



EĞİTİM LİDERİ VE TOPLUMSAL DEĞİŞME

EDUCATION LEADER AND SOCIAL TRANSFORMATION

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Atıf gösterme: Demirel, İ.N. (2018). Education Leader and Social Transformations, *Universal Journal of Theology* 3 (2), 98-108.

Geliş Tarihi:
25 Mart 2018
Değerlendirme Tarihi:
26 Mart 2018
Kabul Tarihi:
25 Nisan 2018

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E-ISSN: 2548-0952
Tüm hakları saklıdır.

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

Anahtar Kelimeler: *Liderlikte bilgi genişliği ve bilgi derinliği, Liderlikte kalma direnci, Liderlikte takas anlayışı.*

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: *In leadership knowledge extension and depth, Persistence to stay in leadership position, Bartering approach in leadership.*

1. GİRİŞ

Since education is a formation of behavioral change, education leader must be viewed as the trailblazer of behavioral transformation process. In leadership, cooperation matters largely. In a different saying leadership relies heavily on cooperation which is kind

of a cooperation contingent upon loyalty and unconditioned submission (Yildirim, 2015). A noticeable approach on leadership claims that leadership is regarded as one attribution of human beings. There are also some approaches which label leadership as the effect that an actor in a social system leaves on the other actors who agree to cooperate. What should be emphasized about leadership is that leadership possesses a guiding nature. In leadership leaving an effect, pushing towards a common objective, guiding are some of the salient elements. In managements, effect-creation is a significant process yet when it is excessively and unnecessarily employed it no longer serves the aim. The person in the position of education leader should keep a fine balance in affecting process and still being able to drive the members. Likewise, so as to continue successfully the process of affecting, an education leader is expected to be familiar with the components of communication, its handicaps and their effects (Şen, 1981, p. 164).

As obvious leadership prioritizes certain objectives and constantly tries to reach these goals. Furthermore, the leader never underestimates the reality that in order to attain particular goals people and groups must be coordinated and motivated. It is possible to draw such a general conclusion on leadership: Affecting and coordination are vitally significant in leadership. How shall it be possible to manifest whether a person in a group is in leader position? There are certain clues to helping to prove this hypothesis: If a person is contributing to a group in understanding their tasks, objectives and targets it means s/he is acting as a leader. If a person proves to be successful in helping a group reach their tasks, objectives and targets and also ensure the continuity of group it means s/he is acting as a leader. Leader is the person who coordinates the group, plans the works and speaks in the name of group. Leader has a wide range of objectives but the main goal is to make sure that the duties are fulfilled as required. In that case to make organization the most productive and logically functional a director is also expected to act as a leader (Yildirim, 2015). Leader may be viewed as someone close since s/he is from the heart of group. Nonetheless it is necessary that in order for someone to become distinguished amidst others and rise as a leader, that person has to be the best amongst us. Just like that someone who goes beyond ordinariness and climb towards distinctiveness must possess certain sets of traits not the same with the group members. Parallel to that someone who proved to be a leader is also expected to be good at fulfilling the expectations of members, establish communication and interaction and have sufficient authority to exercise over members. Such leader type can assist in working efficiently and coordinately. Leader is obliged to implement in the best way elements of planning, organizing, coordinating, directing and

supervising which are termed as the components of leading, channeling and administrating (Tortop, 1993, p. 118).

It is possible that a director in organizational hierarchy meets several handicaps in his/her attempts of leadership; for instance it is likely that an intermediary director can face conflicting pressures. The pressure from the superordinates to ensure productivity and pressure from the subordinates to continue intimate human relations may trigger conflicts in director behaviors. The member who openly supports specific values of leader can rise much easily in the organization. Leadership type of leader is inclined to be affected by the way s/he leads. The necessities of organizational leadership change parallel to the life-term of organization. Charismatic leadership which has a doctrinarian attachment and aggressive nature in the beginning assumes bureaucratic characteristics once the organization is established more firmly. Charismatic leadership is then transformed into legal or bureaucratic leadership. In the organization the hassle between subordinates and leader brings about a numeric rise in the quantity of organizational norms which become further concrete. If it is possible to categorize a particular leadership form as the best this claim proves to be in conflict with situational leadership that denies the existence of one single best way in leadership. Effective leadership is the kind of leadership that can be applied according to the qualities and variables in a certain setting (Aydın, 1992, p. 239).

