

ÇOLAK, M., KÜRŞAT, F., ÖLMEZ, N., ALŞAN, G. (2024). "A Study on Methods of Gaining Leadership and Management Skills in the Field of Education". *International Journal of Social Science, Innovation and Educational Technologies (Online)*, Vol: 5, Issue: 18, pp: 191-202

Keywords: education, leadership, management skills

Article Type Review Article

A Study on Methods of Gaining Leadership and Management Skills in the Field of Education

Arrived Date
22.03.2024

Accepted Date
20.04.2024

Published Date
30.04.2024


Mustafa ÇOLAK¹ Fikret KÜRŞAT² Neşet ÖLMEZ³ Gülnur ALŞAN⁴


Abstract

This study aims to examine the methods of gaining leadership and management skills in the field of education. Leadership and management skills, which are necessary for education managers to perform their duties effectively, play a critical role in the success of educational institutions. These skills include elements such as strategic planning, resource management, setting a corporate vision, and communicating effectively with stakeholders. Various training programs and methods are used for training managers to gain these skills. The study comprehensively discusses the different methods used to impart leadership and management skills. First of all, leadership and management training programs in the existing literature were analyzed.

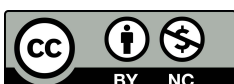
These programs range from postgraduate education offered at universities to short-term certificate programs and online courses. In addition, the effectiveness of mentoring and coaching practices, professional development opportunities and in-service trainings were examined. In our research, the effects of various methods on the performance of training managers were evaluated. Mentoring and coaching programs have been found to play an important role in improving managers' leadership skills and increasing job satisfaction. It has been observed that professional development opportunities and continuing education contribute to equipping managers with up-to-date knowledge and skills. In addition, the importance of modern education methods such as digital leadership and the use of technology was

¹  mustafacolak61@hotmail.com, Gazi University, Faculty of Industrial Arts Education, Industrial Technology Education, Ankara / TÜRKİYE

²  fikret.kursat@hotmail.com, Karadeniz Technical University, Fatih Faculty of Education, Department of Primary School, Trabzon / TÜRKİYE

³  nesetolmez@hotmail.com, International Hodja Ahmet Yesevi University, Faculty of Economy, Ankara / TÜRKİYE

⁴  gulnursan@hotmail.com, Gazi University, Gazi Faculty of Education, Department of German Language Teaching, Ankara / TÜRKİYE



emphasized. As a result, this study reveals the effectiveness of leadership and management skills acquisition methods in the field of education and presents important findings to determine the best practices in this field. It has been concluded that training programs, mentoring and coaching practices, and continuous professional development opportunities for training managers are critical in developing leadership and management skills. These findings are a guide to improve the quality of management of educational institutions and thus to support the overall success of the education system.

INTRODUCTION

In today's rapidly changing and evolving educational environment, the need for managers with effective leadership and management skills is more important than ever. Educational institutions aim to support not only academic achievement, but also the social and emotional development of students. Therefore, equipping education managers with a variety of skills plays a critical role in achieving these goals.

Leadership and management skills include the ability of training managers to set the corporate vision, plan strategically, manage resources effectively, and communicate effectively with stakeholders. These skills are essential for improving the performance of educational institutions and supporting student success. However, there are various approaches and methods in the literature on how to gain and develop these skills.

This study aims to examine the methods of gaining leadership and management skills in the field of education. Existing training programs, mentoring and coaching practices, professional development opportunities and other innovative training methods for training managers will be evaluated and the most effective practices in this field will be determined.

In this context, the main purpose of our research is to improve the overall quality of educational institutions and therefore the education system by determining the most effective methods in providing leadership and management skills to education administrators. For this purpose, existing studies in the literature were examined, the advantages and disadvantages of different methods were compared and suggestions were made for applications in this field.

