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Training of Training Managers

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Abstract


The roles and expectations of education administrators are changing rapidly. Today, education administrators are expected not only to have management and organizational skills, but also a wider range of skills such as human relations, emotional intelligence and leadership competencies. In this case, the processes related to the training of education managers are evaluated. The aim of this study is to draw attention to the issues that need to be done regarding the training of education managers, which are of critical importance in terms of the effectiveness and quality of education systems.


INTRODUCTION

The concepts of leader or leadership have recently become one of the topics on which a lot of research has been done in both social sciences and educational sciences. While traditional leadership concepts have started to disappear in the researches, new leadership concepts have started to emerge. While the traditional leadership approach focuses on an authoritarian structure, more participatory, flexible and sensitive leadership approaches come to the fore today. This change takes place due to the changing dynamics in the business world, cultural and social evolution processes, advances in technology and diversity in working environments.

For example, new leadership models and approaches such as transformational leadership, team-oriented leadership, and emotional intelligence-oriented leadership have been developed. Transformational leadership is defined as visionary and inspiring leadership, while team-oriented

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leadership emphasizes collaboration within the team and a participatory environment. Emotional intelligence-oriented leadership, on the other hand, is a leadership style based on emotional awareness and empathy. These new leadership models transform the role of the leader into a more sharing, supportive and flexible structure. They can be more effective for increasing employee motivation, fostering innovation, and adapting to changing circumstances. Each may be appropriate for different situations, because leadership is often shaped depending on environmental conditions, the needs of the organization, and the personal qualities of the leader. While this shift may mean that old paradigms in leadership are being replaced by new and flexible models, it's important to remember that old and new approaches coexist, and each can be effective in different situations.

Behaviors consistent with leadership for leaders during crisis compared to non-crisis situations and the preparation of the future education manager for professional self-realization should be based on processes of transformation and adaptation to international requirements and national expectations, in the context of the transformation of the entire education system (Wei and Liu, 2015). From the need to bring executive training schools to international standards of management education, it follows that in order to prepare future specialists for professional activities, management education should be based on programs that take into account the common problems of the economy and the organizations operating in it.

It is stated that individuals with leadership qualities are more likely to propose (Emrich, 1999). This may indicate that leadership abilities can affect not only the organizational structure, but also creativity and the tendency to offer suggestions. Since individuals "often have difficulty distinguishing between observed and unobserved behaviors that are the prototype of leadership" (Lord and Emrich, 2001: 557), this increased perception of leadership-consistent behaviors may be due to the fact that individuals' implicit leadership theories are more strongly activated.

As we enter the new age, the duties and roles of educational leaders, the expectations demanded from administrators and seen as a necessity have changed day by day. In the rapidly changing world order, the concept of management is also taking on new forms. This situation takes shape according to the requirements and needs of the current age. In this context, managers need to understand the society better and constantly improve themselves in this sense. In this context, what is expected from education managers is directly related to the self-development of administrators. As much as the personal and professional development efforts of education leaders are important, it is also very important how the system trains education administrators.

Education

Education is the general name of the processes that enable individuals to gain knowledge, skills, values and understanding. These processes often take place through teaching, learning, guidance, and

experiences. Education contributes to the physical, mental, emotional and social development of individuals. Education can take place in schools, universities, at home, in workplaces and in different areas of society. Basically, the transfer of knowledge and skills, the guidance of students in the learning process, and the transfer of values are important components of education. Education includes not only the teaching activities carried out by teachers in the classrooms, but also the experiences of individuals, their research, their personal development processes and the interactions of the society in which they live.

According to Salas et al. (2012), research on education clearly shows two things:

- (a) the functioning of education;
- (b) the manner in which the training is designed, delivered and implemented.

Salas et al. (2012) argues that education is a systematic process. The fact that education is systematic means that it takes place in a certain plan and order, and that students are enabled to achieve certain goals by using certain steps and strategies.

Education Management

Training management is the process of planning, organizing, directing and supervising training processes. This area includes issues such as determining educational policies, managing resources, and regulating staff and student relations in order to ensure the effective and efficient operation of educational institutions. Educational management can be explained with theories in an increasingly progressive way day by day in order to clarify and predict all activities in educational organizations.

The field of educational management encompasses a wide range of activities aimed at ensuring the effective functioning and development of the education system, including specific educational institutions, achieving strategic goals, and improving the efficiency of personnel management (Kyvliuk et al., 2018). Effective leadership and management are crucial for providing the best possible education for learners (Bush & Sargsyan, 2020).

