincial and district national education directorates and vocational and technical education schools and institutions at the provincial level. In addition to the institutions opened at the official level, there are private schools and institutions affiliated

to the General Directorate of Private Education in the Ministry organization. Another point worth mentioning is that vocational and technical education and training activities are also included in the non-formal education dimension. These institutions are also under the umbrella of the General Directorate of Lifelong Learning at the Ministry level. Since the main vocational and technical education activities will be mentioned in this study, the focus is on the General Directorate of Vocational and Technical Education in the Central Organization.

General Directorate of Vocational and Technical Education management structure.

General Directorate of Vocational and Technical Education; As one of the service units of the Ministry, it is responsible for the planning and execution of vocational and technical education at the central level. The General Directorate fulfills its duties and responsibilities through the Departments. In this context, it is divided into different service units according to the functioning and duties. This process is shown in Figure 3.



Figure 3. Structure of departments of the General Directorate of Vocational and Technical Education

According to Article 306 of the Presidential Decree No. 1 published in 2018, the duties and powers of the General Directorate of Vocational and Technical Education are as follows (Resmî Gazete, 2018):

a) To carry out studies on the management of schools and institutions providing vocational and technical education and training, and the education and training of their students, and to implement the determined policies,

b) To prepare or have the education and training programs, textbooks, educational tools and materials of schools and institutions providing vocational and technical education and training prepared, and to present them to the Board of Education,

c) To carry out the necessary studies for the development of policies and strategies that will strengthen the education-employment relationship and to expand vocational education, to implement the determined policies and to coordinate their implementation,

ç) To provide general and vocational training of candidate apprentices, apprentices, journeymen and masters in accordance with the Vocational Education Law No. 3308 dated 5/6/1986,

d) To perform other duties assigned by the Minister.

According to the Vocational Education Law No. 3308, to take decisions on the planning, development and evaluation of vocational and technical education to be provided in all types and degrees of formal, non-formal and apprenticeship education, vocational and technical education schools and institutions and enterprises, and to submit opinions to the Ministry, in which vocational and technical education programs are implemented. The Vocational Education Board (MEK) was established (Resmî Gazete, 1986). According to the Vocational Education Law No. 3308, which regulates the principles regarding the training of apprentices, journeymen and masters, and vocational training in schools, higher education institutions and businesses, the duties of the Vocational Education Board are as follows (article 5):

a) To follow up and evaluate the implementation of both this Law and the regulations to be issued pursuant to this Law.

b) To determine the training needs on apprenticeship training and vocational training in various sectors and branches and to inform the Ministry.

c) To give an opinion to the Ministry on the principles and duration of Vocational Education programs.

d) To prepare and submit to the Ministry the draft regulations regarding the establishment and operation of vocational training examination commissions in apprenticeships and enterprises, and the procedures for conducting examinations.

e) To prepare contract models for candidate apprentices, apprentices and students receiving vocational training in enterprises and submit them to the Ministry.

f) Establishing specialized commissions, if necessary, to examine issues related to apprenticeship and vocational training.

g) To examine the issues to be sent by the Ministry regarding apprenticeship and vocational training and to give an opinion.

h) In apprenticeships and vocational training in enterprises according to this Law; To determine the places and professions that will be taken or removed from the application area and to give an opinion to the Ministry.

i) To evaluate the annual work reports of the Provincial Vocational Education Boards.

j) To monitor the effects of technological developments and changes in business life on vocational education and to inform the Ministry.

Vocational and technical education management structure in the provincial organization.

In provinces and districts, work and transactions related to vocational and technical secondary schools are carried out through national education directorates. There are branch directorates responsible for vocational and technical education in provincial and district national education directorates. At the provincial level; Provincial Employment and Vocational Education Boards have been established in the provinces in order to establish employment and vocational education policies, to determine the measures to protect and develop employment and prevent unemployment, to determine the active labor force programs to be implemented, to monitor and evaluate employment activities and vocational training practices (Resmî Gazete, 2008).

In 2008, Provincial Employment Board and Provincial Vocational Education Board were merged and Provincial Employment and Vocational Education Boards were formed. Provincial Employment Board and Provincial Vocational Education Board carry out tasks such as establishing employment and vocational training policies in general, measures to protect and improve employment and prevent unemployment, and to determine active labor force programs to be implemented at the local level. Requests for opening and closing areas and branches in schools are evaluated by Provincial Employment Board and Provincial Vocational Education Board and submitted to the opinion of the Ministry of National Education (MEB, 2014).

