Training of School Administrators

Arrived Date	Accepted Date	Published Date
25.03.2023	13.05.2023	25.07.2023

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ABSTRACT

Today, education is seen as the most effective method that changes societies. Among the many elements that unite this effective method are the leaders who manage these institutions. By examining the concept of educational administration, which is becoming more and more acceptable as a field of expertise. Educational administration is a field of expertise that focuses on the management and leadership of educational organizations, such as schools, colleges, universities, and other learning environments. It involves the strategic planning, organizing, coordinating, and supervising of educational resources and activities to achieve educational goals and objectives. There is a need for more research on the training of school administrators, and this study was carried out on the training of school administrators, which is one of the areas of expertise of educational science.

INTRODUCTION

Education is a phenomenon that can lead a society to change completely. Education can bring about change in many areas by improving the knowledge and skills of individuals, shaping their mindsets and creating awareness in society. The effectiveness of school principals is one of the most important criteria in creating this change. Principals have an indirect but significant impact on students' learning by creating school systems and policies that meet students' diverse needs and abilities (Leithwood & Jantzi, 2008; Khaleel, Alhosani, & Duyar, 2021).

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It is the whole of the holistic that combines many details within the training. School administrators, especially school principals, play an important role in this process. The role of school principals supports the effective functioning of educational institutions and the achievement of positive changes in society. The effective leadership and management skills of school principals are an important factor in supporting the success of educational institutions and positive change in society. Principals increase the enthusiasm of teachers and staff to work, encourage student success and strive to improve quality in education. Therefore, the role of qualified school principals is critical for the education system to be effective and successful.

Some of the main roles of the school principal are:

1. Leadership: School principals are responsible for setting the school's vision, setting goals, and motivating the school community to achieve those goals. Through their leadership, collaboration between teachers, staff and students is ensured, teamwork is encouraged and an important force is created for the success of the school. In a study, Bush (2023) reviewed current and current writings on school leadership models. He noted that there is a growing recognition of the importance of leadership for the school's development.

2. Management: School principals are responsible for organizing and managing the day-to-day affairs of the school. Monitoring the performance of teachers and staff, organizing lesson schedules, managing the budget, using resources effectively and providing educational materials are among the duties of principals. But what about managerial and psychological factors? In a study, Shibuya (2020) investigated how managerial and pedagogical factors in school management affect educational outcomes in terms of relational trust.

3. Quality of Education: School principals focus on improving the quality of education for students. It assesses teaching methods and curriculum, supports teachers and provides opportunities for professional development. It strives to raise educational standards and follows student success. According to Velásquez Rodríguez et al. (2022), beyond the activities implemented to strengthen classroom teaching, it is implied that the social component is a very important factor in improving the quality of education, and that variables such as extracurricular activities favor the holistic formation of students while at the same time positively influencing their academic performance.

4. Discipline and Safety: School principals take the lead in student discipline and school safety. It addresses discipline issues, encourages appropriate behavior among students, and supports the provision of a positive learning environment. In his Beachum (2020) studies, Gullo aimed to better understand how managers make disciplinary decisions and how implicit biases can interfere with these decisions.

5. Community Relations: School principals manage the school's interaction with families, students, and the community. It provides community support, collaborates with parents, and enables the school to make a positive impact in the local community.

6. Solving Problems: School principals identify the problems encountered and develop solution-oriented approaches. It addresses challenges that affect student achievement, resolves conflicts between teachers and staff, and implements a variety of strategies to improve the educational process.

Schools are physical spaces where students carry out their education and training processes and contain various elements for the effective realization of education. "The school is the most functional part of the education system" (Açıkalın, 1998:1; Açıkel, 2013). In this context, as in every physical institution, it is necessary to consider the physical areas of the corporate structures as a whole with their managers. It is necessary to think about schools together with their administrators in this context. Because, apart from the physical conditions of use, every planning within the management area is also made by the managers, so it affects every point of the training process.

In order for organizations to be managed effectively and efficiently, all available resources must be mobilized effectively and efficiently for the purposes of the organization. This is based directly on managerial skills (Ertopçu, 1998). In this context, since the organization is a whole with all the details it contains, it is necessary to evaluate it with all its nuances. Organization managers are the ones who direct these elements. Administrators in schools are also the ones who influence the school climate and success. This situation also reveals the importance of training managers.

In recent years, it is seen that education management has become a profession all over the world. Because the importance of school administrators who are trained with professional approaches and expected to make practices is emerging day by day. The main tasks of training managers are to solve the problems of training elements, to use their resources effectively and efficiently, to use human resources effectively, and to be at the center of achieving the targeted success. In this context, the sensitivity in the training of school administrators becomes even more important in order to reach the targeted ideal level of education.

