Education Directorship on the Foot of Ararat Knowledge Levels of Agri Provincial Directors of National Education on the Issue of "Difference of Education Leader from Education Director"

İhsan Nuri Demirel

Department of Educational Sciences, Faculty of Education, AğrI İ.Ç. University,
Planning and Economy of Education Directorship Survey Department Instructor, Ağrı / Turkey

Abstract: In present study, knowledge levels of Ağrı Provincial Directors of National Education, Assistant Directors, Primary-Secondary School Directors and Assistant Directors 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 directors and 49 assistant directors amongst 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.

Key words: Education · Education Director · Education Leader

INTRODUCTION

Since education is changing one's behavior, Education leader should be viewed as the railroad along behavior transformation process. Education director who fits into education leader image is a person that has better communication skills than group members, that is more efficient, more devoted to common objectives, more able to render criticism and more imminent to leadership potential compared to other members. Once looked from the viewpoint of these main coordinates, it is possible to deduce that the most important aspect of a leader is that rather than being appointed, s/he is the outcome of group dynamics. In one sense, it is not the appointment system but rather the choice of the group that makes one a leader. On the issue of leadership, it should be underlined that besides "appointment" concept, there is another term as "appointed leader": There are differences between selected leaders and appointed leaders, formal leaders and natural leaders and also leaders and seniors. Katz and Kahn have put forward various opinions on the definition and qualities of leadership. They have centered these views on three basic elements. These stressed points have been beneficial in understanding both the definition

and qualities of leadership. These elements are: The quality of position, character of individual and actual behavior category. In some organizations certain people have no authority; in other words they are not in charge. However they may have a certain effect on other people. They do not feel satisfied with merely possessing this power; but they use it when necessary as well. Such individuals are called unauthorized yet effective people. The power they exercise is a noteworthy way of using authority. Henceforth, it is possible to assert that even without having any authority people can still exercise power thus become influential. Between formal authority and social power, a mechanism namely cooptation (invitation to membership) is established. If formal authority operates in the direction of social powers, it gets bigger. If it leaves this direction then it is forced to adapt to corrective changes. School-family union mechanism should be structured and operated with respect to this concept. Only school director who occupies leadership position can, through cooptation, arrange educational activities of social power leaders and change in a positive way some of the groups they symbolize. Effective leadership is future-oriented leadership. It enables the real person to know himself/herself and the others. Such a

Corresponding Author: İhsan Nuri Demirel, Department of Educational Sciences,
Faculty of Education, Ağrı İ.Ç. University,
Planning and Economy of Education Directorship Survey Department Instructor, Ağrı / Turkey

leader would never overlook the values of an organization. On the other hand personal objectives of a director affect his/her leadership style. Some ambitious directors strive to be something while other directors try to do something. These two different types of directors represent two leadership styles namely weak and strong. Accordingly, weak leaders who are devoted to their position conduct progressive behavior. Yet protection of position is one of the leadership tactics which should not be regarded strange. Other tactics are giving opinion and command, creating feeling of reliability over subordinates, enabling them to make an effort and support their profits. If the status of a leader is moving backwards, the measurements to take for his/her seniors are; improving relationships with them, satisfying them by raising work efficiency and ensuring to receive a job offer from other organizations. In terms of his/her subordinates s/he should empower his supporters, weaken the opponents, pay special attention to neutral ones because the most unexpected actions come from neutrals. Moreover, the leader should avoid from inquiring too much information about the subordinates because information is threatening element for the individual and may cause the subordinate to side against the leader. Thanks to the revelations of social sciences, it has been understood that director behavior is a group behavior and commanding has left its place to new tactics such as influencing and reconciliation. Therefore leadership started to be viewed as an action and coordination carrying the individual and groups to pre-set objectives. The most general measurement to assess the efficiency of a leader is the success attained by the group [1].

It is of everyone's knowledge that leadership should be regarded as the relationship between leader and situation rather than a pattern of universal qualities possessed by certain individuals. An individual who has a position in a certain situation can be a leader in this place but the very same person may not be a leader in a different position or situation. It should be kept in mind that in addition to situation, one of the main components of leadership occurrence is volunteer followers as well. Leadership concept expresses the existence of a group following the leader. Leader is supposed to bring the workers together [2].

At this point importance and value of followers is equally significant as the leader. Since the determiner of a leader is the group, in a situation where there is no follower, it is not possible to mention the existence of leadership. However there is dynamism here as well or to express more clearly, mobility exists at this point.

