EDUCATIONAL MANAGEMENT AND THE ROLES OF MANAGERS

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ABSTRACT

In a democratic management system, education is the most important force for social development and change in every field. The success of democratic education systems depends on the level of effectiveness and efficiency of educational administration. The field of educational administration has gained importance in the world and in Turkey in recent years. In this context, the education administration must first be open to accountable, transparent and auditable practices. It is clear that the fact that education and school administration is not perceived as a profession with its original conditions affects both the practices and the development of education administration negatively. Educational administrators undoubtedly have important responsibilities in solving the educational needs and problems that arise as a result of the developing social, political and economic processes in the world and in Turkey. Considering that the basic input and output of educational institutions is human and primary schools take place in the first step of these institutions, it can be said that human relations in the institution and the management of these relations are very important. Changes in the structure and management of the school have undoubtedly significantly changed the roles of school administrators. School administrators had to take on new roles in the face of innovations such as globalization, information technology, organizational learning and total quality management. This requires a new mission, leadership and above all a new managerial behavior. An education administrator who has leadership characteristics at the management level of this institution, is self-confident, creative, organized and can understand emotions, in short, whose personality is harmonious, balanced and integrated, will be in healthy relationships within his institution. Based on this, it can be said that the personality structure of the administrators, in other words the leaders of the educational institutions, and their place in the administration is so important that it cannot be denied.
Keywords: Education, Education Administration, School Administrator

EĞİTİM YÖNETİMİ VE YÖNETİCİLERİN ROLLERİ

ÖZET

Demokratik bir yönetim sisteminde, her alanda toplumsal kalkınma ve değişimin en önemli gücü eğitimdir. Demokratik eğitim sistemlerinin başarısı, eğitim yönetiminin etkililik ve verimlilik düzeyine bağlıdır. Eğitim yönetimi alanı son yıllarda dünyada ve Türkiye'de önem kazanmıştır. Bu bağlamda, eğitim yönetiminin, öncelikle hesap verebilir, şeffaf ve denetlenebilir uygulamalara açık olması gerekir. Eğitim ve okul yöneticiliğinin özgün koşullarıyla meslek olarak algılanmamasının eğitim yönetiminin hem uygulamalarını hem de gelişimini olumsuz yönde etkilediği açıktır. Dünyada ve Türkiye'de gelişen sosyal, politik ve ekonomik süreçler sonucunda ortaya çıkan eğitim ihtiyaçları ve sorunlarının çözümünde eğitim yöneticilerine şüphesiz ki önemli sorumluluklar düşmektedir. Eğitim kurumlarının temel girdisi ve çıktısının insan olduğu ve bu kurumların ilk basamağında ilköğretim okulların yer aldığı düşünüldüğünde,

kurumundaki insan ilişkilerinin ve bu ilişkilerin yönetiminin çok önemli olduğu söylenebilir. Okulun yapı ve yönetiminde meydana gelen değişmeler, kuşkusuz okulu yöneten yöneticilerin rollerini de önemli ölçüde değiştirmiştir. Okul yöneticisi küreselleşme, enformasyon teknolojisi, örgütsel öğrenme ve toplam kalite yönetimi gibi yeniliklerin karşısında yeni roller üstlenmek zorunda kalmıştır. Bu da yeni bir misyon, liderlik ve her şeyden önce yeni bir yönetsel davranış gerektirir. Bu kurumun yönetim basamağındaki liderlik özelliklerine sahip, öz güveni olan, yaratıcı, düzenli ve duyguları anlayabilen kısacası kişiliği uyumlu, dengeli ve bütünleşmiş olan bir eğitim yöneticisi, kurumu içinde sağlıklı ilişkiler içinde olacaktır. Buna dayanarak, yöneticilerin diğer bir değişle eğitim kurumu liderlerinin kişilik yapısının, yönetimdeki yerinin yadsınamayacak kadar önemli olduğu söylenebilir.

Anahtar Kelimeler: Eğitim, Eğitim Yönetimi, Okul Yöneticisi

1. INTRODUCTION

Education is the business of investing in the future of a country. It seems very difficult to give a satisfactory definition of education, which we frequently use in daily life. Because it is impossible to see it as an immutable truth. Although it is difficult to define, it is possible to make different definitions of education. According to one definition, Education is the process of developing physical, intellectual and moral abilities. According to another definition, "education is the whole of the purposeful effects on the physical and intellectual abilities that a person has from birth and the moral understanding he has acquired later. Again, according to a definition given by Kılıçbay, "education is an activity branch that directly increases the degree of effectiveness of applied knowledge in their own fields (Polat, 2008). Whatever the definition, education and training has been the main force that created the civilization that humanity has reached today. So much so that education has been among the sacred rights that people have today (Loughran, 2007).