Due to the increasing expectations about school management, school management has turned into a new form (Konan, Bozanoğlu ve Çetin, 2017; Atılgan, Atılgan, Gökçe, Karayiğit, Babaoğlan, 2022). In this context, school administrators should have a structure that can constantly update itself and keep up with the requirements of innovations and technology while working in order to achieve the goals of the schools, which are the institutions they serve as administrators. In this case, school

administrators, who must have a feature that can constantly update themselves, offer the ability to undertake the tasks of being a mentor, that is, a guide, and move in line with the goals. Considering all these situations, education management becomes a specialty.

Training Management

Educational administration is one of the trilogy of overlapping concepts along with educational administration and educational leadership. These three concepts are interrelated, but still have definitional differences depending on where the terms are applied. Educational administration in the interdisciplinary field has a history of half a century. In the last century, around one hundred and twenty-five graduate education departments have been opened in the world and this continues to increase rapidly today.

In the light of science, all these developments show that even without verbalization, educational administration has already formed sub-headings in a field of science. The use of the words management and leadership in these programs draws attention. In these programs that train educational managers, the expression of educational management has been conceptualized. While these concepts are brought to some standards, they are also tried to be placed on foundations. These situations have led to mutual criticisms in the scientific world.

Educational administration must be sensitive to both global and local changes due to technological advances that directly affect teaching and learning through changes in the curriculum in terms of pedagogical and assessment practices. It is how educational administration as a discipline has evolved to effectively meet the needs of education systems depending on the challenges arising from the technological, social, cultural, social and cultural spheres. Effectively and innovatively managing the economic changes that have swept the world in the first decades of the 21st century and will determine the effectiveness of forward-looking management practices is the main challenge facing education management locally, regionally and globally in the coming decades (Lynch, Asavisanu, Rungrojngarmcharoen & Ye, 2020).

Although the theories and approaches directly related to the field of education management advance the studies carried out for the development of this field, they are insufficient with its structure covering a wide area. In this case, the concept of management that educational science needs to work on and the use of many of the expressions of these concepts directly from the science of management has emerged.

Main Problems Encountered in Training School Administrators

Education, which has one of the most important factors in the development and growth of societies, is directly related to the quality of the leader at the head of this organizational structure. This situation is very closely related to the policies developed to train educational leaders, that is, school administrators. This situation has been discussed in many academic worlds and the development of school administrators and the requirements of change have been established in agreement with some titles.

The multilevel framework takes into consideration the influences of macro-level factors (for example federal, state, and district policies), school-level factors, and individual-level factors. These contextual factors may have more or less importance depending on the stage of implementation or diffusion (program adoption, implementation, or institutionalization) (Fixsen et al, 2005; Domitrovich, 2008).
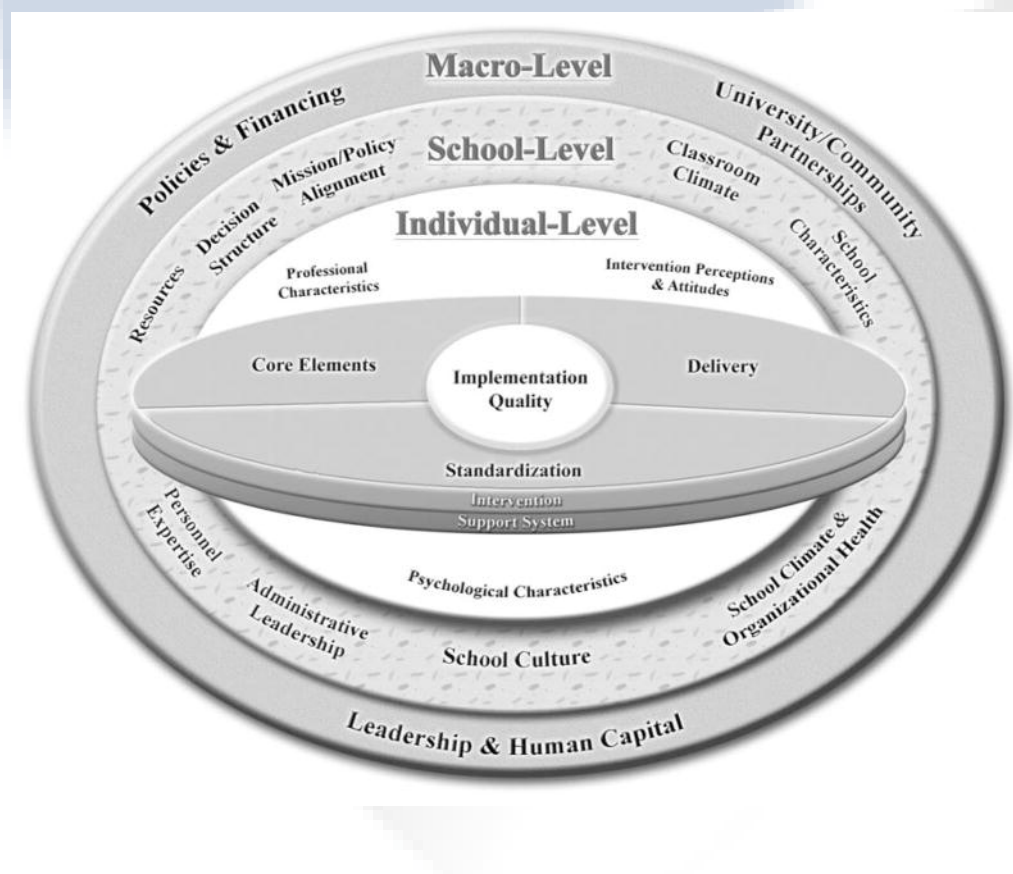