The "circumstances" secure this mobility so followers of a leader, either as a group or individual, may vary with respect to circumstances. It should be noted that leadership is not merely dependent upon position, behavior and personal characteristics but it is also related to the conditions of a situation. This reality on the other hand makes it hard to give a certain explanation for leadership concept. In some cases leadership is confused with directorship. Even they are used as synonyms in certain instances. There are approaches indicating that Managerial Behavior and leadership behavior are not the same. Accordingly leadership is, "initiating a new structure and procedure to realize or change the objectives of an organization". Director is, "a person who makes use of already existing organizational structure and procedure to realize the objectives of an organization". Distinguishable feature of leadership is that is lays emphasis on innovation or change. Distinguishable feature of directorship is protecting already existing structure and making use of this preserved structure whenever necessary. In leadership education it should be noticed that changes and developments in society, raising the consciousness of workers, developments in organization and management theories and concepts gave birth to a new leader type. Another point to remember is that the person who achieves leadership behavior and the person who achieves directorship behavior meet in a certain point. The meeting point is the issue of realizing organizational objectives. Compliance criteria of both behaviors are detected according to conditions and situations. The ones who achieve leadership and directorship behavior are supposed to employ the same organizational and personal variables to fulfill the objectives of organization. It should be remembered that there are certain differences between a leader and a director. Lipham is one of the names that worded one of the most useful and illuminating approaches on the differentiation between leadership and directorshi. The terms "innovation" and "preservation" that lie on the basis of Lipham's classification are significant as the key words that differentiate leadership from directorship [3].

The fact that leaders and directors make use of the same organizational and personal variables does not mean that both are synonyms. In that aspect the leader is supposed to take the group members into account while detecting and reaching objectives. Such a valuable participation does not only make the individual successful but it also ensures his/her personal development [4].

The views of Roald Campbell *et al.*, concerning "leader director" are parallel to the views of Lipham. According to Campbell *et al.*, "leader director" is the

person who can go beyond stereotypical and predefined authority sources and behavior styles in binding organization members to the organization and driving them to the organizational objectives. Thanks to this consciousness and approach that knows the objective and the road to take for attaining the objective the director can set creative power of the personnel into action and besides gain leadership status. The leader is expected to approach the problems in scientific manner and adopt renovation movement that fits into the society. Leader attempts to reach his/her objective by organizing the events in his/her mind while simultaneously blowing the winds of innovation and change [5].

MATERIALS AND METHODS

The scope of questionnaire forms that are used as data gathering tools to assess the knowledge levels of Ağrı Provincial Directors of National Education on the issue of Educational leadership is developed in line with research objective. The questionnaire forms have been prepared according to the views of field experts and made ready for data processing technique. Trial forms prepared within this framework have been tested in a primary school and high school in Ağrı. Test results revealed that some questions did not work. To ensure the validity, consistency and reliability which are prerequisites of a measurement tool, these non-working questions were eliminated thus scope and pattern of the questionnaire form were finalized. Questionnaire forms were handed in the directors by researcher and they were asked to complete the forms as appropriate. The information taken from the questionnaire forms completed by Ağrı Provincial Directors of National Education has been examined in line with research objective and it has been aimed to reach a conclusion. Before reaching a conclusion, information on questionnaire has been developed as tables by the researcher. These tables facilitated reaching a conclusion. The participants of questionnaire have been asked to express the accuracy of their knowledge on Educational Leadership as None, Partially Sufficient, Quite Sufficient and Completely Sufficient. These grades were given points 1,2,3 and 4 respectively. Thus accuracy levels were indicated in percentage.

Subjects: In this research, two subject groups have been employed. The first group is composed of Ağrı Provincial Directors of National Education and the other group is formed by Ağrı Provincial Assistant Directors of National Education.

Cosmos and Sampling: Cosmos of present research consists of school directors under Ağrı Provincial Directorate of National Education. In detecting cosmos, institution lists of Ağrı Provincial Directorate of National Education have been taken into account. Since the aim was to reach the majority of directors, it is possible to deduce that sampling and cosmos are very similar. Sampling consists of central schools in Ağrı provincial directors of National Education. Moreover the odds of numbers have not been indicated in the percentages on the tables. Of all the percentages only two digits after the comma have been shown in the table. That accounts for the reason why one hundred percent (100%) ratio could not be obtained; the lack of odd numbers explains this.

Table I: The list of institutions included in sampling

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

Like above stated schools that have been included in sampling Provincial Directors of National Education were also added in sampling. Since Directorate of National Education is not a school, it was not included in Table I. In schools where our research was conducted, the subjects were detected in this way. Ağrı Provincial Directors of National Education and directors and assistant directors in schools in Ağrı answered the questionnaire. All subjects took the same questionnaire. The number of directors who took the questionnaire is 76; amongst them 27 were directors and 49 were assistant directors as shown in Table II.