The aim of education is seen as meeting the manpower needs of the society, taking into account the abilities and interests of the individual in accordance with the requirements of the age (Çekten, 2005; Küçük, 2020). It is thought that the welfare level of the society will be higher thanks to educated individuals. Thanks to education, societies can keep up with the developments in the world while maintaining their existence. Countries construct and implement an education system suitable for the human profile they want to train. Therefore, the determination of whether the education system practices are good or not differs according to the national and moral values of each country. However, it is an accepted fact that the educational policies we implement in today's conditions, where the impact of globalization on social, political, economic, and fields are accepted, must be in harmony with the world criteria. National values gain meaning and importance as long as they are in harmony with universal values. Constructing and implementing an education system that is disconnected from the whole world will not benefit our people in today's conditions. In this sense, educational administration gains importance (Dağli, 2007).

To ensure that an organization achieves its set goals and objectives, appropriate management is needed to ensure appropriate development. In order to make management effective, functional and progressive, many factors must be involved in the management process. The main purpose of education is to provide students with the desired changes by providing enriched learning experiences. The twentieth century has been characterized by the growth and development of a diverse society, which is considered the "organizational society", which refers to the fact that we spend a significant part of our time in various types of organizations. Management is the process of systematically arranging and coordinating the human and material resources available for any organization to achieve its foreseen goals (Arslan, 2001). Applied to the school system,

the process is referred to as educational administration or school administration. Management is more of a term used to refer to government business. Management happens in every organization. The main purpose of management is the need to get things done in order to achieve the set goals. Educational Management is the process of bringing people and materials together for effective and functional teaching and learning in school. The focus of educational administration is the improvement of teaching and learning. Educational administration can be defined as a process in which school administrators organize and coordinate the available resources for education in order to achieve the goals of the education system (Atak & Atik, 2007).

Educational institutions are institutions that prepare societies for the future. Educational institutions have the task of preparing the society in the direction they have determined. One of the institutions that have the most important impact on the cultural, social, economic, technological and scientific development of a country, in short, on its future, is the university, which is the highest level of educational institutions and the source of knowledge generation. Therefore, the studies and opinions of the lecturers are of vital importance. Naturally, the task of the administrators who will run these institutions is very important so that the schools can provide sufficient contribution to the society. The success of an education system is largely related to the qualifications of the administrators who will operate that system and the good service of the personnel within the education institution. Therefore, the best work of the personnel within the educational institution depends on the qualifications of the administrators in that institution. There have been many studies that reveal that the efficiency of institutions also increases depending on the increase in the quality of management. According to the results of the study, it was seen that the concept of leadership came into play in order to provide a better management. It has been observed that managers with leadership qualities are more successful in the management of the institution (Hoca, 2007).

Educational administration has an important function in directing material and manpower in the production of educational services. Educational administration, which is assumed to be the subject of scientific research since the 19th century, has been influenced by management approaches that are generally described as traditional and modern (Aslanargun, 2007; Sad and Gürbüztürk, 2013). The field of educational assessment has grown in popularity and demand in recent years (Stake, 2004; McNeil, Newman, & Steinhauser, 2005). Nevertheless, there is a need to examine the roles of educational administration and administrators in Turkey among different educational disciplines. The aim of this study is to examine selected main evaluations on this subject, focusing especially on educational administration evaluations in terms of the roles of administrators. After the introduction, the article is divided into sections as follows. Education management will be discussed first. Afterwards, the roles of administrators in education administration will be examined by giving detailed information about education administration in the world and in Turkey. Then, school management, classroom management, school management and administrators will be examined. Finally, the research will be discussed within the scope of the study.

2. EDUCATION MANAGEMENT

When it comes to management, it is necessary to go back to the first periods of human history. Because in every area where people live together, management is needed. It is possible to say that rules about management are necessary both in social life and in official relations. From this point of view, it is necessary to evaluate societies in two different categories. One of them is the rulers and the other is the ruled. Management can

be defined as the most optimized way of establishing a link between human and material resources for the same purposes (Elagöz, 2006). In this sense, the right use of human and material resources is in question. Management is not such a shallow concept that it can be handled with a single definition. Various definitions have been made by many researchers throughout the history of humanity (Zeytinoğlu, 2016). However, the common point of each researcher's definition is working towards the same goal by cooperating. On the other hand, there are many branches of management. One of them is educational administration. Educational administration deals with both today's modern schools and innovations in the education system. Many people think that educational administration and school administration are the same. However, educational administration is much broader and is a sub-branch of public administration. School administration functions as a sub-unit of educational administration (Bursalıoğlu, 2002).

Educational management is the process of operating, developing and sustaining the educational organization established to meet the educational needs of the society in accordance with the purposes of the education system. Educational management is the process of providing the necessary human and material resources and using them effectively, implementing the determined policies and the decisions taken in order to reach the predetermined goals of the educational institutions. In other words, educational administration is the administration of institutions that aim to provide teaching and learning. These institutions include public schools, district schools, public and private colleges, public and private universities, and others. There is a dominant management structure in the public sector and a similar management should be implemented in the education system. It is possible to get information about the education systems and education administrations of the countries by considering the purposes and functions (Umur, 2015). The aims of educational administration (Aksoy, 2013):

• Individuals need to evolve in order to generate ideas or criticize a subject. This development is possible with education. The main goal of each student should be to gain the ability to criticize and to acquire thinking skills.

