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Leadership in education management

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Abstract--Leadership has always been of great importance for societies. The effects of globalization and generational differences in the 21st century show that societies and organizations will need leadership more than ever before. Changes in economic, technological, cultural and political fields in societies cause the perception of leadership to change. It is claimed that these changes transform leadership into a more effective and functional concept. Leadership is more than just a myth created and nurtured by one person, it has turned into a partnership and a set of common behaviors. In this article, the theoretical foundations of leadership are examined in detail and examples of leadership practices in educational institutions, innovation and creativity in school leadership are given. It is aimed that the article will contribute to academicians, practitioners, school administrators, teachers, undergraduate and graduate students.

Keywords--leadership, leadership theories, education management.

Introduction

Leadership and motivation are important phenomena that direct employee behaviors in the organization and enable them to act in line with a certain goal. The most important source that will lead organizations to success is the human factor. One of the most important ways to direct manpower, which is the most important element that enables organizations to achieve effectiveness and success, is to exhibit effective leadership practices and skills and to motivate employees. In this article, the theoretical foundations of leadership are examined in detail and examples of leadership practices in educational institutions, innovation and creativity in school leadership are given. It is aimed that the article will contribute to academicians, practitioners, school administrators, teachers, undergraduate and graduate students.

An overview of leadership theories

Especially after 1950, the concept of leadership was discussed theoretically and in recent years, with the prominence of leadership in organizations, it has become a concept that is emphasized with importance by attracting the attention of both

management and organization theorists and practitioners (Bolat & Seymen, 2003). It has been revealed in many studies that the people who direct the organization, affect the members of the organization and create visions are examined in terms of both management and leadership skills and that the concept of "leadership" plays a role in organizational effectiveness and success. According to Goleman (2010, pp. 63-85), the personal styles of all leaders vary. Because: different types of leadership are needed in different situations. Despite all the differences, there is one trait that all effective leaders have:

"Emotional Intelligence". Even if a person has the best education in the world, a sharp and analytical mind, and is armed with an inexhaustible resource that produces great ideas, he cannot be a great leader if he is algae from an emotional intelligence. When Goleman explored the repulsive personal faculties of superior performance, he divided them into three categories:

- Technical Skills,
- Cognitive skills,
- and Emotional Intelligence.

At the end of the research, it was concluded that Emotional Intelligence is twice as important as others. In addition, he stated that there is a direct proportion between the success of a company and the emotional intelligence of its leaders, that although it is not an easy process, emotional intelligence can be acquired through learning with time and determination, and that people can develop their emotional intelligence with the right approach. In Table 1, the components of emotional intelligence mentioned by Goleman are included, the definitions of these components, their distinctive features.

Table 1
Components of Emotional Intelligence, Definitions and Distinctive Features of These Components

Component	Definition	Distinctive Features
Self-consciousness	Knowing one's strengths and weaknesses, motives, values, and impact on others	<ul style="list-style-type: none"> ➤ Self-confidence ➤ A realistic self-assessment ➤ A modest sense of humor ➤ Thirst for constructive criticism
Self-tuning	Being able to control and direct harmful impulses and moods	<ul style="list-style-type: none"> ➤ Honesty ➤ Being moral ➤ Being open to uncertainty and change
Motivation	Enjoying what he's accomplished	<ul style="list-style-type: none"> ➤ Passionate about the work itself and new challenges ➤ An inexhaustible

		energy for development ➤ Being optimistic in the face of failure
Empathy	Taking into account the feelings of others when making decisions	➤ Expertise in identifying talent and taking it to your domain ➤ Ability to develop others as well ➤ To be sensitive to intercultural differences
Social skills	Establish friendly relations so that they can direct others	➤ Leading change ➤ Persuasion ability ➤ A large network of acquaintances ➤ Expertise in building and leading teams

