

Functions of Education Leader

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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: Primary functions in leadership, Secondary functions in leadership, Structure setting in leadership.

Eğitim Liderinin İşlevleri

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 kalmıştır.

Anahtar Kelimeler: Liderlikte ilksel işlevler, Liderlikte ikincil işlevler, Liderlikte yapıyı kurmak

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I. Introduction

Since education is a formation of behavioral change, education leader must be viewed as the trailblazer of behavioral transformation process. School principal can benefit from teachers, student groups and leaders to be a suitable and well-established image for leadership. In an organizational environment another factor facilitating leadership is the position which multiplies, in addition to factors such as hierarchic role and status, the means to make use of information. In that way intra and extra-group effects of leader rises correspondingly; nonetheless the greatest obstacle against such type of leadership stems from hierarchy. In order for a director to be a leader for the subordinates and dependant for the superiors, the interests of both groups must be in parallel. On the other

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hand when accelerating problems and crises cannot be solved with present policies and procedures the need for charismatic leadership rises to the surface. This leadership becomes effective by reaching beyond such policies and procedures. That kind of leadership quality clashes with rational and routine processes since this quality may be operational not in definite circumstances but new ones. It is still a matter of dispute whether leadership comes from personal attributions or external circumstances. Certain approaches advocate that in leadership rather than birth-given personal qualities but functional roles played at certain times matter most. On the other hand such approaches should not be seen as something that shall completely decompose the relationship between personality and leadership. Leaders have certain approved qualifications which are non-changeable at all times. That is the reason why leader as a personification and leadership personality are still intriguing research topics in manager training institutions. External forces play substantial effects on leadership. Leader may be a member of the group or appointed by someone outside group. Occupying a position of power (authority) or being the anticipated leader may drive a person to emerge as leader automatically (Freedman, Sears, Carlsmith; Dönmez, 1989, 437)

In terms of organization what matters hereby is not to confuse leadership with superiority. Leadership is a quality attributed to someone selected by group itself. On the other hand a superintendent who is appointed not selected is expected to work for his/her superiors rather than the group itself. Accordingly superiority and leadership are two conflicting concepts that can not be negotiated. This conflict becomes even further visible when the tasks of each position are examined. The primary tasks of leader are: Identifying the goals of organization, creating the favorable structure and atmosphere to reach these objectives, make live the organizations according to these objectives and solve the disputes in the organization. The first two tasks are thoroughly creative and the others are complementary. Leader is the person who is expected to actualize the objectives in desired level (Kalkandelen, 1979, 113).

A leader who fails to accomplish his/her tasks will be labeled as irresponsible or unsuccessful in the eyes of group members. Policy-making and making the organization live are the general tasks. On the other hand it is likely that such tasks may create some problems in democratic administration. These problems can be explained such: First of all it is possible that policy goals set in the organization and the tools to reach these goals may not be parallel at all times. Second problem is related to the numeric discrepancy between political positions and appropriate leaders. Third one is related to the principle of shared responsibility which hardens above-listed tasks of the leader. Based on these explanations it is safe to emphasize that: Leadership is not only limited to personal qualities; not certain tasks. Leader's relationships with the members of organization should also be taken into account. Two significant aspects of these relations are structure setting and empathy behaviors of the leader (Bursalıoğlu, 1987, 305).

Structure setting and empathy are recognized as the technical tasks and dimensions of leadership. Structure setting means establishing the group formation and providing the required organization to serve that end. Empathy dimension involves showing tolerance to the followers. However what should be kept in mind here is that empathy is situational.

In another saying empathy dimension is measured by the existing situation. There are two sides of situational reaction that empathy dimension is contingent upon: The first one is stressful mode and the other one is distressful mode. In organizations the situations when leadership is most tolerant are the situations when stress is lowest. There is an inverse proportion between empathy and stressful situation. As depression rises empathy falls. The idea claiming that leadership qualities are innate appeals mostly to the directors. That is because such qualifications create an impression that leaders are elevated people. However there are some strong opposing views. To start with what makes leader significant one is not only personality traits because a leader has more than one personality. Furthermore these traits are necessary in being selected as leader rather than staying as leader. The effect of the situations on leadership is undoubted. For instance Hitler is a typical epitome of the leader of existing situation then. Leadership is a process of give and take or social transformation. In leadership process there are certain transmissions between leader and members. In order to grasp that the environment which the leader is in matters widely, it should be noted that "environment" is one of the most effective variables of social transformation approach. Additionally the authority granted to the leader by his/her position also provides means to see if a certain situation is favorable for leadership (Fiedler, 1976, 128).

Leadership is a combination of situation, need for certain skills, feeling of shared destiny and personal ambitions; nonetheless the effect of situation on leader should not be exaggerated either. Actually the problem is whether leaders' tasks are oriented by the quality or the situation. What matters is the connection between level of change in group performance and level of change in situation. Claiming that leader behavior is totally situation-dependent is putting a cross over the selection and repetition rights of leader. Today it is now acknowledged that such rigid view is totally against common sense and experience (Bursalioğlu, 1987, 305).