• When there is a change in the attitudes of individuals or a new attitude is acquired, it is very difficult to measure its relevance to education.

• Although people make their way through education, the effects of the environment are at a level that cannot be underestimated.

• Education is everywhere. Educational institutions appear in rural settlements and metropolitan cities. The aim of educational administration is to provide quality education in that field wherever educational institutions are.

Education enables individuals to develop qualitatively and quantitatively, and this is effective in meeting the need for qualified people. The duties of education managers include providing the necessary resources for education, making economic calculations, creating managerial designs using forecasts and statistical information, and ensuring the development of personnel both at home and abroad through human resources units. Determination of policies related to education and interpretation of these policies are among the duties of education administrators. Educational administration and school administration should not be confused with each other. When the units within the organizational structure of the education system are examined, each manager in the central and provincial institutions of the Ministry of Education is considered as an education manager (Taymaz, 2019). The school is considered the most important organization of the education system. The results that emerge within the scope of educational administration will not be the same as those that occur at any school level.

These results only have an important place in the analysis and combination of the system. While educational management is accepted as the application of management in education; School administration is the application of educational administration in school administration. Changes in the global arena play a major role in changing the education system. Differences may occur both in the management of education systems and in school management (Bursalıoğlu, 2019).

3. EDUCATIONAL MANAGEMENT IN THE WORLD AND IN TURKEY

The field of Educational Administration is a phenomenon that formed and developed in the United States of America as a discipline. However, there are also developments in Europe at the same time. Therefore, it is useful to examine the evolution of the field in the USA and Europe (Balcı, 2008).

Education Administration in the USA

As Murphy (1988) stated, the history of school administrators preparation programs is also necessary to follow the development of the field of educational administration. The epistemological foundations of the field, the relationship between the academic and practical dimensions of the profession, as well as the deep-rooted values of the field are effective factors in the development of executive preparation programs. In other words, examining the executive preparation programs will give the opportunity to see the epistemological foundations of the field, the connection between professional and academic dimensions, and the deep-rooted values of the field. Murphy (1988) describes the preparation and training of administrators in educational administration in four historical periods. These periods, briefly described below, reveal very accurately how educational administration was perceived historically:

- 1820-1899: Ideological Era,
- 1900- 1946: Prescriptive Era,
- 1947- 1985: Scientific Era,
- Beginning around 1986: Dialectical Era.

Education Management in Europe

In Europe, institutes established in the universities of Leipzig (1906), Berlin (1907), Munich (1910), Tubingen (1911) and Hamburg (1912) have an important place in the field of educational sciences. Pedagogy laboratories were established in Czechoslovakia in 1900, in Hungary in 1912, in Belgium in 1923, in Romania in 1925, and in the Netherlands in 1931 to conduct studies on education. These formations showed that many institutions were established for the purpose of experimental research in education until the First World War. It is possible to describe this period as the period of establishment of organizations and institutions that allow the institutionalization of educational sciences. Some of these institutions played a leading role in the institutionalization of educational sciences (Hofstetter & Schneuwly, 2004).

Hofsteter and Schneuwly (2001) consider the period starting from the 1950s to the 1980s as the period of institutionalization of the discipline of educational sciences. In countries such as Germany, Austria, Portugal, Italy and Finland, it is seen that researches are carried out in educational sciences sub-disciplines at university level, meanwhile, in educational administration. In addition, it has been determined that research institutes affiliated to local governments that carry out research projects only in the fields of educational sciences were established in countries such as the Netherlands, Sweden and Germany in this period. In Europe, the Jean Jacques Rousseau Institute was established

in Switzerland in 1912, and it continued its studies in 1929 under the name of the Institute of Educational Sciences within the University of Geneva. It is seen that the fields of educational sciences, including educational administration, have gained importance in Sweden since the 1970s. With the establishment of the Psychology and Educational Sciences faculties in 1975, it was determined that the development of educational sciences accelerated (Aydın, Kepenekçi, Memeduhoğlu, & Oğuz, 2005).

Education Management in Turkey

In the Republican period, the founders of the Republic, especially Atatürk, realized the teaching union to develop a national education system with the Law of Tevhid-i Tedrisat (Teaching Union Law) numbered 430 on March 3, 1924. Educational activities and schools operating under different names were combined with the Law of Unification of Education. As per the law, the Ministry's central and provincial organizations have been tried to have a new structure in order to develop the teaching union. In 1928, the Pedagogy Department affiliated to Gazi Education Institute was established to train administrators, inspectors and teachers for newly established educational organizations (Balcı, 2006). With the establishment of the Public Administration Institute of Turkey and the Middle East (TODAIE), the public administration specialization program was started in 1953. Although this program, which is also open to teachers and education administrators, is useful in terms of providing general management information to public officials, shedding light on social, economic and educational problems, and gaining a common understanding among the participants, it has been seen that it is not very functional in the training of education administrators. Nevertheless, the TODAIE program has earned a rightful place in our management history in terms of leading programs in Turkey to provide executive specialization diplomas and contributing to the management literature. The Institute's initiation of the "Educational Administration Specialization Program" since the 1979-1980 academic year also contributed to the development of educational administration. In the report of the Central Government Organization Project (MEHTAP), which was established with the decision of the Council of Ministers dated February 13, 1962 and numbered 6/209, views on the training of education administrators in our country were included. As a matter of fact, in line with the recommendations of the Seventh National Education Council and MEHTAP report, Ankara University Faculty of Education was established in 1965 and Hacettepe University Education Department was opened in 1966 (Balcı, 2007).