The concepts of leadership and management can be used as synonyms. But leadership is a part of management. There may be managers who do not have leadership qualities, as well as leaders who do not have managerial authority. The manager has the rights and powers conferred on him by law because of his office. The manager is equipped with the necessary authority to carry out the management process and performs the desired work. The leader uses the forces that arise from him. In this direction, it convinces the individuals who make up the organization to make efforts in line with the objectives of the organization (Budak, 2003, s. 28-29). Both management and leadership are about deciding what to do, connecting human resources to get the job done, and getting the job done. But each of them has its own function and characteristic activities. Leadership and management are two separate action systems that complement each other. For successful management, after the basic differences between leadership and management are understood, trainings should be given to provide both characteristics. The main differences between management and leadership are as follows (Kotter, 2011: 37-41);

- Managerial work requires planning and budgeting. Leadership is to set directions.
- Management requires organization and staffing. Leadership is to ensure compliance with discipline. Management requires control and problem solving. Provides leadership motivation.

An individual's performance is influenced by many factors, individual and non-individual. In the event that these factors are compatible, high performance is revealed. Individual factors; age, gender, personality traits, work experience, talent and work-related knowledge and skills. Non-individual factors, also called external factors, are factors such as organizational structure and climate, working conditions, colleagues, nature of work (Weightman, 2004, s. 160-161). In the

studies, when defining leadership, it is seen that more knowledge and talent elements are emphasized, but different personal characteristics come to the fore for leadership. In this case, it is understood that not every manager can be a leader, and not every leader can be a manager.

Davis (1988, p.141) defines leadership as the process of persuading people to lead people towards set goals, while Rost (1991, p.102) defines leadership as the process of interaction between the leader and his followers who want a real transformation based on mutual goals. When the studies in the literature are examined, it is seen that leadership theories are grouped into four separate categories. These are:

- Period of trait and quality theories (pre-1940)
- Period of theories of behavior (1940–1960)
- Period of theories of situationality (1960–1980)
- New approaches and theories of leadership (period from 1980 to present).

Features Approach

In 1940, Charles Byrd examined twenty traits that he obtained from various research that contributed to leadership, but found that not even one of these traits was included in all lists. William O. Jenkins, ten years after Charles Byrd; After reviewing a wide spectrum of different groups such as children, businesses, professionals and military persons, he categorically stated that there were no characteristics or groups of characteristics that isolated the leader from the group in which he belonged (Hodgetts, 1997:318.). The first approach to leadership is the characteristics approach. The point to be reached in this theory is; it is the idea that some people are natural leaders and that they have physical characteristics and abilities that distinguish these natural leaders from others (Yukl, 1991, p.178; Koçel, 2007, p.588). For this purpose, psychological tests developed in 1920-1950 were tried to find out the characteristics of the leader (Yukl, 1991, p.183). Accordingly, the characteristics that the leader should have are as follows (Daft, 1999, p.373):

Physical characteristics

- Energy and being active.
- Intelligence and ability: Judgment, knowledge, fluent speech and precision.
- Personality: Creativity, frankness, honesty, and ethical behavior.
- Job-related characteristics: Success drive, desire to be ahead, responsibility drive, task-oriented and taking responsibility in achieving goals.
- Social characteristics: Ability to cooperate, prestige, popularity and sociability, interpersonal skills, social engagement, kindness and grace

Behavioral Theories

According to behavioral scientists, leadership is formed in a process of interaction based on the role played by one individual in a group and the way that role shapes the expectations of other members. From one point of view, it can be said that "behavior" is the expression or reflection of the personality characteristics of

the individual. It has been shown by many researches that individuals with different personality traits exhibit different behaviors (reactions) in certain situations (Gough, 1984). There is some important research that explains the development and content of behavioral theories. These researches are briefly summarized below. The Ohio State University Leadership Model: It has revealed the existence of two main axes in defining leadership behavior; "building the structure" and "showing understanding" (Bakan, 2008, p.5). University of Michigan Leadership Survey: As a result of the research, two basic leadership behaviors were identified as "job-centered" and "individual-centered" (Stoner and Freeman, 1992). Harvard University Research: Revealed two basic leadership behaviors; "socio-emotional leader" and "business leader" (Baysal and Tekarslan, 1996).