Leadership education in higher education involves various theories and models, such as the five practices in the leadership challenge, relational leadership, servant leadership, the social change model of leadership development, and transforming leadership (Komives & Sowcik, 2020). Leadership education programs play a significant role in developing leadership in individuals and organizations (Jayaratne et al., 2010).

Understanding leadership educator professional identity has benefits for leadership educators, their students, and the field of leadership education (Seemiller & Priest, 2017). The importance of management education has increased due to globalization and advancements in information technology, necessitating a market-oriented perspective to better align business education with the

needs of the global market (Moorthy et al., 2022). Additionally, the management model of a general secondary education institution has been developed to implement mixed education (Віролайн, 2022).

In conclusion, educational management involves a broad spectrum of activities aimed at ensuring the effective functioning and development of the education system, achieving strategic goals, and improving personnel management efficiency. Leadership education plays a crucial role in developing effective leaders and managers, and understanding leadership educator professional identity is beneficial for the field of leadership education. Furthermore, the importance of management education has grown due to globalization and technological advancements, emphasizing the need for a market-oriented perspective to align business education with global market needs.

Training Manager

An inspirational leader is perceived by his followers as knowledgeable, enlightened, and sensitive to current issues (Bass, 1988). The leader or manager should have the primary responsibility for facilitating their followers and offering them a friendly culture in which they can develop and develop their talents, take on modern challenges, and contribute to project success (Anantatmula, 2010; Fareed et al., 2023). Anantatmula's 2010 study also highlights the importance of this kind of support and environment for leaders, and moreover, this leadership approach emphasizes the role and responsibility of the leader to uncover and develop the talents of team members. The leadership role of the manager is of great importance in motivating people and creating an effective working environment so that the project team can cope with greater challenges in today's global economy (Anantatmula, 2010).

Anantatmula (2010) argued that although leadership style and competence are not directly related to project success, leadership role is crucial to facilitating various project success factors that contribute to project performance. He also argued that a project manager's leadership roles and responsibilities to the project team and stakeholders affect project outcomes and performance.

Educational administrators are the key to the creation of ideal schools. In terms of the abilities of educational leaders, they have very critical important touches on the educational development in the classroom. It also has an important place in the name of all the achievements of a school. In general, management requires skills that can solve critical important tasks instantly, regularly and smoothly. Apart from these, school management is also the person who can optimize process management, school climate, communicative problems and individual problems.

School administrators (education administrators), that is, school principals, are the people who make the most important contribution to the vision and mission of the schools. Because they are the people who can make students, teachers and even parents ready in order to professionalize the cognitive,

academic and social learning skills targeted in schools. Education administrators who are able to create this school climate are the most effective individuals in their own institutions. Education administrators, who can create a school climate that can increase the success of teachers and students, can maximize morale and motivation for every stakeholder. Because morale and motivation are the most important factors affecting all expected achievements for the teacher and the student. Education administrators, who can keep up with every age, should be open to all innovations, and all their actions should carry the student to the center and make presentations that can closest to the student-based ideal goals.

In this context, the success of education administrators should be evaluated as leaders who take part in student-oriented movements, maximize institutional structure and peace, and lead to teachers who can act student-centered.

Training of Education Managers in the World

Revisiting our leadership identity before entering each classroom can give us the opportunity to re-examine what leadership principles we exhibit in the classroom and the extent to which our leadership practices support or limit our students' development (Egitim, 2022). Leaders in the twenty-first century need to navigate an increasingly complex environment (Hempsall, 2014). In this context, an important point about how leaders should act in the complex and changing environment of our age is emphasized.

This suggests that leadership skills and approaches should focus on flexibility, innovation, and the ability to deal with complexity. Training of education managers is extremely important for the effectiveness and quality of education systems. These administrators play critical roles such as managing schools, policy making, supporting teachers, and increasing student achievement.

There are several pathways and programs for training training managers:

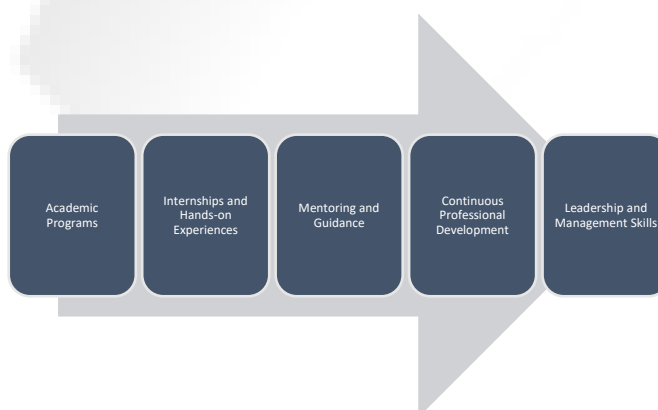


Figure 1. Various Ways and Programs for Training Educational Managers

Source: Figure 1 was created by the researchers.

