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CONTRIBUTION OF EDUCATION LEADER'S COMMUNICATION WITH ENVIRONMENT ON ADMINISTRATIVE STRUCTURE

(EĞİTİM LİDERİNİN ÇEVREYLE İLETİŞİMİNİN YÖNETSEL
YAPIYA KATKISI)

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Abstract

In present study knowledge levels of the Director of National Education and Vice Directors from Ağrı Provincial Directorate of National Education, Primary and Secondary School Principals and Vice Principals on the issue of Educational Leadership have been investigated. To detect Directorship knowledge levels of directors, a questionnaire consisting of information on directorship has been presented to them. The sampling of research is composed of 27 principals and 49 vice principals from Ağrı Provincial Directors of National Education. According to research findings: Directors have given answers to questions on Directorship (Educational Leadership) at varying rates by meeting the expectations in a "desired" manner. Findings reveal that directors are equipped with thorough knowledge on leadership behavior.

Key Words: Effect of the leadership term on communication, Leader who is becoming routine, Communicative loss in the organization.

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Özet

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

Anahtar Kelimeler: Liderlikte kalma süresiyle iletişim ilişkisi, Rutinleşmeye giren Lider, Örgütte iletişimsel yitim.

Introduction

Communication of education leader with the environment is shaped in line with the basic needs of groups and parallel to the intensity of such needs. To the end of meeting the needs of environment, Participatory Leadership (Rotating Leadership) Theory that pays heed to the environment is demanded. This theory advocates that employees should actively participate in decision-making process. This approach stands out as a democratic attitude. Education leader who prioritizes this theory shares his/her own authority and views with his/her environment. This theory uplifts the mood of environment (Başaran,1982, p.65-72).

The communication that education leader builds with the environment is rather effective in role differentiation which is contingent upon a good number of reasons: In groups which contain similar people with respect to age, skills etc. with no hierarchy or status differentiation and with no definite group structure, it is most likely that quite a good number of conflicts shall arise amidst members due to the absence of status-defining norms. One of the most obvious reasons accounting for the emergence of conflicts is that nearly all members possess the same status to a certain extent. One of these members' attempts to make others obey may create objections and disturbances amidst the rest. During such moments of tension a person who shall comfort the members and motivate them for the task is needed. Naturally in the end a talented member shoulders this mission and rises as social-

emotional leader. It is not likely to witness conflicts and tensions in environments with pre-established traditions and norms.

One of the factors affecting the communication of education leader with the environment is related to the expectations of environment. Leader is supposed to meet such expectations. Since expectations are the most salient factor in group formation, insufficient fulfillment may be responsible in the collapse of group. Leader must be able to value the organizational goals and member expectations as inseparably intertwined. It may not be mandatory to possess all leadership qualities to emerge as a leader; yet in order to act as a leader it is necessary that a majority of such qualities must be held. Leadership skills may not be birth-given in a good number of people; hence in leader training such skills must be cultivated wisely. Presence of leadership qualities does not necessarily mean that this person shall play the role of leader. Organizational factors of leadership have been discussed with respect to the group structure, tasks, leader's authority in the group or leader-group relations, task structure of the group and power of leader. Power of leader depends on the qualities of leader, group and environment, control over prizes, group support. Parallelism between group and person needs and requirements of mission proves the strength of group structure. Leader who is expected to meet the needs of members must, as a first step, comprehend the group feelings, moods and conducts. Group's mission scheme, objectives and channels must be clearly specified. Leader-environment relation is acknowledged to be one of the most effective organizational activities. Given than leader-environment relations are in dismal this might be the most unfavorable condition for the leader .(Başar,1993, p.21-24)

Education leader's communication with the environment may bear great importance in role and status differentiation as well. Role differentiation is also witnessed in situations when group activity is disliked and disfavored by the members. In such cases too a person who shall alleviate the tension and cheer up the members is demanded. Emergence of a person to meet this requirement saves the group from disintegration hence role differentiation comes to the scene. In formal groups with definite group structure and status differentiation, if there is a huge discrepancy between objective and business approach of the leader and other members, a second leader rises amidst the members who may at certain times play even a further effective role than the official leaders (Kağıtçıbaşı, 1985,p. 228).