The faculty has opened teaching certificate, education management and inspection certificate and undergraduate and graduate programs in order to realize its aims. The faculty consists of departments that offer courses to these programs and carry out undergraduate and graduate programs in their fields. One of them is the Department of Educational Administration and Planning. Organizing training and development programs above the undergraduate level for school principals and other education principals is among the main objectives of the Department. The Faculty of Education is the first institution in Turkey to open programs in the field of educational administration, especially at the graduate level, and to accept graduates from various teacher training institutions. In the light of the MEHTAP report, the opening of Ankara University Faculty of Education in 1965 can be seen as the beginning of the scientificization of educational sciences in Turkey, especially Educational Administration. It can be said that the efforts for the science of education have gained momentum, especially with the opening of graduate programs in the faculty (Balcı, 2008).

The aims of the Educational Sciences Department of Hacettepe University, which was founded in 1966 and started education in 1967, are briefly as follows: "To open a program for undergraduate candidates who want to teach in secondary schools and for those who want to get a teaching certificate from university or college graduate students, to train experts needed by our educational institutions, and to train for this purpose". To open programs aiming at science expertise and doctorate degrees, to conduct educational research, to provide consultancy on the preparation, development and application of measurement tools needed in classification and placement works, to provide consultancy services to various institutions, especially to the Ministry of National Education, to give seminars to its members, to conduct research. (Balci, 2007). Since then, the faculty has been working in the field of educational administration academically as a branch of science. In this context, the programs leading to the diploma of the field are implemented, scientific knowledge is produced by conducting research to contribute to the scientific knowledge, this knowledge is transformed into publications, and practitioners and academician candidates of the field are trained (Erdem, Yılmaz, & Taşdan, 2005). The department has been leading the field of educational administration in Turkey, and has been serving as a postgraduate education institution in recent years, especially in the training of research assistants from other education faculties within the scope of Article 35 of the Law No. 2547. As a result of these developments, YÖK restructured the faculties of education in 1997. With this restructuring, educational administration departments of education faculties were closed and reduced to the level of departments. Meanwhile, the Faculty of Educational Sciences, whose mission was to train specialists in the fields of educational sciences, was accepted as an education faculty and its educational administration department was reduced to the level of a department like other educational sciences departments (Balcı, 2007). This structuring has had a major impact on the scientificization process of the field of educational administration, as well as other fields of educational sciences. With the new restructuring, the department of educational sciences was transformed into a department, and there was a problem of representation in the relevant boards of the field of educational administration, as in other fields of educational sciences. The Department of Educational Sciences included about 16 departments. Such a large department, on the one hand, showed an unmanageable structure, and on the other hand, it was represented at the level of departments with limited staff training teachers on the boards of the Faculty and the Institute of Educational Sciences. In the end, it was not possible for such a large unit to be adequately represented in the decision-making bodies and the problems could not be reflected on the faculty and institute boards. With a decision taken at the meeting of YÖK on July 11, 2007, the Department of Educational Administration, Inspection, Planning and Economics was transformed into a department named Educational Administration and Policy (Balcı, 2008).

4. SCHOOL MANAGEMENT

School administration is the administration of a process that starts with student candidate registration and tries to maintain student expectations in a balanced way until graduation. The school administration provides an objective measurement of student achievement. The aim of the school administration is to keep the educational organization and education policy in line with the aims of the institution and to ensure that it works effectively. There are many elements that evaluate the administrator in a school. These are senior managers, inspectors, individuals and groups in the environment, parents, teachers and students. It is possible to separate school management as academic and

administrative. School management includes the smooth running of academic and administrative matters and the resolution of various issues that arise in this regard. School administration is maintained within the framework of laws and regulations related to education. During this administration, academic issues include the functioning of education and training, issues related to students and teachers. The physical condition of the school, its needs, financial issues, administration of civil servants, etc. titles constitute administrative issues (Ilgar, 2005).

5. CLASSROOM MANAGEMENT

The effective and efficient management of resources and time in the classroom in order to achieve the objectives of education is called "classroom management". Classroom Management is an important part of educational management after school management. Good classroom management will also minimize the problems and disruptions in the general management of education. The teacher is not limited to education and training alone in the classroom. At the same time, the management of the classroom belongs to the teacher. In classroom management, the teacher will first ensure the formation of a suitable environment that will enable the lesson to be understood (Taşer, 2010).