Academic Programs: Educational management and leadership programs at undergraduate, graduate or doctoral levels play an important role in the training of these people. These programs prepare future managers by combining theoretical knowledge and practical skills.

Internships and Hands-on Experiences: It is important for educational administration students to participate in internships or hands-on programs to gain real-world experience. Such experiences in schools, educational institutions, or educational management departments can help students develop their practical skills.

Mentorship and Guidance: Mentorship programs by experienced training managers or leaders can help new managers develop their talents and leadership skills.

Continuous Professional Development: Continuing training and development opportunities should be provided for training managers. It is important for them to follow and adapt to changing educational trends, management strategies and technological advances.

Leadership and Management Skills: It is critical for training managers to develop skills such as leadership, communication, problem solving, and team management. These can have a direct impact on the efficiency and effectiveness of educational institutions.

Realistically, while the abundance of leadership models has certainly increased our knowledge, it is also clear that many practitioners find these fragmented theories confusing when they try to apply them to corporate settings (Humphreys, 2004),

Training of educational administrators should not be limited to academic knowledge; It should also focus on practical applications, experiences, and continuous learning. These people should have the ability to manage changes in education systems and follow developments. This can make education systems more effective, innovative, and student-focused.

Conclusions and Recommendations

Although all authorities in the world have developed different methods and techniques for training education managers, all countries have put this issue in their important items. When we look at the studies on the subject from an academic point of view, it is seen that the importance of training education managers has increased in recent years, and even third world countries have not been insensitive to this issue.

After it has been determined that Education Management is a different field parallel to the teaching profession but independent of the teaching profession, it is understood that it is a field that should be studied professionally by official institutions apart from universities or certificate programs.

The preparation of educational leaders for training management with pre-service training methods does not require an official and legal obligation, it is considered sufficient to achieve success in the training profession and to have the title of training manager. It has been clearly noticed that trying to develop educational leadership with in-service training or certificate programs is insufficient and

incomplete in order to have a professional characteristic. The main reason for this is that there are no leaders at the ministerial level who are trained by the theoretical foundations of education management. However, education management should be trained with a state policy and passed through certain scales, a regimental administrator is only as much as the current administrator can improve himself.

Legislation, human relations, process management, crisis management, school climate skills development are issues that require direct professional training. In order to master these issues, it is necessary to provide education with state policies in order to gain competencies that can be developed with a professional education. Training educational leaders should be considered as a state policy and they should be professionalized through in-service and out-of-service studies and supported by the programs of universities.

Management education should have a versatile and applicable perspective that can adapt to the rapidly changing dynamics of today's business world. International management education standards need to take into account the global nature of the business world, technological advances, and social and economic factors. When preparing future managers, programs that focus on the common problems of the economy and businesses, include real-life scenarios, and develop practical skills and strategic thinking abilities are of great importance. However, issues such as being able to compete in global markets, sustainability, ethical leadership, cultural diversity and integration with technology should also be at the center of training programs.

It is crucial for executive training schools to offer programs that emphasize practical experience, such as internship opportunities, industrial collaborations, and real-world applications. This enables students to apply their theoretical knowledge in practice to produce solutions to real-world problems (Lin et al., 2021). Additionally, elements supporting personal and professional development, including communication skills, teamwork, and problem-solving skills, should be integrated into the training programs. These skills are essential for managers to be strong, flexible, and adaptable individuals in human relations (Zarei et al., 2022). Such programs can better prepare graduates to enter the business world and develop the skills and perspective necessary for future managers (McLaughlin et al., 2013). Furthermore, interprofessional simulation training in health professional education has been shown to improve patient safety, emphasizing the importance of practical training in professional education (Kyrkjebø et al., 2006). Additionally, the effectiveness of empathy and problem-solving skills training on social self-efficacy and mental security highlights the significance of incorporating such training into educational programs (Zarei et al., 2022). Therefore, integrating practical experience, personal and professional development, and interprofessional training into executive education programs is essential for preparing future managers to excel in their roles.

It's also important for executive training schools to offer programs that emphasize practical experience, such as internship opportunities, industrial collaborations, and real-world applications. This enables students to produce solutions to real-world problems by applying their theoretical knowledge in practice. In addition, elements that support personal and professional development such as communication skills, teamwork, and problem-solving skills should also be a part of the training programs. Because today's managers should not only have knowledge, but also be strong, flexible and adaptable individuals in human relations. Such programs can enable graduates to enter the business world more prepared and equipped, and develop the skills and perspective necessary for future managers.

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