The communication of education leader with the environment is significant in structured groups likewise. Leadership in a highly-structured organization with strong hierarchic authority and dominant traditions is the equivalent of administrative position but not necessarily in all cases. Leader is the person who has or does not have a position within organization hierarchy. A dominant factor in identifying leader of a group is related to the characteristics and nature of the power enforced in this group. Group members may, at their own disposal, render and allow authority to a leader. Group members may agree collectively on the guidance of a leader yet this is quite a different case compared to formal authority. Formal authority is the equivalent of official right to give orders which is a legitimate power endowed to administrative positions. Right to give orders is a legitimate power. An administrator may possess both legitimate power and voluntary support of the group. It goes without saying that an important source of power for the leader is group itself yet leader equally has an effect over the group. This effect corresponds to the way group functions internally. How do people communicate with each other, how do they build interactions and how do they function as a sub-group? A second effect is related to the performance on the attainment of group objectives. Opposing to the definition that categorizes leadership as the way leaders impose their demands on followers James Mac Gregor Burns provides this explanation: Leadership is persuading the followers to act in union for common values and motives. Leadership is not simply a tour de force; it is closely linked to the goals and needs of followers. The core of leader-follower relations is contingent upon inter-personal communication geared towards a common goal (Burns, 1978, p.19; Aydın, 1992, p. 229).

Communication of education leader with the environment also provides a cure for the handicaps due to the presence of more than one leader. Although in schools and other educational institutes director appears as one single person, in reality different individuals perform the acts of leadership during different times and situations which points to the fact that leader matters remarkably in educational institutions. In place of administrators in organizations, recent studies dwell more extensively on the behaviors of people who act as leader in groups. In that sense leadership implies the execution of leadership behavior in a group. Concept of group bears importance for the administration and directors since directors spend a considerable amount of their time during group activities. Effective administrative leadership calls for a better comprehension of the behaviors of group members (Aydın, 1991, p. 231).

Education leader's communication with the environment must be paid concern within the context of problems necessitating coordination amidst people and problems that need to be solved in organizational management. Empowering the actions which act as tools in school -establishing with values must be institutionalized so that preliminary objectives that paved the way for starting the organization shall also be regulated to keep the organization alive. Institutionalization mitigates the adaptation and renovation capacity of organization to changing conditions. Organizational leader is the kind of leader who shall not forsake education values for the success of educational institute he administers. Leaders of institutions must aim to reach the educational objectives of modern age that go beyond temporary means and processes (Bursalıoğlu, 1987, p. 309).

Method

For the purpose of the research, the scope of the questionnaire Agri Province convened to evaluate the level of knowledge about the educational leadership of the Director of Education was established. The questionnaire was adapted to the data processing techniques in consultation with field experts. Test forms prepared in this direction were sent to elementary and high school in Ağrı province. Findings from the trial forms showed that some questions were not used to determine the validity of the measurement tool that determines objective compliance and the reliability of the measure of consistency that non-operational questions were removed, and the last survey was conducted. The data gathered from the questionnaires distributed to Ağrı National Education directors were analyzed according to purpose of the research and tried to reach conclusion. Before reaching a conclusion, the information in questionnaires was tabulated specifically by the researcher. These tables helped to achieve final results. The participants were asked to rate the truthfulness of the information on education leadership as "None", "Partially", "Substantially" and "Completely". These options have been respectively graded as 1, 2, 3 and 4 points. For this reason, it is expressed as percentage accuracy level.

Universe and Sampling

The research population consists of the directors from Ağrı Provincial Directorate of National Education. Ağrı Provincial Directorate of National Education has been considered to describe the universities of institutions. It is reasonable to say that the main criterion is to reach the majority of directors, that the universe is a reflection of the sample. Sampling covers all schools in Ağrı and Provincial Directorates of National Education. In the present study two groups of subjects were analyzed. The first group, the School Director of the Provincial National Education Directorate, while the other group includes the Deputy Director of the Provincial Directorate of National Education. Besides, while taking percentage of the research the fractions have not been included in the table. Of all the percentages, only the last two digits after comma have been added to the table. The reasons accounting for the failure to reach one hundred percent ratio (100%) is related to the absence of these fractions.