6. SCHOOL MANAGEMENT AND ADMINISTRATORS

School management takes place under the responsibility of the principal together with the assistant principals. In our country, since school administrators come by appointment, it is the supervisor who is the status leader. However, it should provide internal and external balances with its dialogues with the surrounding groups. In addition, he should have all kinds of technical information related to his job. The principal, who provides this, will be able to mobilize the employees as a leader in a way that will enable the school to achieve its goals. Managers should act in a friendly and fatherly manner in their disagreements with the staff at the school, and should not take it outside. Managers should act democratically towards their subordinates or superiors. Communication should be done without intermediaries as much as possible. Otherwise, the manager will be perceived as the only man acting in accordance with the laws and regulations. In addition to the formal structure of the school as an organization, teachers should also participate in the management process in order for teachers to adopt its informal structure. Care should be taken to ensure that the decisions taken by the teachers' council are applicable. As long as the decisions taken are implemented, the teacher's commitment to the school and his duty and his dialogue with the administrator increase. Thus, the atmosphere of the school changes positively and the morale of the staff rises. School management, in a way, is the application of educational management in a limited area. The boundaries of this field are usually drawn by the aims and structure of the education system. Just as educational administration consists of the application of administration to education, school administration consists of the application of education administration to the school. The school is at the center of the social phenomenon, which is closely related to the environment and society. The task of management is to keep the organization alive in accordance with its objectives. The duty of the school administration is to keep the school alive in accordance with its aims. It also indicates the importance of school management and the authority and responsibility of the school administrator. Multi-dimensional definitions of management have assigned multiple powers and responsibilities to the manager. These not only increase the value of school management, but also increase its importance (Bursalıoğlu, 2013).

Educational administration leaves the implementation of the framework determined by the school regarding education and training to the knowledge, skills and abilities of the school administrator. For this reason, the school administrator should be held responsible for the results of the practices within the limits of their authority. The school administrator should have knowledge and skills in areas related to education such as educational planning, assessment, evaluation and guidance, as well as knowledge and skills in areas related to management such as school structure, personnel management and behavioral sciences. Because educational administration is intertwined with the duties of many management fields, they have common aspects. The education manager should not be unfamiliar with fields such as economic management, health management, business management, and psychology management. However, it is not correct to expect him to have in-depth knowledge in these areas (Topsoy, 2014).

School management should use the human and material resources of the school and its surroundings in the most efficient way in order to keep the school alive in accordance with its purposes. The measure of the most efficient use is; resources are to get the highest efficiency with the least cost within the scope of possibilities. Authentic leadership is organizational rather than organizational leadership. Organization leader develops the organization physically and financially. However, the corporate leader creates and realizes corporate values. It gives institutions historicity, identity and dynamism. Effective leadership is truth-oriented leadership. An effective leader evaluates himself and his followers without mistakes, balances the goals of the group with the needs of the followers, knows that it is necessary to solve the problems of the environment without overestimating or minimizing it. Behaviors that the leader contributes to the solution of social problem exemplify effective leadership. Atatürk's position as a head teacher in front of the blackboard can be shown as an example of effective leadership (Bursalıoğlu, 2013).

7. LEADERSHIP IN EDUCATIONAL ADMINISTRATION

The operation of educational organizations is the duty of educational administrators. Educational administrators need to have certain qualifications in order to fulfill this task in the best way. The basis of management is the effective use of human and material resources in order to achieve a common goal. It is the act of realizing a certain purpose with human and material resources. The effectiveness of schools, that is, their ability to achieve their predetermined goals, largely depends on the effectiveness of school administrators, who are responsible for the conduct of school activities, education and training program. Even the simplest activities in schools are important enough not to be left to chance and to be carefully planned. This situation imposes important responsibilities on school administrators. The most important condition for the success of institutions is the management and direction of effective leaders. There is an important link between the success of the organization and the leadership of the manager. Human beings, who form groups, become members of organizations and live in a society, need leaders and managers who will manage these groups, organizations and societies and reach their goals (Bursalıoğlu, 2013). Leaders gather human activities and managerial works around certain goals or objectives and direct them to the goal. Leadership is the ability to persuade people to strive towards set goals. Leaders turn potential into reality; they play an active role in the successful conclusion of the potential in an organization and society. According to Smith et al., leadership requires certain skills. These are the skills that can be used by the leader in face-to-face situations, in resolving events, in mass communication, and in the selection of people who can do certain jobs. Apart from these,