Table II: Distribution of Subjects in Sampling with respect to their Position

Position	F	%
Director	27	35.52
Assistant Director	49	64.47
Total	76	100

Data Gathering: The questionnaire has been answered by all of the 27 institutions. There is no questionnaire that is invalid. Almost all directors in schools in Ağrı participated in the survey. So by reaching 76 directors, an increase in the number of subjects has been ensured. Within the permission taken from Ağrı Governorship and information of Directorate of National Education, questionnaire forms have been handed in the directors by the researcher and they were asked to complete them as requested and give back to the researcher.

Problem: The knowledge level of Ağrı Provincial Directors of National Education on Educational Leadership has been investigated.

Sub Problems:
- Amongst Ağrı Provincial Directors of National Education, what is the knowledge level of Ağrı Provincial Director of National Education, Primary and Secondary school directors on leadership behavior?
- Amongst Ağrı Provincial Directors of National Education, what is the knowledge level of Ağrı Provincial Assistant Directors of National Education, Primary and Secondary school assistant directors on leadership behavior?

Hypotheses:
- Amongst Ağrı Provincial Directors of National Education, the knowledge level of Ağrı Provincial Director of National Education, Primary and Secondary school directors on Educational Leadership is in "desired" level.
- Amongst Ağrı Provincial Directors of National Education, the knowledge level of Ağrı Provincial Assistant Director of National Education, Primary and Secondary school assistant directors on Educational Leadership is in "desired" level.

Premises:
- The pre-test conducted to develop the questionnaires is sufficient.
- The views of field experts benefited to develop the questionnaires are sufficient.
- The views of Ağrı Provincial Directors of National Education conferred to reflect the reality.
- Selected research method fits into the research objective.
- The sampling represents the cosmos in a desired manner.
- The questionnaire and survey questions used in data gathering are valid and reliable.
- It has been confirmed that obtained data are valid and reliable.

Restrictions:
- This research is restricted to the topic Educational Leadership and views of Ağrı Provincial Directors of National Education.
- This research is restricted to the views of Ağrı Provincial Director of National Education, Ağrı Provincial Assistant Directors of National Education, directors and assistant directors employed in central Primary and Secondary schools in Ağrı.
- This research is restricted to the sources that can be used to gather data and questionnaires.

Findings: In this part, knowledge levels of Ağrı Provincial Directors of National Education on Educational leadership are illustrated via tables. The views of directors concerning the accuracy levels of their knowledge on educational leader have been shown in tables. In the research "Completely sufficient" and "Quiet sufficient" choices have been regarded as realizable, "Desired" options.

Tables:
"Leader and director do not mean the same thing".

As shown in Table 1:
10 Directors answered as Completely Sufficient, 3 answered as Quite Sufficient, 6 answered as Partially Sufficient, 8 answered as None.

17 Assistant Directors answered as Completely Sufficient, 13 answered as Quite Sufficient, 14 answered as Partially Sufficient, 5 answered as None.

48 percent of directors and 61 percent of assistant directors met the expectations in a "desired" manner.

As indicated in Table 2:
16 Directors answered as Completely Sufficient, 5 answered as Quite Sufficient, 5 answered as Partially Sufficient, 1 answered as None.

28 Assistant Directors answered as Completely Sufficient, 12 answered as Quite Sufficient, 5 answered as Partially Sufficient, 4 answered as None.

77 percent of directors and 81 percent of assistant directors met the expectations in a "desired" manner.

As indicated in Table 3:
18 Directors answered as Completely Sufficient, 4 answered as Quite Sufficient, 3 answered as Partially Sufficient, 2 answered as None.

30 Assistant Directors answered as Completely Sufficient, 15 answered as Quite Sufficient, 3 answered as Partially Sufficient, 1 answered as None.

81 percent of directors and 91 percent of assistant directors met the expectations in a "desired" manner.

As exhibited in Table 4:
16 Directors answered as Completely Sufficient, 6 answered as Quite Sufficient, 4 answered as Partially Sufficient, 1 answered as None.

23 Assistant Directors answered as Completely Sufficient, 12 answered as Quite Sufficient, 9 answered as Partially Sufficient, 5 answered as None.

81 percent of directors and 71 percent of assistant directors met the expectations in a "desired" manner.