List of the institutions included within sampling:

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

It's not just the schools listed above, but also the Provincial National Education Directorate of pain were included in the sampling. The Ministry of Education is not listed separately because it is not a school. It was possible to carry out the questionnaires from Ağrı Provincial Directorate of National Education and almost all schools in Ağrı. All subjects have been given the same questionnaire. The number of directors receiving the questionnaire is 76. 27 participants are school principals and 49 participants are vice-principals. This distribution is as listed in Table 2.

Distribution of Sampling Subjects with respect to Positions:

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

Data Gathering

All 27 institutions responded to the survey questions. None of the surveys were considered invalid. Almost all administrators who worked in the schools in Ağrı participated in the survey. In that way 76 directors have been reached to enable an increase in the number of participant subjects. Questionnaires have been distributed personally by the researcher to the directors pursuant to the official permission granted by Ağrı Governorship and pre-knowledge and approval of

Directorate of National Education and participants have been requested to complete the questionnaires appropriately prior to submission.

Problem

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

Sub Problems:

- 1- What is the degree of knowledge among the Agri Provincial National Education Directors, Agri Provincial National Education Director, Elementary and Secondary School Principals regarding leadership behaviors?
- 2- What is the degree of knowledge among the Agri Provincial National Education Directors, Agri Provincial Director of National Education, Elementary and Secondary School Principals' leadership behaviors?

Hypotheses:

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

Premises:

1. Surveys conducted preliminary tests to develop a sufficient level.
2. The survey received expert opinions to develop sufficiently.
3. Research reflects the fact that the opinions of the interviewed Ağrı Education Director.

4. Compatible with selected research methods for research purposes.
5. Sample represents the universe at a desired level.
6. The questions used in the survey and data collection tools are valid and reliable.
7. The obtained data is assumed to be valid and reliable.

Restrictions:

- 1- This study is limited by the Educational Leadership and opinions of Agri Province Director of Education.
- 2- The research was limited to the views of Ağrı Provincial Director of National Education, Ağrı Provincial Directorate of National Education, Ağrı province center and secondary school administrators and assistant principal.
- 3- This study is restricted to the resources and questionnaires accessible as data gathering tools.

Findings

This section Ağrı Education Director of Education Leadership Knowledge was displayed in tables. The correctness of the information of Agri National Education Directors is shown on the tables. In the research “Completely” and “Substantially” options have been accepted as “Desired” options with high levels of realization.

TABLE–1: As the term of leadership gets longer open and free communication within group diminishes, the group falls short in solving new problems.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLE TELY (4)	SUBSTANTIA LLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	10	5	11	1	27
	%	37.03	18.51	40.74	3.70	35.52
VICE PRINCIPAL	F	19	14	14	2	49
	%	38.77	28.57	28.57	4.08	64.47
TOTAL	F	29	19	25	3	76
						100

As evidenced in TABLE–1;

10 participants selected the “Completely” choice, 5 of them selected the “Substantially”, 11 attendances selected the option “partially”, only 1 participant selected the option “None”. Of all the vice-principals 19 selected the option “completely”, 14 Partial Option 2 was to None. 67% of 55%, and deputy director of the expectations in this regard "desirable" was carried out in a way.

TABLE–2: In an organization conflicts between leader and subordinates increases the number and severity of organizational codes, parallel to the increase in the number and severity of codes the conflicts also multiply.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIA LLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	14	6	7	-	27
	%	51.85	22.22	25.92	-	35.52
VICE PRINCIPAL	F	21	14	12	2	49
	%	42.85	28.57	24.48	4.08	64.47
TOTAL	F	35	20	19	2	76
						100

According to TABLE–2;

14 of them chosen “Completely”, 6 of attendances selected “Substantially”, 7 of them have said the option “Partially”, None of them has selected the option “None”. Of all the vice-principals 21 have selected the option “Completely”, 14 selected the option “Substantially”, 12 selected the option “Partially”, 2 selected the option “None”. 74% of the principals and 71% of vice principals achieved their expectations on this issue in “desired” manner.