According to social relations approach leadership is the action of performing the kind of social relations demanded from social positions. These expectations both support and restrict leadership behaviors. These relations are; creating shared dependency, establishing interaction between structure and empathizing. Structure setting is an authoritarian act whereas empathy is democratic act. Social process approach defines leadership as the process of motivating another person to perform the expected behavior. This process is in reality securing an interaction. Besides this process is the starting point of informal leadership. A new starting point on the source of leadership focuses on Leader behavior rather than Leadership concept. Two methodical advantages of this new approach argue that observable events can be analyzed so the differentiation between leader behavior and evaluation of this behavior can be grasped better. There is a difference between leadership behavior and behaviors of leaders. Leadership behaviors push people towards certain behavioral norms. Behaviors of leaders on the other hand integrate both leadership behaviors and other behaviors of leader. Leadership behavior takes form according to production and human factor. Thus in explaining leadership behavior production and human-oriented dimensions of administrative tendencies should

be clearly determined. Implementations of leaders production-oriented only or human-oriented only may be different (Erdoğan, 1987, 127).

The factors driving a person to leadership behavior are his/her motivations and expectations. Leadership involves the desire to establish communication structure to solve a common problem and attempted behaviors of leadership. Behaviors which manage to establish interaction structure while solving this problem are the successful leadership behaviors. Behaviors that contribute to problem solution upon establishing interaction structure are recognized as influential leadership behaviors. Dimensionalizing leadership behaviors provides means to understand them better. Two dimensions of these behaviors are structure setting and empathy.

Structure determination identifies associations between leaders and group members, and determines organization patterns, channels and procedures. Dimension of empathy includes friendship, trust, respect and integrity which are not inherent qualities of leader. But behavioral qualities performed in a certain situation. In times of turbulence in an organization the emphatic behaviors of director lessen and the needs of members are pushed backwards. On the other hand behaviors of structure setting and interaction perform a rise. One of the greatest aspects of leadership argues that leader is amongst the most critical factors of social transformation. Overlooking this factor means paying injustice to leadership concept. The factors of social transformation activate transformation itself. These factors are universal forces applicable to all social groups. It is not possible to decrease the number of elements creating social transformation or reduce these factors to one single cause. Leaders as one of the effective factors in social transformation are people who played in certain social groups vital roles in social transformation via deliberate social changes and attempts of development and modernization (Tezcan, 1984, 12).

Leaders who are all valuable assets for sociology should also be benefited for the educational system; why not create similar leaders in the field of education too? Just like the pioneers in sociology there is also a need for leaders who can break new grounds in the field of education. This necessity corresponds to the demand for the desire to carry education towards quality. Leader is endowed with many salient traits one of which is that leader is the one who takes critical decisions, not instantaneous ones. This trait also points to the difference between leader and director. It is widely acknowledged that creativity and initiative are the qualities of leader whereas execution is the function of director. This is a manifestation of the fact that leaders are not indispensable at all times. Leader who assumes the role of creator, initiator and moderator can be easily left aside when these stages are completed. Functions of leader are a combination of all the attempts geared towards reaching group objectives. These functions can be treated as the protection, comprehension and transformation of group values. Protection of group values corresponds to guaranteeing consistency in their setting and limits. In certain cases implementation of values necessitates interpretation which means a change in the limits of values and shift in value settings. In situations that cause a disturbance in value unity or differentiations or non-functionalizing of values then these values must be changed. The function of leader hereby is, under all these circumstances, guiding the

views and desires of the group. Such functions related to values constitute institutional dimension of leadership. Personal dimension on the other hand involves inter-personal relationships. The other functions of leader can be listed, based on the definition of leadership, such; activating and coordinating the group (Başar, 1993, 20).

II. 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.

III. Universe and Sampling

Research population constitutes principals from Agri Province National Education Directorate. Ağrı 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 Ağrı 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.

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 Ağrı Provincial Directorate of National Education and almost all schools in Ağrı. 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.

Distribution of Sampling Subjects with respect to Positions:

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

IV. 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 Ağrı 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 Ağrı. Pre-knowledge and approval of Directorate of National Education and participants have been requested to complete the questionnaires appropriately prior to submission.

V. Problem

The level of knowledge about Ağrı Province Education Director of Education Leadership was investigated.

VI. 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?

VII. Hypotheses

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

2-Amongst Ağrı Provincial Directors of National Education, the knowledge level of Ağrı 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 Ağrı 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.

VIII. Restrictions

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

2-The research was 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-This study is restricted to the resources and questionnaires accessible as data gathering tools.