Provincial Employment Board and Provincial Vocational Education Board; under the chairmanship of the governor, the mayor, the metropolitan mayor or the secretary general or the deputy general secretary in the provinces with a metropolitan municipality, the general secretary of the special provincial administration, the provincial national education director, the provincial industry and trade director, the provincial director of the institution, the head of the provincial chamber of commerce and industry, or The presidents of the organization consist of one representative from each of the workers' confederations, one representative from the employers' confederations, one representative from the Confederation of the Disabled, the president of the provincial chambers of tradesmen and craftsmen, a faculty member to be determined by the governor from the departments of labor economics and industrial relations of higher education institutions in the province or vocational technical education. The Board has two different organs, namely the executive board and the supervisory board.

Vocational and technical secondary schools management structure.

VTE schools and institutions includes secondary education institutions that provide diplomas in the fields of VTE, schools at higher education level that perform VTE activities, and formal and non-formal education institutions of different types and degrees where certificate and certificate programs are applied (Resmî Gazete, 1986). There are differences in VTE according to school type, field and branches. In the formal education dimension; vocational and technical Anatolian high schools (MTAL), multi-program Anatolian high schools (CPL) and vocational training centers are located. In the dimension of non-formal education, there are vocational open education high schools. General information about schools in the formal dimension is as follows:

- Anatolian Vocational Program (AMP) and Anatolian Technical Program (ATP) programs can be applied in 53 field and 114 branch programs at MTAL.
- CPL; They are secondary education institutions that include general, imam hatip and MÖ programs under one management umbrella.
- Vocational Training Centers; This school, which includes apprenticeship education in the old term, is an educational institution where journeyman and mastership training and VTE course programs are implemented (MEB, 2018). These centers have educational activities in 38 fields and 192 branches. 11th grade students are given a journeyman certificate at the end of the year, and 12th grade students are given a mastership certificate at the end of school. In vocational training centers, it is ensured that the apprentice needs of the enterprises are met and the apprentice students learn the professions on the job through the master-apprentice relationship coming from the Akhism culture.

In vocational and technical secondary education institutions; It is aimed to train manpower in accordance with national and international occupational standards needed in the fields of work, service and health, to update their professional knowledge and skills, to gain entrepreneurship awareness, professional ethics, occupational health and safety culture and work habits with the programs

implemented, and to prepare those who receive vocational training for employment (Resmî Gazete, 2013).

Vocational and technical secondary education schools and institutions are under the leadership of the school and institution director within the scope of an organizational structure according to the Secondary Education Institutions Regulation; It is managed by deputy directors, field chiefs, workshop chiefs, laboratory chiefs, boards and commissions. The principal is the primary responsible for the effective and efficient use of all resources, the management and representation with a team spirit approach in order to realize the school's purposes in accordance with the provisions of the Constitution, laws, statutes, regulations, directives, circulars and other relevant legislation in accordance with the general objectives and basic principles of Turkish national education. The principal manages the school in cooperation with the boards, commissions and teams within it. Figure 4 illustrates this process.