many researchers have listed or grouped leadership traits or personality elements in various ways since half a century. Courage, resistance, self-control, dependency, insight, prevention, and social cohesion are among these characteristics. But perhaps the most useful of these studies are those that prove that a leader in one group may not be a leader in another. Despite this view, Campbell and Greg state that all leaders must have certain characteristics. In particular, close links were found between liking people, originality, using one's mind and leadership behavior. Other important characteristics are adaptability, resilience, psychological stability, socio-economic status and communication skills. The characteristics that have weak ties with leadership behavior are; sense of responsibility, self-confidence, social action, rationality and bodily superiority. According to Manske, it is important and necessary to specify two points for a better understanding of the concept of leadership. First, people need to manage and/or be managed, depending on their personality structure. Truman defines a leader as someone who has the ability to get others to do things they don't want to do and don't like. On the other hand, Cüceloğlu emphasizes that a person can be a manager only if there is someone to be managed, and emphasizes that leadership or management does not have a deterministic structure, but is a conditional situation. The second point to be noted is the existence of an influencer-influenced or leader-follower relationship in the process ranging from formal organizations with a subordinate-superior relationship to family groups with an informal structure. The spread of leadership in such a wide area and the need to be a leader or to be connected to the leader among everyone has led to countless researches on the subject, and many branches of science - management science, sociology, psychology, biology, etc. - have tried to define leadership from their own point of view. This situation has caused the concept of leadership to have a definition parallel to each number of studies (Karkın, 2004).

The most discussed issue within the framework of the concept of leadership is that leadership characteristics are innate or acquired later. The personality of the leader has distinctive features that are quite independent of time and cultural values. There is a core of the leader personality and this core is a function of the personality developed in the first twenty years of life along with some innate features (Baltaş, 2004). Personality is all of the thoughts, feelings and behaviors that make a person different from others. Thanks to these features, each individual's unique whole is formed and in this respect, it differs from other people. These distinctive features include habits, perceptions, behavior patterns, and perspectives on events and the environment. As a result of all these features, the individual creates a unique and harmonious whole (Altaylı, 2006).

Leadership characteristics are the product of personality rather than rank and status, and are effective in proportion to the leader's relations in social situations. According to Hartley, leaders are generally people who are more self-confident than those around them, can act less personally, show quick ideas and actions, and are sensitive to the behavior of others. This means that in order to develop human relations in a positive way, managers should have a positive attitude and be aware of the individual characteristics of the employees. Stogdill and Mann conducted a comprehensive literature search on the personality and physical characteristics of the leader. The most obvious situation emerging from their research is that some characteristics are unique to leaders, but research findings alone are not sufficient to explain the concept of leadership. The fact that different findings were obtained in different environments reveals that the contingency approach is the most rational approach. In addition to this view, it is possible to make the following determination; "Exhibiting different leadership styles in similar

environments is due to the personality traits of leaders." In other words, "personality" is the main factor that determines leadership style in situations where the difference between environment variables is small. In addition, the belief that one of the most valid criteria for predicting the leadership success of individuals in terms of success and personality traits is "personality" is increasing. Regarding this relationship between success and personality traits, Hogan determined that the "leadership performance" of those who are elected or brought to the head of institutions is generally at an unsuccessful level at a rate of fifty to sixty percent. This high probability of failure "how can we choose people to be leaders?" makes the answer to the question even more important (Zel, 2011). Since the end of the 19th century, research on organization and organizational behavior has begun, and the factors that affect managerial performance in positive and negative aspects in general have been tried to be revealed. In almost all studies, the "human" factor has emerged as the "key-factor" that determines and directly affects organizational performance, since organizations are socio-mechanical systems. Every person has different characteristics in terms of personality. When we look at the definitions of management in general, it can be said that influencing people is the basic element. Personality theorists have defined the human being with different characteristics as positive and negative. Views that characterize people with essentially negative traits have been influential in the formation of theories and approaches that suggest that people should be governed by strict and strict rules and procedures in order to prevent them from exhibiting their negative traits and to ensure that they are productive. On the other hand, there are views that consider human behavior from an optimistic point of view. In particular, the views of Sullivan, Froom, and Horney argue that "the development of personality is primarily influenced by external social factors". People's good or bad tendencies are a result of the social process. In this context, these positive thoughts, which include positive views about people, have been influential in the emergence of theories and approaches that suggest that people can be good, effective and productive if they provide an environment (Erdoğan, 2000). From this point of view, it would be useful to find out the common characteristics of homogeneous educational institutions and their managers due to the gathering of people, and to investigate the ideal manager expectations of the employees in these institutions (Zel, 2011).

Personality is thought to be a very important factor in adapting an individual to his/her job and his/her institution. It is important for the future of the country to prevent people who do not have the personality traits expected from the administrator from being brought to the management level in an educational institution. The personality factor, which will be taken as a basis in determining the policy regarding human resources within the institution, has different characteristics according to different theorists. Freud argues that personality is shaped until the first 5-6 years of age, and according to the Freudian approach, it is not possible to change the personality by organizations, so it will be sufficient to know the personality as much as possible. However, when the view that personality is a phenomenon that is shaped and developed throughout life, such as Erickson, Jung and Fromm, and that personality develops depending on the learning process and continues to develop throughout people's lives, according to Bandura and Mischel, in-service studies that develop personality in the desired direction in business policies are also used. will be as important as recognition. Again, the personality factor plays an important role in organizational changes. In a vital issue such as education, managers in an educational institution need to know their own personalities and analyze their expectations from their managers and employees with different personalities in order

to ensure the best functioning of the institution and maximum efficiency. Educational administrators have to establish relations with elements of different educational and cultural levels, such as teachers, employees, students, parents, environmental leaders, local administrators, central organization and politicians, and maintain democratic management by reconciling their contradictory expectations. He/she will be able to be in healthy relations with a self-realized executive organization that acts rationally in the solution of problems, whose personality is compatible, balanced and integrated. Personality differences are one of the issues that managers should focus on. In modern management approaches, it is stated that human beings are an emotional being in order for organizations to be managed well, and it is stated that his psycho-social structure should be understood in order to understand and manage people (Hoca, 2007).