IX. Findings

In this part, the Knowledge Levels of Ağrı National Education Directors on Educational Leadership 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: Management, planning and policy making are the primary functions of leader.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLET ELY (4)	SUBSTANTI ALLY (3)	PARTIALL Y (2)	NONE (1)	
PRINCIPAL	F	15	6	5	1	27
	%	55.55	22.22	18.51	3.70	35.52

VICE PRINCIPAL	F	23	18	7	1	49
	%	46.93	36.73	14.25	2.04	64.47
TOTAL	F	38	24	12	2	76
						100

As evidenced in Table 1;

Completely was chosen by 15 of all the principals. 6 have selected the option substantially. 5 have selected the option partially. 1 has selected the option none. Completely was selected by 23 of all the vice-principals. Substantially was chosen by 18. Partially is signed by 7 attendances. 1 has selected the option None. 77% of the principals and 83% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 2: Setting a model, symbolizing the group, setting an ideologist father figure etc. are the secondary functions of leader

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLET ELY (4)	SUBSTANTI ALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	6	12	8	1	27
	%	22.22	44.44	29.62	3.70	35.52
VICE PRINCIPAL	F	11	23	11	4	49
	%	22.44	46.93	22.44	8.16	64.47
TOTAL	F	17	35	19	5	76
						100

As demonstrated in Table 2;

Completely was signed by 6 of all the principals. Substantially was chosen 12 by participants. Partially was chosen by 8 attendances. 1 has selected the option None. 11 of the vice-principals have selected the option completely. Substantially option was selected by 4. 11 have selected the option partially. None was selected by 2 attendances. 66% of the principals and 69% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 3: Representation of the group outside, punishment and reward distribution, negotiator and peacemaker roles are the primary functions of leader.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLET ELY (4)	SUBSTANTI ALLY (3)	PARTIAL LY (2)	NONE (1)	
PRINCIPAL	F	14	8	3	2	27
	%	51.85	29.62	11.11	7.40	35.52
VICE PRINCIPAL	F	14	21	9	5	49
	%	28.57	42.85	18.36	10.20	64.47
TOTAL	F	28	29	12	7	76
						100

As manifested in Table 3;

Completely was chosen by 14 participants. Substantially option was selected by 8. Option partially was selected by 3 participants. 2 have selected the option none. Completely option was chosen by 14 of all the vice-principals. Substantially was signed by 21. 9 have selected the option partially. None was chosen by attendances. 81% of the principals and 71% of vice principals have achieved their expectations on this issue in “desired”.

Table 4: “Structure setting” is one of the individual-oriented dimensions of leadership.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLET ELY (4)	SUBSTANTI ALLY (3)	PARTIAL LY (2)	NONE (1)	
PRINCIPAL	F	10	13	4	-	27
	%	37.03	48.14	14.81	-	35.52
VICE PRINCIPAL	F	17	18	13	1	49
	%	34.69	36.73	26.53	2.04	64.47
TOTAL	F	27	31	17	1	76
						100

As exhibited in Table 4;

Completely was chosen by 10 of all the principals. Substantially was selected by 13. Partially was signed by 4. None has selected the option none. Completely was selected by 17 of all the vice-principals. Substantially was signed by 18

participants. Partially was chosen by 13. 1 has selected the option None. 85% of the principals and 71% of vice principals have achieved their expectations on this issue in “desired” manner.

Table 5: “Empathy” is one of the individual-oriented dimensions of leadership.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	13	12	2	-	27
	%	48.14	44.44	7.40	-	35.52
VICE PRINCIPAL	F	24	17	7	1	49
	%	48.97	34.69	14.25	2.04	64.47
TOTAL	F	37	29	9	1	76
						100

As exhibited in Table 5;

Completely was picked by 13 of all the principals. Substantially was chosen by 12 attendances. Partially was selected by 2. None has selected the option none. Completely was chosen by 24 of all the vice-principals. Substantially was selected by 17. Partially was signed by 7. 1 has selected the option None. 92% of the principals and 83% of vice principals have achieved their expectations on this issue in “desired” manner.

X. Conclusions

1. 77% of principals and 83% of vice principals met the expectations in a “desired” manner for the statement “Management, planning and policy making are the primary functions of leader”.

2. 66% of principals and 69% of vice principals met the expectations in a “desired” manner for the statement “Setting a model, symbolizing the group, setting an ideologist father figure etc. are the secondary functions of leader”.

3. 81% of principals and 71% of vice principals met the expectations in a “desired” manner for the statement “Representation of the group outside, punishment and reward distribution, negotiator and peacemaker roles are the primary functions of leader”.

4. 85% of principals and 71% of vice principals met the expectations in a “desired” manner for the statement “‘Structure setting’ is one of the individual-oriented dimensions of leadership”.

5. 92% of principals and 83% of vice principals met the expectations in a “desired” manner for the statement “‘Empathy’ is one of the individual-oriented dimensions of leadership”.

XI. Suggestions

1. Directors must be informed at length that management, planning and policy making are the primary functions of leader.

2. Directors must be informed about the necessity of setting a model, symbolizing the group, setting an ideologist father figure when required.

3. Directors must be informed about the inevitability of acting as negotiator in group whenever necessary, the obligation of director to be righteous in punishment-reward system and the necessity of director to possess the capability to represent the group outside.

4. Directors must be informed about the theme that one of the salient qualities of education leader is to establish a mental-based structure in organizational environment.

5. A director who plays the role of education leader must be informed that, for the sake of meeting the requirements of setting and giving the organization a productive structure, it is not lameness to show empathy whenever necessary.

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