Figure 1. Factors that Can Affect Implementation Quality: A Multi-Level Model

Source: (Domitrovich, 2008).

It is stated that there is a close relationship between increasing the quality of the education system, which is one of the important factors in the development and progress of the society, and also the policies of training school administrators (Karataş, Kyzy ve Topuz, 2015; Atılgan et al., 2022). The problems involved in this process are also an undeniable fact. Some of the most fundamental of these

problems are seen as the ignoring of basic topics that are not needed as a condition of participation in the pre-service in the field of school management or in the main transition program where the service is provided.

Table 1. Some Research on the Field

Year	Author (s)	Title	Aim
1992	Blase J., Kirby P. C.	Bringing Out the Best in Teachers: What Effective Principals Do	In this research, first-person accounts of teachers who share the effective strategies of elite principals who empower themselves are included.
1996	Hallinger P., Heck R. H.	Reassessing the principal's role in school effectiveness: A review of empirical research, 1980–1995.	This article reviews the empirical literature on the relationship between the role of the principal and school effectiveness in the period from 1980 to 1995.
1998	Blase J., Blase J.	Handbook of Instructional Leadership: How Successful Principals Promote Teaching and Learning	This study provides new research and insights into how principals can encourage teacher development that enhances student learning.
2013	Hoppey, D., & McLeskey, J.	A Case Study of Principal Leadership in an Effective Inclusive School.	This research examines the role of the principal in changing schools in the current era of high-risk accountability. Qualitative methods were used to conduct a case study of a principal with a track record of success in leading school change efforts and developing an inclusive program model in her school.
2021	Nida Khaleel*, Mohamed Alhosani and Ibrahim Duyar	The Role of School Principals in Promoting Inclusive Schools: A Teachers' Perspective	The current study explored the conditions of inclusion schools in the UAE context and focused on examining the role of school principals in promoting inclusive schools in Al Ain, UAE. School principals' awareness of inclusive education has emerged as an important factor in the creation and promotion of inclusive schools.

Source: Created by authors.

Training of School Administrators

Although many deficiencies in the training processes of school administrators are known, many of the education given are based on theoretical-based structures that are far from practice. With the implementation of this situation for many years, it has revealed the needs for the training of managers. Although the issue of training school administrators is a frequently discussed situation recently, it has

not yet been clearly understood that it is a situation that needs to be planned and programmed in cooperation.

It was decided that the mentors selected as guides in the pre-service programs of the school administrators would first be given a training program (Papalewis, Rosemary ve diğerleri, 1991; Bakioğlu, Özcan & Hacıfazlıoğlu, 2002) In this context, it is undeniable that it is not possible to achieve the targeted or needed success without a training method and program specific to education administrators, and that these plans can be revised according to the internal dynamics of each country or each region.

When region-based studies are examined, a structure that occurs spontaneously without effort for applied and previously made systems is observed. It is usual for inexperienced education managers to be in the development process by revealing theoretical knowledge with their experiences that enable them to turn into practice. Training managers who put forward their own methods and techniques with the method of trial and error over time spread over the long term continue this change with individual skills by thinking that they are in the methods that are progressing towards the progress as they experience an increase in confidence in the future. In the light of the data obtained by many studies in this context, it can be seen that the educational administrator becomes dependent on the mentor structure during the process, Westhuizen, Eiasmus's statement: It can be said that mentoring is the main tool in the training of newly appointed school administrators (Westhuizen, Eıasmus, 1994:2; Bakioğlu, Özcan & Hacıfazlıoğlu, 2002).