Theories of Situational Leadership

The Theory of Situational Leadership or the Model of Situational Leadership is a model developed by Paul Hersey and Ken Blanchard while working on Organizational Behavior Management (Hersey & Blanchard, 1969). The theory was first introduced in 1969 as "life cycle leadership theory" (Hersey & Blanchard, 1969). In the mid-1970s, the theory of life cycle leadership was renamed the "Situational Leadership Theory." Hersey and Blanchard's (1977) model is considered part of the broader Situational and Contingency Leadership Theories, of which Fiedler's Contingency Model of Leadership is also a part. The Situational Leadership Model has two basic concepts: leadership style and performance readiness level, also called the maturity level or development level of the individual or group. According to the literature search, the following theories stand out among the situationality approaches in leadership:

- Fiedler's Situationality Theory.
- Sequential Leadership Theory. Path Purpose Theory (Robert House and Martin Evans).
- Vroom and Yetton's Normative Theory.
- Hersey and Blanchard's Situational Leadership Theory.
- Reddi's Three-Dimensional Leadership Theory (Effective and ineffective leader)

Leadership of the School Principal

The most important organization in the education system, which is of great importance in the continuation of the development and progress of a country, is the schools. School is the common name of organizations that undertake the function of all kinds of education and training activities and collective education of individuals in the society (Erden, 1998, s. 50). It is the school administration that is primarily effective and responsible for the realization of the objectives of the schools. The school administration consists of the principal, the principal and the deputy principals. However, the people who are seen as leaders in the school are primarily the school principals. The school principal who takes office by appointment is a superior who is empowered by official, social and technical powers. Its official powers derive from the authority in which it is located, its social powers derive from the personnel and environment with which it serves,

and its technical powers derive from its knowledge and skills related to management. The school principal must have all of these powers to be an effective leader (Kayhan & Eroğlu, 2002, s. 50).

In the effectiveness of the school, the leadership roles of school principals are important. Because as an educational leader, school principals are the ones who are seen as primarily responsible for the success or failure of the school in every aspect. In influential school research, associations have been found between the leadership qualities of the headmaster and the effectiveness of the school. Although research has been criticized for limiting the effectiveness of the school to students' academic achievements, there is a consensus in the literature that the principal's leadership qualities play in the effectiveness of the school (Balci, 2002, s. 113). The basis of the field of educational management has been the findings obtained from management approaches researches. Since the theories developed as a result of management approaches researches consider the general characteristics of the management field, they have not been able to fully meet the educational management practices as definitions, functions and models. The needs and expectations of educational organizations that combine the unique characteristics of learning and teachers could not be met with these theories. Depending on this situation, a type of management specific to schools has started to be emphasized more frequently. Instructional leadership is a type of leadership that emerges as a result of these searches (Gümüşeli, 1996, s. 6).

Effective Leadership Model

The first (Özalp et al., 1992:182) and the most recent comprehensive theory of the theory of situationality in leadership (Zel, 2001:116) was developed by Fred E. Fiedler. Fiedler's research began approximately thirty years ago with the study of psychotherapeutic relationships (Özalp et al., 1992:182), and hundreds of groups from sports teams to military units have been the subject of this research program (Zel, 2001:116). The essence of his research; that any leadership style can be effective, depending on the situation in which it is located (Hodgetts, 1997:329). The most important aspect of the theory, which states that the effectiveness of the leadership style depends on both the follower and the situation (Wagner and Hollenbeck, 2010:205), is that the leadership behavior is combined with the experienced conditions, and the basic assumption is that the leader behavior will not change from situation to situation (Akçakaya, 2010:103), and that the effectiveness of the leader will differ in line with the situational conditions. According to Fiedler, the main factor in the success of leadership is the person's leadership style, and in order to define this form, Fiedler developed the least preferred co-worker (LPC) questionnaire (Robbins and Judge, 2012:381-382) and in this context, he defined two forms of leadership, business-oriented and relationship-oriented (Erçetin, 2000:37; Akçakaya, 2010:103; Ataman, 2001:462; Lussier and Achua, 2010: 154; Robbins and Judge, 2012:381; John, 2002:214). In line with the answers given by the participants to the questions on the scale, it was tried to reveal which orientation the people had.