In order for an education administrator to be able to do all these, it is an inevitable reality that his personality traits should be sufficient to fulfill all these responsibilities and that he should develop his existing personality traits in this direction. A manager who wants to achieve managerial success has to manage human relations in the organization well. Managers are responsible for the positive or negative human relations within the organization, and it is the duty of every manager to establish and maintain quality human relations. Educational administrators have to closely monitor the developments in their fields, on the one hand, and meet the expectations of the rapidly changing society on education, both by changing their styles and by making individual changes (Özan, Nanto, & Öztürk, 2020).

8.THE ROLES OF MANAGERS IN EDUCATIONAL ADMINISTRATION

According to Tasić, Tubić, Tasić and Mitic (2011), education is one of the important factors of the efficiency and speed of economic development, and in this context, it is necessary to develop and invest in specialized management staff for school management. According to Ghasemy and Hussin (2014), education is the main tool of change in developing and developed societies, and the management of educational organizations is considered one of the most important areas of educational administration and leadership. Therefore, it can be thought that one of the basic functions of education is educational administration and it can be stated that the administrator or education leader has an important role in the healthy management of education.

Bayarystanova, Arenova, and Nurmuhametova (2014) state that it is useful to examine the functions that should be performed by educational administrators in order to determine the specificity of educational institution management. In general, these functions are to create the development strategy of the educational institution and to adopt the conceptual principles of management, to create the corporate philosophy and planning, to manage finance and economy, to have a good command of and adapt to computer systems, to meet the needs of the institution and to carry out educational activities in a coordinated manner. These statements can be explained as the need for an education manager to be versatile. A versatile manager can have important activities in both the mesosystem and exosystem of ecological systems theory. For example, a versatile school administrator can be effective in the mesosystem in the development of relations between the child's family and the school, or a provincial, district or ministry level administrator who takes the right decisions for the effective management of the school can also carry out effective activities in the exosystem layer.

According to Bush (1999), the content of educational administration, which is an applied discipline, is constantly changing; Because not only policy changes affect the change of educational administration, but also developments in theory and research have

an impact on change. It can be stated that the change also changes the roles of educational administration and administrators. In this context, examining the educational administration as only the management of schools and how school administration should be can be very superficial. Educational administration can play a role in the creation of a system setup with content such as how school administrators and middle-upper administrators, who are effective in policy making, plan, manage and control the education system.

According to Power, Halpin, and Whitty (1997), an indication of the redefinition and expansion of the role of the school principal is the remarkable development of educational administration studies in the last decade (1987-1997). The increase in the quality and quantity of the studies has made the educational administration stronger, and in this direction, it has been seen that new scientists have been added to the field and studies have been produced with different perspectives. In this context, according to Crow, Hausman, and Scribner (2002), the changing nature of administration and the wider society in which schools are located affect the roles of school principals. This situation is also located in the macrosystem, which deals with the cultural dimension in the ecological system. For example, the nature of school principals' work has changed as a result of teaching policies (Power, Halpin, & Whitty, 1997). In this context, according to Hallinger and Kovačević (2019), there has been a paradigm shift from "school management" to "school leadership" for sixty years. It can be stated that the change is not only in the field of leadership, but also in the general social sciences. It can be interpreted as a natural process that the leadership, which is one of the intensive working areas of educational administration, is affected in this sense. This process of influence and change can be explained as the changing effect of the chronosystem, which expresses the concept of time, on the process.

According to Huber (2004), the role of the school leader should also be seen in relation to the broad context in which the school operates. Schools have a strong relationship with their communities and the country's education system. Similarly, according to Crow, Hausman, and Scribner (2002), the schools' emphasis on continuous learning, the obligation to establish more contact and communication with others, and the emphasis on creativity and innovation change the roles of principals, given the context in which they operate. In this context, the role of the manager in this order should be considered as a network of social relations. Given this vision, principals take more responsibility for maintaining the vitality and health of social relationships. In particular, the three leadership orientations, interactional, collaborative, and democratic leadership types are more compatible with social networks. Studies on leadership have revealed different types of leadership. In this sense, there is a production of knowledge. The fact that the production is directed towards a concept only in the field can cause serious lack of information. Studying the field of educational administration by researchers from different disciplines and producing information on different points will enrich educational administration in this sense.

