

## Training of School Administrators

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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" (Açıklan, 1998:1; Açıklan, 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; Atılğan, Atılğan, Gökçe, Karayığit, Babaoğlu, 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.

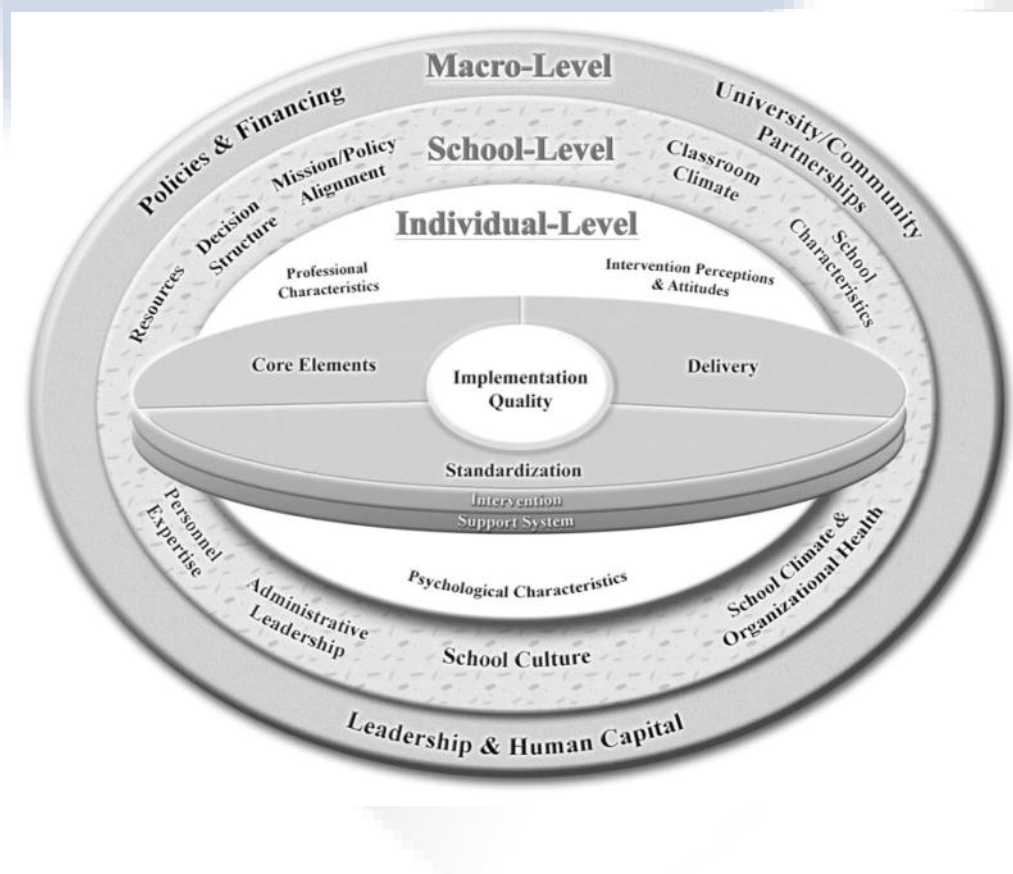
Educational administration must be sensitive to both global and local changes due to technological advances that directly affect teaching and learning through changes in the curriculum in terms of pedagogical and assessment practices. It is how educational administration as a discipline has evolved to 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













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