House's Purpose-Direction Model

The goal-direction model, which is generally accepted to have been developed by Robert House and Martin Evans, is largely based on Vroom's Waiting theory related to motivation (Koçel, 2010:588; Young, 2012:261). The model focuses on how the leader influences the audience, how the objectives related to the work are perceived and what are the ways to achieve the goal (Eren, 2009:515; Şimşek, 2002:195), the effect of the leader's behavior on the motivation, satisfaction and performance of the subordinates is tried to be explained (Koçel, 2010:589). There are two factors that affect the behavior of the individuals (subordinates or spectators) to be managed. These are; is the individual's belief that certain behaviors will lead to certain outcomes and the degree to which these outcomes are desired by the individual (value) (Koçel, 2010:588; Eren, 2009:515). The appropriateness of the leader's behaviors will also vary depending on the personality traits of the audience, the time and environment pressure that will occur on them, and the nature of the work (Zel, 2001:115; Kocel, 2010:589; South, 2012:393). If subordinates are in an undisclosed role at an advanced level and their work is not structured, the leader's direction is needed, and if they receive the direction, uncertainty decreases and personal satisfaction increases. Conversely, if the audience is engaged in a structuralized job and knows what they need to do, the leader should be less directed to see subordinates with high levels of satisfaction (Hodgetts, 1997:332). The success of the leader is in accordance with the current situation and the behavior style.

- When it comes to leadership theories, we come across three basic theories. These are; traits theory, behaviorism theory, and situational leadership theories. The traits theory is one that focuses on leader qualities and tries to reveal traits that are effective in getting a person accepted as a leader. The theory of behaviorism is the theory that focuses on the behavior of the leader in the face of the developments that occur and the aspects in which he differs from other people with these behaviors. Situational leadership theories are theories that try to describe the relationship of the leader to the conditions he is in and the direction and level of influence of these conditions on the leadership. The leadership theories mentioned in question also differ in themselves in line with the approach of theorists and scientists operating in this field to the subject, and vary in relation to the direction of focus.
- Within leadership styles, however, charismatic leadership and transformational leadership emerge as two forms of leadership that attract attention. Charismatic leadership is the leadership that is needed in situations where there is a confusion, depression or search both socially and organizationally and that is seen as a savior from the negativity. Transformational leadership, on the other hand, is the leadership that claims to establish a new order by changing and transforming the existing structure, and that directs the structure it heads to the extent of its ideals by implementing the plans it has made in line with its foresight for the future.

Results

No matter how many qualified personnel are present in an organization, they will not be able to provide sufficient or necessary benefits to the organization unless the employees' willingness to work is stimulated by the management. For this reason, it is very important to evaluate the needs and expectations of the employees correctly and to apply the right motivation methods. It is very important for managers to apply effective motivation methods, especially effective leadership skills, in order to create employee productivity and job satisfaction, to achieve organizational goals and to ensure organizational effectiveness. In order to manage the rapid change, the school administrator must take on a new leadership role. This new role is called visionary leadership. Visionary leadership is a form of leadership that shapes the vision and mission of the school and requires making predictions about the future of the school. The vision creates enthusiasm and commitment in school employees. Visionary schools don't struggle with unwarranted problems. In order to revive team spirit and put forward a dynamic method, school administrators should have a visionary leadership role. Visionary leaders can improve the quality of education in their schools with the team spirit they will create and a dynamic method they will put forward.

The school administrator, who is a visionary leader, has to be future-oriented. Accordingly, by following the changes in the field of education, it should create a vision for the future. When trying to achieve organizational goals, it does not see every path to the goal as correct and adheres to this system of values. It also considers this system when it has to make decisions in a complex environment. This value system is influenced by variables such as organizational culture, morality, value, trust, truthfulness, norms, belief, love, tolerance, impartiality, custom, custom, conscience. Education is vital for the development of a country. Accordingly, it is a necessity to have quality and effective schools. The fulfillment of this requirement depends on the high performance of teachers in their jobs. One of the most important factors affecting teacher performance is the leadership behaviors of school principals towards teachers. In this respect, it is important to determine which behaviors and leadership styles of school principals have a positive effect on teacher performance.

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