According to Bai and Martin (2015), it is very important to understand and respect the complexity of leading a school in today's world; however, the lack of time for a manager to engage in continuing professional development that keeps him up to date in all areas is indeed a problem for many school leaders. In this sense, the use of technology has important benefits. Gibson (2002) states that with the successful integration of technology into learning environments, the central role of school leaders and traditional learning paradigms gain momentum nationally and internationally. In this context, the

required functions can be considered not only as the functions that the school administrator can create, but also as functions that can be created by all stakeholders in the education system (Eranıl, 2021).

9. DISCUSSION AND CONCLUSION

The audience of education is people. In this sense, the management and training of people and the definition of their role in the education system have an important place in the management of education systems; Because the management of education is a complex and challenging process and it is very difficult to clearly define and formulate the boundaries of this process. Therefore, the variable and complex nature of human beings creates difficulties in educational organizations in this sense. Educational administration can be defined as the process of effectively managing the potential of administrators, teachers and students, course materials, and the funds and financial opportunities allocated to education. Educational administration also refers to the application of administration in the field of education.

Education manager can be defined as those who work at different levels of education and who work in order to achieve the aims of the education system at the planned level. Educational administration has various stages. Educational administration is a part of public administration. School administration is the application of educational administration to a more limited area. Classroom management is the first step of the educational management structure. Today, education administrators manage various units of national education with various titles.

Education manager, who deals with the whole of education, namely; He is the person who aims to analyze and unify the system as a whole. Contemporary management theorists accept that managers who have knowledge and skills in human relations are successful and increase the efficiency in the educational institution, thus achieving the organizational goal. The source of this success is that educational administration is a process that includes human relations. In the school organization, the only way to employ the relevant people for the purposes of the school is to try to get to know the individuals who will do that job in all aspects and to understand them. One of the important factors in the efficiency of the school is whether the educational administrators behave in accordance with human relations in their administrative (administrative) behaviors. In other words, in human relations, it is possible to say that the success level of a manager with these characteristics is higher than managers who do not have these qualities. This success comes from considering and applying human relations. The operation of educational organizations is the duty of educational administrators. Educational administrators need to have certain qualifications in order to fulfill this task in the best way. The basis of management is the effective use of human and material resources in order to achieve a common goal. It is the act of realizing a certain purpose with human and material resources. The effectiveness of schools, that is, their ability to achieve their predetermined goals, largely depends on the effectiveness of school administrators, who are responsible for the conduct of school activities, education and training program. Even the simplest activities in schools are important enough not to be left to chance and to be carefully planned. This situation imposes important responsibilities on school administrators.

In a vital issue such as education, managers in an educational institution need to know their own personalities and analyze their expectations from their managers and employees with different personalities in order to ensure the best functioning of the institution and maximum efficiency. Educational administrators have to establish

relations with elements of different educational and cultural levels, such as teachers, employees, students, parents, environmental leaders, local administrators, central organization and politicians, and maintain democratic management by reconciling their contradictory expectations. He/she will be able to be in healthy relations with a self-realized executive organization that acts rationally in the solution of problems, whose personality is compatible, balanced and integrated. Personality differences are one of the issues that managers should focus on. In modern management approaches, it is stated that human beings are an emotional being in order for organizations to be well managed, and it is stated that in order to understand and manage people, their psycho-social structure should also be understood.

Competencies that education leaders should have can be grouped under three main headings. These can be listed as establishing and innovating the organizational structure (determining policies, goals and tasks, generating new values), competence in management functions (management of educational programs, student and personnel services, budget and general services) and competence in management processes (decision, planning, organizing, communication, influence, coordination and evaluation). It is especially important for the effectiveness of the school administrators, who are responsible for the achievement of the educational process in the school, to fulfill the behaviors related to these three skill areas. The manager in question has to provide an effective business management on the one hand, and meet the academic requirements on the other. In contemporary educational institutions, the most important feature that educational leaders should have is that they are knowledgeable and skilled. Establishing education policies, putting these policies into practice, providing the materials and human resources required by the application and using them effectively are only possible with a trained leader and staff. First of all, the leader should analyze the system and its functioning very well, and take precautions and guide accordingly. In this context, since the level of competence of educational leaders is directly related to the success of the practices, the necessity of being well trained comes to the fore. If the school administrator is not a good administrator, he cannot be an instructional leader. A school administrator who can be a leader should be able to meet the expectations and needs of teachers. Instructional leadership requires being a management expert. The concepts of administrator and leadership have a separate meaning and importance for school administrators. School administrators are expected to be both a strong leader and an effective administrator. Because schools require the integration of leadership and management skills. Today's education leaders must first of all be well-informed and well-rounded in order to be able to identify broad policies towards goals and to get their hands on the means to achieve them. A leader manager is a manager who can distinguish between what an educational initiative is and what it should be, and who can effectively use the material and human resources under his responsibility. In this sense, it can be said that school administrators should have instructional leadership characteristics and management skills. The instructional leader must have the ability to develop effective instructional strategies and evaluate the teacher in a healthy way, and must supervise the extent to which he uses the necessary strategies to improve instruction. It should be a source of knowledge and experience that is consulted when necessary. It should constantly evaluate educational programs and teaching activities.

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