Leadership roles of directors, particularly an analysis of these roles in terms of educational administration, shall shed light to leadership concept. Thanks to modern administration approach leadership role of education leader gained more weight. It is indeed true that leadership role of education leader has become further important. The leader is required to take action as group leader if s/he is determined to leave an effect. In that case, the most significant mission of director-leader shall be reconciling organizational objectives with group objectives. Thus, the kind of approach that underlines the necessity to consider leader as one component of transformation and director as someone in charge of making the organization live is justified. Is it likely that leader who is the implementer of transformation and director who aims to maintain the status quo shall always occupy separate roles or is it possible that one party could adopt the role of the other one? The director may during the process of making the organization live implement leader's transformative role as well. Otherwise the leader shall always be remembered as reformist while director shall be labeled as not reformist but status-quoist. As a superintendent or official executor of an organization education director can assume leadership image only under certain circumstances. Leadership in educational administration foregrounds

problem-solving capability. It cannot be argued that leaders with no problem solving capacity prove to be influential people. Leader is the man of great deeds; creator and initiator of great plans (Yildirim, & Hasiloglu, 2018). Directors are the ones who can make these plans come true. It is almost impossible to see both leadership and directorship qualities in one single person alone. In a social system it is hard to affect the actions, behaviors, beliefs and feelings of other members without playing leadership role and motivate them to cooperate. A director who is forced to play leadership role is expected to possess knowledge on the attitudes, personalities of teachers as well as sub-groups within organization, their similarities and differences. Any director who possesses knowledge on the characteristics of group obtains the power to enhance the group efficiency. By merging the existing differences, that person can harmonize his/her own leadership attitude with the inclinations of group. Provided that leadership attitude of director is much beyond the expectations of group it is most likely that director leader shall become more empowered (Kaya, 1993, p. 140).

A director who embraces change and reformation and willing to pay for such transformation may be susceptible to the negative effects of the surrounding power structure and local leaders. In that case the leader may face hardships in protecting public benefit and rights. Such conditions that directors may face as regards leadership should be kept in mind. Leadership concept does not correspond to forceful union of people around an objective, pressure to adopt a certain goal or nonvoluntary submission towards an authority. Administration styles that include such situations are far away from reflecting leadership. In the administration style that integrates leadership people voluntarily unite around a common objective and leader. The followers adopt administrative power of leadership willfully. In another saying Followers of leader grant the leader a right to create an effect by giving approval to the effect of leader at the very start (Başaran 1993, p. 172).

METHOD

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

removed and the shape and scope of the survey has taken its final shape. The information obtained from the questionnaires distributed to Ağrı National Education Directors was analyzed according to the purpose of the research and tried to reach a conclusion. Before reaching a conclusion, the information in the questionnaires was tabulated specially by the investigator. This table was helpful in reaching a final result. The participants have been asked to grade accuracy levels of their knowledge on Educational Leadership as “None”, “Partially”, “Substantially” and “Completely”. These options have been respectively graded as 1, 2, 3 and 4 points. Therefore accuracy levels have been expressed in percentages.

Universe and Sampling

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

List of the institutions included within sampling:

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

Not only the schools listed above, but also the Agri Provincial Directorates of National Education were included in the sampling. The National Education Directorate is not listed separately because it is not a school. Subjects were surveyed in the schools where the research was conducted: It has been possible to carry out surveys from Ağrı Provincial Directorate of National Education and almost all schools in Ağrı. The number of managers

who received the survey is 76. 27 attendees are school principals and 49 attendees are assistant principals. This distribution is listed in Table 2 below.

Distribution of Sampling Subjects with respect to Positions:

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

Data Gathering

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

Problem

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

Sub Problems

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

Hypotheses

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

Premises

1. Pre-test is sufficient to develop the survey.
2. The expert opinion is sufficient to develop the survey.

3. The views of Ağrı National Education Directors interviewed in the research reflect the reality.
4. Selected research method is compatible with the objective of research.
5. Sampling represents the universe at the desired level.
6. The questionnaire and questions selected and used to collect data are valid and reliable.
7. Obtained data are valid and reliable.

Restrictions

- 1- This research is limited to the views of the Education Leadership and Ağrı Provincial Directorates of National Education.
- 2- The research is limited to the views of Ağrı Provincial Director of National Education, Ağrı Provincial Directorate of National Education, Ağrı province center and secondary school administrators and assistant principal.
- 3- Current research is limited to resources and surveys accessible as data collection tools.

FINDINGS

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

TABLE-1: “The person performing the role of education leader must integrate the surrounding pressure groups into decision so as to mitigate the reaction against his/her decisions”.

POSITION	ACCURACY LEVEL				TOTAL SUM	
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)		NONE (1)
PRINCIPAL	F	9	9	5	4	27
	%	33.33	33.33	18.51	14.81	35.52
VICE PRINCIPAL	F	12	21	8	8	49
	%	24.48	42.85	16.32	16.32	64.47
TOTAL	F	21	30	13	12	76
						100

As evidenced in Table–1; completely option was selected by 9 participates. Substantially was chosen by 9 attendance. Partially was selected by 5. None was selected by 4. Completely was signed by 12 vice-principals. Substantially was selected by 21 of

them. Partially was chosen by 8 attendance. None was chosen by 8. 66% of the principals and 67% of vice principals have fulfilled the expectations in this "desired" way.