Table 1: Leader and director do not mean the same thing

Position		Accuracy Level				
		Completely Sufficient (4)	Quiet Sufficient (3)	Partially Sufficient (2)	None (1)	General Total
Director	F	10	3	6	8	27
	%	37.03	11.11	22.22	29.62	35.52
Ass. Director	F	17	13	14	5	49
	%	34.69	26.53	28.57	10.20	64.47
Total	F	27	16	20	13	76
						100

"Leader is not appointed, but takes power from the group".

Table 2: Leader is not appointed, but takes power from the group

Position		Accuracy Level				
		Completely Sufficient (4)	Quiet Sufficient (3)	Partially Sufficient (2)	None(1)	General Total
Director	F	16	5	5	1	27
	%	59.25	18.51	18.51	3.70	35.52
Ass. Director	F	28	12	5	4	49
	%	57.14	24.48	10.20	8.16	64.47
Total	F	44	17	10	5	76
						100

"Director is appointed and takes power from the laws".

Table 3: Director is appointed and takes power from the laws

Position		Accuracy Level				
		Completely Sufficient (4)	Quiet Sufficient (3)	Partially Sufficient (2)	None (1)	General Total
Director	F	18	4	3	2	27
	%	66.66	14.81	11.11	7.40	35.52
Ass. Director	F	30	15	3	1	49
	%	61.22	30.61	6.12	2.04	64.47
Total	F	48	19	6	3	76
						100

"Administrative power of a leader is democratic".

Table 4: Administrative Power of a Leader Is Democratic

Position		Accuracy Level				
		Completely Sufficient (4)	Quiet Sufficient (3)	Partially Sufficient (2)	None (1)	General Total
Director	F	16	6	4	1	27
	%	59.25	22.22	14.81	3.70	35.52
Ass. Director	F	23	12	9	5	49
	%	46.93	24.48	18.36	10.20	64.47
Total	F	39	18	13	6	76
						100

"The ones who follow the leader are volunteers".

Table 5: The ones who follow the leader are volunteers

Position		Accuracy Level				
		Completely Sufficient (4)	Quiet Sufficient (3)	Partially Sufficient (2)	None (1)	General Total
Director	F	7	12	7	1	27
	%	25.92	44.44	25.92	3.70	35.52
Ass. Director	F	19	15	9	6	49
	%	38.77	30.61	18.36	12.24	64.47
Total	F	26	27	16	7	76
						100

As shown in Table 5:

7 Directors answered as Completely Sufficient, 12 answered as Quite Sufficient, 7 answered as Partially Sufficient, 6 answered as None.

19 Assistant Directors answered as Completely Sufficient, 15 answered as Quite Sufficient, 9 answered as Partially Sufficient, 6 answered as None.

70 percent of directors and 69 percent of assistant directors met the expectations in a "desired" manner.

RESULTS AND DISCUSSION

It has been detected that Educational Leadership knowledge levels of Ağrı Provincial Directors of National Education are fulfilling the expectations in a "desired" level

- 48% of Directors and 61% of Assistant Directors met the expectations in a "desired" manner for the expression "Leader and director do not mean the same thing".
- 77% of Directors and 81% of Assistant Directors met the expectations in a "desired" manner for the expression "Leader is not appointed but takes power from the group".
- 81% of Directors and 91% of Assistant Directors met the expectations in a "desired" manner for the expression "Director is appointed and takes power from the laws".
- 81% of Directors and 71% of Assistant Directors met the expectations in a "desired" manner for the expression "Administrative power of a leader is democratic".
- 70% of Directors and 69% of Assistant Directors met the expectations in a "desired" manner for the expression "The ones who follow the leader are volunteers".

Suggestions: In this study the level of the views of Ağrı Provincial Directors of National Education on Educational leadership has been attempted to detect. In other terms, their knowledge on Educational leadership and approach to leadership have been revealed as expected. A further research may focus on leadership capability of directors. In-Service Training Activities should be offered to the directors who have insufficient knowledge on Educational leadership.

REFERENCES

1. Bursalıoğlu, Ziya, 1987. New Structure and Behavior in School Management, Ankara University Educational Sciences Faculty Publications No: 154, Extended Seventh Edition Ankara.
2. Özdemir, Işık, 1989. Leadership in Nursery, Motivation, Job Satisfaction and Research on Job Satisfaction of Hospital Employees. Master Thesis, Istanbul University Institute of Social Sciences, Istanbul.
3. Aydın, Mustafa, 1991. Education Directorship. Hatipoğlu Press, Ankara.
4. Duncan, W. Jack, 1981. Organizational Behavior. Boston.
5. Mardin, Şerif, 1975. "Atatürk, Bureaucracy and Rationalism". Papers on Atatürk Reforms the First International Symposium, Istanbul.