Visionary approaches of school administrators and students about their learning levels and achievements, centering on academic issues, ethical movements and developing social relationship skills increase expectations. In this context, the social expectation in the training of school administrators who have important duties on the school emerges on the same scale.

Managers must learn to manage themselves before they can manage others (Balyer ve Gündüz 2011; Altın, & Vatanartıran, 2014). The expression of being able to manage oneself can be defined as being able to make the right decisions in the right place, at the right time. In order for this to be successful, they must be well trained not only in the service but also before the service. The deficiencies seen in the training processes of school administrators before the service are important enough to be the main subject of the studies in this field. It is stated that it is difficult to find qualified managers, manager training programs are not enough (Chapman, 2005; Balyer & Gündüz, 2011). Qualified school administrator is one of the human resources needed by both private and public institutions.

School administrators should create preparatory programs according to the expectations in line with the needs of society and education and update them according to the place and time they are in. While

these programs carry the general requirements such as intelligence and creativity required by science, they should be prepared and applicable as programs that can meet social expectations. The education requirements for school directors can vary depending on the country, state, or region, as well as the type of educational institution (public, private, elementary, secondary, higher education). Generally, school directors are responsible for overseeing the administrative and academic operations of their respective schools and ensuring that the institution runs smoothly. They play a crucial role in shaping the school's vision, setting policies, and ensuring compliance with educational standards and regulations.

To become a director of education, you'll need to get a relevant degree and possibly a license or certificate. Educational requirements and qualifications may vary depending on whether the place of study is a school or other organization and whether the institution is public or private (https://soeonline.american.edu/blog/how-to-become-education-director/) some common educational pathways and qualifications that school directors might pursue:
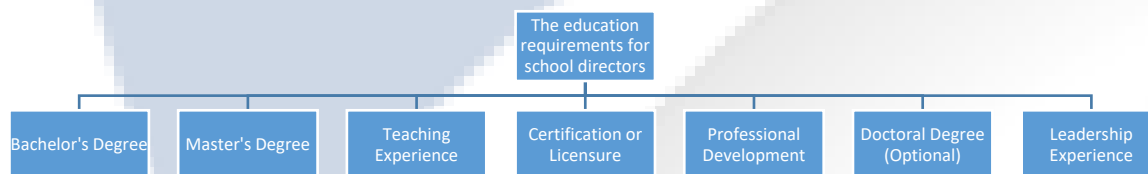

Figure 2: The education requirements for school directors
Source: Created by authors.

Bachelor's Degree: Most school directors hold at least a bachelor's degree in education, educational leadership, or a related field. A bachelor's degree provides a foundation in education theory and practice.

Master's Degree: Many school directors pursue a master's degree in educational leadership, educational administration, or a similar field. A master's degree typically offers more advanced coursework in leadership, management, and educational policy.

Teaching Experience: School directors often have prior experience as teachers or educators. Teaching experience provides valuable insight into the daily workings of a school and the needs of students and staff.

Certification or Licensure: Some regions require school directors to obtain specific certifications or licenses related to educational leadership or administration.

Professional Development: School directors often participate in ongoing professional development to stay up-to-date with the latest trends and best practices in education.

Doctoral Degree (Optional): While not always necessary, some school directors may hold a doctoral degree (e.g., Ed.D. or Ph.D.) in educational leadership, which can be beneficial for those seeking leadership positions in higher education or research.

Leadership Experience: School directors should possess strong leadership and management skills to effectively lead and inspire their school community, including teachers, staff, students, and parents.

Result

It's important to note that the specific requirements and qualifications for school directors can vary widely based on local regulations, the level of the educational institution, and the particular educational system in place. For those interested in pursuing a career as a school director, it is essential to research the specific requirements and guidelines established by the relevant educational authorities in their region. The requirements and qualifications for school directors can indeed vary significantly based on factors such as location, level of educational institution, and the educational system in place. Aspiring school directors must be diligent in researching the specific guidelines and regulations set forth by the educational authorities in their region. Additionally, networking and seeking guidance from experienced educators and administrators can be valuable in understanding the path to becoming a school director.

Conflicts of Interest: The authors declare no conflict of interest.

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