TABLE–2: “If an education leader resists against the reforms persistently the main reason underneath may be his/her own ignorance”.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	17	5	4	1	27
	%	62.96	18.51	14.81	3.70	35.52
VICE PRINCIPAL	F	32	10	5	2	49
	%	65.30	20.40	10.20	4.08	64.47
TOTAL	F	49	15	9	3	76
						100

As demonstrated in Table–2; completely option was selected by 17 participates. Substantially was chosen by 5 attendances. Partially was selected by 4. None was selected by one. Completely was signed by 32 vice-principals. Substantially was selected by 10 of them. Partially was chosen by 5 attendance. None was chosen by 2. 81% of the principals and 85% of vice principals have fulfilled the expectations in this "desired" manner.

TABLE–3: “The prerequisite of the profit to take in integrating members within decision is the high readiness level of members”.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	10	12	5	-	27
	%	37.03	44.44	18.51	-	35.52
VICE PRINCIPAL	F	13	23	12	1	49
	%	26.53	46.93	24.48	2.04	64.47
TOTAL	F	23	35	17	1	76
						100

As seen in Table-3; completely option was selected by 10 participates. Substantially was chosen by 12 attendance. Partially was selected by 5. None was selected by anyone. Completely was signed by 13 vice-principals. Substantially was selected by 23 of them. Partially was chosen by 12 attendance. None was chosen by 1. 81% of the principals and 73% of vice principals have have fulfilled the expectations in this "desired" manner.

TABLE-4: “It is no problem at all that despite the extensive knowledge of education leader an expert working on behalf of leader in the organization is equipped with in-depth knowledge”.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	13	10	2	2	27
	%	48.14	37.03	7.40	7.40	35.52
VICE PRINCIPAL	F	18	20	11	-	49
	%	36.73	40.81	22.44	-	64.47
TOTAL	F	31	30	13	2	76
						100

As shown in Table-4; completely option was selected by 13 participates. Substantially was chosen by 10 attendances. Partially was selected by 2. None was selected by 2. Completely was signed by 18 vice-principals. Substantially was selected by 20 of them. Partially was chosen by 11 attendances. None was chosen by none. 85% of the principals and 77% of vice principals have have fulfilled the expectations in this "desirable" way.

TABLE-5: “Being a leader and staying as a leader are two wholly separate phenomena”.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	12	10	1	4	27
	%	44.44	37.03	3.70	14.81	35.52
VICE PRINCIPAL	F	21	18	8	2	49
	%	42.85	36.73	16.32	4.08	64.47

TOTAL	F	33	28	9	6	76
						100

As pictured in Table-5; completely option was selected by 12 participates. Substantially was chosen by 10 attendance. Partially was selected by one. None was selected by 4. Completely was signed by 21 vice-principals. Substantially was selected by 18 of them. Partially was chosen by 8 attendance. None was chosen by 2. 81% of the principals and 79% of vice principals have achieved their expectations on this issue in “desired” manner.

CONCLUSIONS

1. 66% of principals and 67% of vice-principals met the expectations in a “desired” manner for the statement “The person performing the role of education leader must integrate the surrounding pressure groups into decision so as to mitigate the reaction against his/her decisions”.

2. 81% of principals and 85% of vice principals met the expectations in a “desired” manner for the statement “If an education leader resists against the reforms persistently the main reason underneath may be his/her own ignorance”.

3. 81% of principals and 73% of vice principals met the expectations in a “desired” manner for the statement “The prerequisite of the profit to take in integrating members within decision is the high readiness level of members”.

4. 85% of principals and 77% of vice principals met the expectations in a “desired” manner for the statement “It is no problem at all that despite the extensive knowledge of education leader an expert working on behalf of leader in the organization is equipped with in-depth knowledge”.

5. 81% of principals and 79% of vice principals met the expectations in a “desired” manner for the statement “Being a leader and staying as a leader are two wholly separate phenomena”.

SUGGESTIONS

1. The person performing the role of education leader must be trained about the fact that in order to mitigate social and personal reactions against the decisions s/he takes that person is expected to leave the doors open for decision taking participation process.

2. The person performing the role of education leader must be trained not to resist against reforms and that resistance against reforms would be viewed as an indication of his/her lack of confidence.

3. Particular care should be paid to keep high the readiness level of people who shall follow the decisions of education leader.

4. It should be explained more clearly that if the experts that are employed in the organization directed by education leader possess in-depth knowledge this is not a loss but more than an advantage for the organization.

5. It should be underlined that if the person in the position of education leader fails to fulfill his/her responsibilities it shall be hard to secure his/her position longer, and even if s/he manages to stay, there will no longer be much gain.

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