TABLE-3: If a school principal who assumes the role of education leader becomes principal in his/her own environment s/he shall have fewer conflicts with the environment.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIA LLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	10	7	7	3	27
	%	37.03	25.92	25.92	11.11	35.52
VICE PRINCIPAL	F	18	11	14	6	49
	%	36.73	22.44	28.57	12.24	64.47
TOTAL	F	28	18	21	9	76
						100

As manifested in TABLE-3;

10 attendance selected “Completely”, 7 of them chosen the option “Substantially”, again 7 selected the option “Partially”, 3 of participants selected the option “None”. 18 of all the vice-principals selected the option “Completely”, 11 vice-principals said “Substantially”, 14 chosen “Partially”, 6 have selected the option None. 62% of the principals and 59% of vice principals achieved their expectations on this issue in “desired”.

TABLE-4: The person who performs the tasks of education leader must appoint someone outside the school environment for a problematic school with no principal.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIA LLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	9	12	3	3	27
	%	33.33	44.44	11.11	11.11	35.52
VICE PRINCIPAL	F	19	14	12	4	49
	%	38.77	28.57	24.48	8.16	64.47
TOTAL	F	28	26	15	7	76
						100

As exhibited in TABLE-4;

Of all the principals 9 selected the option “Completely”, 12 of them chose this option “Substantially”, 3 have selected the option Partially, 3 have selected the option None. Of all the vice-principals 19 have selected the option Completely, 14 have selected the option Substantially, 12 have selected the option Partially, 4 have selected the option None. 77% of the principals and 67% of vice principals have achieved their expectations on this issue in “desired” manner.

TABLO-5: It would be the best decision ever if a person performing the tasks of education leader appoints to a non-problematic school someone from the school itself for the principal position.

POSITION	ACCURACY LEVEL					TOTAL SUM
		COMPLETELY (4)	SUBSTANTIALLY (3)	PARTIALLY (2)	NONE (1)	
PRINCIPAL	F	16	4	6	1	27
	%	59.25	14.81	22.22	3.70	35.52
VICE PRINCIPAL	F	23	18	6	2	49
	%	46.93	36.73	12.24	4.08	64.47
TOTAL	F	39	22	12	3	76
						100

As exhibited in TABLE-5;

Of all the principals 16 selected the option Completely, 4 selected the option Substantially, 6 selected the option Partially, 1 selected the option None. Of all the vice-principals 23 selected the option Completely, 18 selected the option Substantially, 6 selected the option Partially, 2 selected the option None. 74% of the principals and 83% of vice principals achieved their expectations on this issue in “desired” manner.

CONCLUSIONS:

1. 55% of principals and 67% of vice principals met the expectations in a “desired” manner for the statement “As the term of leadership gets longer open and free communication within group diminishes, the group falls short in solving new problems”.
2. 74% of principals and 71% of vice principals met the expectations in a “desired” manner for the statement “In an organization conflicts between leader and subordinates increases the number and severity of organizational codes, parallel to the increase in the number and severity of codes the conflicts also multiply”.
3. 62% of principals and 59% of vice principals met the expectations in a “desired” manner for the statement “If a school principal who assumes the role of education leader becomes principal in his/her own environment s/he shall have fewer conflicts with the environment.”
4. 77% of principals and 67% of vice principals met the expectations in a “desired” manner for the statement “The person who performs the tasks of education leader must appoint someone outside the school environment for a problematic school with no principal”.
5. 74% of principals and 83% of vice principals met the expectations in a “desired” manner for the statement “It would be the best decision ever if a person performing the tasks of education leader appoints to a non-problematic school someone from the school itself for the principal position”.

SUGGESTIONS:

1. Leadership terms should be kept shorter and definite to make sure that open and free communication within group does not mitigate and fruitful results are obtained in solving newly emerging problems.
2. Since in an organization conflicts between leader and subordinates increases the number and severity of organizational codes, parallel to the increase in the number and severity of codes the conflicts also multiply, the rise in the number of codes should be stopped.
3. If a school principal who assumes the role of education leader becomes principal in his/her own environment s/he shall have fewer conflicts with the environment is a deduction to take into account in new assignments.
4. In order to gain the greatest advantages the person who performs the tasks of education leader must appoint someone outside the school environment for a problematic school with no principal and this newly appointed director must keep away from prevailing conflicts within institution.
5. It would be the best decision ever if a person performing the tasks of education leader appoints to a non-problematic school someone from the school itself for the principal position since a newly appointed director outside school environment would most probably create disturbance.

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