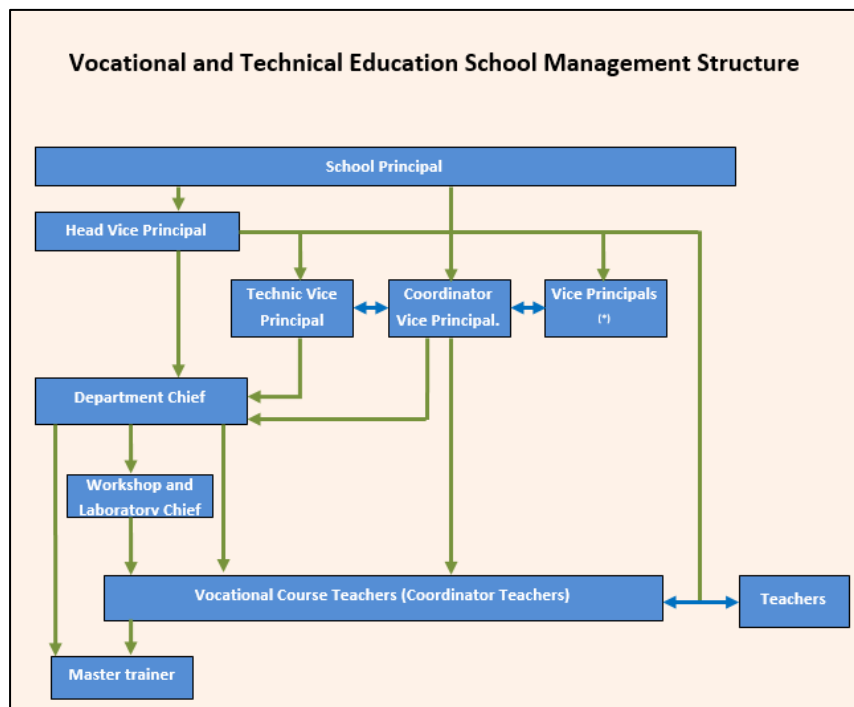


Figure 4. Vocational and technical education schools management structure

Note: () Different number of assistant principals positions may be created according to the conditions in the relevant regulation.*

The head vice principal and coordinator vice principal are the people directly reporting to the school principal. In the hierarchy, the technical assistant manager and other assistant managers are subordinates of the assistant manager and carry out the work in a coordinated way. The mnemonic teachers working in the school dormitory report to the assistant principal of the school dormitory.

Area - department chiefs to the assistant manager and assistant technical manager; workshop and laboratory chiefs, master trainers and experts to the head of the field/department; to the assistant director of the coordinator together with the department chief who receives vocational course teachers; culture lesson teachers are subordinate to the chief vice principal. The management structure in vocational training centers and CPLs is the same as in MTALs.

There are also schools that implement special projects and programs among vocational and technical secondary education institutions. There are special management practices for these schools. Managers and teachers are appointed within the framework of the Regulation on Educational Institutions Implementing Special Programs and Projects of the Ministry of National Education (T.C. Resmî Gazete,

01.09.2016). In addition, there are management models created by the relevant stakeholders in the schools within the scope of the protocol. Within the scope of the protocols made with the relevant sector, education is provided in schools with project school status throughout Türkiye.

In schools that implement special projects and programs, there is a management process through the Protocol Advisory Board and the Protocol Administrative Board. It leads teachers, students, parents and the environment in education and training, and keeps the school ready for service by working towards increasing productivity, creating team spirit, integrating the school with the environment and developing the corporate culture. It constantly renews and develops the school in line with scientific and technological developments and the principles of efficiency and transparency and uses time and all opportunities to achieve the school's goals (Resmî Gazete, 2013). It can be stated that it is shared with the boards.

Conclusion and Discussion

Vocational and technical education system is considered important in the multi-faceted development of individuals. For this reason, the priority given to vocational and technical education in the public sense is increasing. The structure and strengthening of the vocational and technical education management process is also important at this point.

It can be stated that leaders in vocational and technical education are the principals of educational institutions where education and training activities are carried out. Leaders need different qualifications required by the vocational and technical education process. Leaders in the vocational and technical education process, which includes many goals in terms of its definition and structure, will be able to provide an effective and efficient management structure in the process if they are competent in both internal and external factors.

Considering the importance of the concept of leadership in education and training processes, it can be stated that leaders in vocational and technical education are in a position to be active in different processes of the organization. Therefore, it is important at this point that managers in vocational and technical education have different qualifications and skills. In addition to the general managerial competencies of the leaders in the education and training process, their development in different fields is also on the agenda.

VET leaders in our country can be expressed as the management staff of schools, which are the places where the main processes in the vocational and technical education system are carried out. These institutions are vocational and technical Anatolian high schools, multi-program Anatolian high schools and vocational training centers. Principals and vice principals in these institutions play a key role in the fulfillment of organizational goals in schools and in directing human resources. These leaders need to create and direct the process and operation in the most effective way within the framework of their current duties and responsibilities.

The management structure in the vocational and technical education process is provided by various institutions and boards at the central and provincial level of the Ministry of National Education. Especially due to the central management approach, decisions at the general and policy level are taken by the central organization through the General Directorate of Vocational and Technical Education and implemented at the provincial, district and school level. In addition, local policies are developed in the provincial organization through the boards established within the provincial and district national education directorates. There are units in the provincial organization that provide support to vocational and technical education. Provincial Employment Board and Provincial Vocational Education Board at the provincial level are examples of this.

As a result, it can be stated that the qualifications and characteristics that vocational and technical education expects from the leaders in the system due to its dynamics and structure differ from other school leaders. At this point, it will be important for leaders to be defined and operate in accordance with the organizational structure and characteristics.

Statement of Research and Publication Ethics

The research was carried out in accordance with the principles of publication ethics.

Authors' Contribution

This article has written by only one author.

Statement of Interest

The author has no conflict of interest with any person or organization.

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