Leadership

The concept of leadership has become a topic of great interest in both social sciences and educational sciences in recent years (Asrar-ul-Haq & Sadia Anwar, 2018). This is due to the fact that leadership and leadership styles are influential in business, education, politics, and many other areas. Leadership is one of the most critical factors in improving a company's performance. It is accepted that the leadership style applied in an organization has an impact on the overall performance of that organization (Akpapere et al., 2019).

Leadership can be defined as a process that enables the achievement of certain goals by influencing a group or organization Northouse (2010). Recent research shows that leadership styles and leadership effectiveness are associated with a variety of factors, and many theoretical studies on leadership effectiveness seem to be questionable (Ebadifard & Sarabi, 2015).

Bennis and Nanus (1985; Wilson Heenan et al., 2023) focused on the qualities of a leader and emphasized the necessity of clear vision, clear communication, trustworthiness, and positive self- and social respect for transformational leaders. What makes the application of transformational leadership different from other leadership approaches and that its application in educational leadership is valuable, that it tends towards a long-term vision, focuses on the development of personal followers, and transforms its followers into leaders (Burns, 1978; Wilson Heenan et al., 2023).

Issues such as school leadership, teacher leadership, and student leadership are vital for the effective management of educational institutions and a successful educational process. The concept of leadership and leadership skills are studied in depth at both academic and applied levels, and research in this field plays an important role in increasing leadership effectiveness and achieving societal transformation.

Another distinctive feature of transformative leadership is that it emphasizes the importance of mindsets and knowledge configurations, and emphasizes the need to restructure those who perpetuate inequality in more equitable ways (Shields & Hesbol, 2020).

In today's rapidly evolving educational landscape, the duties and expectations of educational leaders are undergoing a transformative shift. As technological advancements accelerate the pace of business and communication, administrators are required to make decisions more swiftly, adapt to change agilely, and seize new opportunities in the global marketplace. Moreover, the growing importance of cross-cultural collaboration and international competitiveness has heightened the need for educational leaders to possess the skills to effectively manage diverse teams and gain a strategic advantage in global markets.

The educational leaders of the 21st century must be equipped with a multifaceted skillset to navigate these dynamic challenges. As noted in a study exploring the key issues and obstacles facing senior university leaders, the most significant hurdles center around the imperative for strategic leadership, flexibility, creativity, and change management capabilities (Drew, 2010).

The rapidly changing world order leads to the concept of management gaining new forms. Management practices and approaches are constantly evolving in order to adapt to the needs and needs of today's age. In this context, elements such as leadership styles, communication methods, decision-making processes and team management are constantly revised to adapt to the changing world dynamics.

The 4C Leadership Skills Model suggests that there are four key skills (making connections, confidence, awareness, and persuasiveness) that are always needed to be an effective leader, and each has a variety of supporting skills. Each of these four core skills results in a tangible leadership trait: Leaders have a wide network of connections, build a brand image among those connections, raise issues that need to be resolved, and use a variety of styles to guide their connections. Leadership development focuses on working on the leaders' current environment, brand, agenda, and styles, as well as reinforcing the four key skills (Meyer, 2010).



Figure 1. 4C Leadership Capabilities Model

Source: (Meyer, 2010)

Management should not only be limited to the inner workings of an organization, but should also be considered and practiced in global contexts. For this reason, a management approach shaped according to the requirements and needs of the age is vital for successful and effective organizations. In this context, in order to realize the most beneficial roles of administrative individuals to social life, they should constantly revise and renew themselves in accordance with the requirements of the age. Organizations are now emphasizing the need for leaders to take on new roles, such as coordinating and facilitating the behavior of others in the workplace (Coronado-Maldonado & Benítez-Márquez, 2023).

In this case, knowledge was reflected in leadership skills and policies. In other words, it can cover a wide range from leadership skills to educational management and policies. The process in nurturing educational leaders can include a variety of elements, including leadership training, mentorship programs, hands-on internships, and ongoing professional development opportunities. It is also important to adopt an educational approach that encourages educational administrators to have values such as student centricity, relationships with the community, equity, and fairness. The role of

the system in training educational leaders should be to ensure the emergence of leaders who are qualified, have ethical values and can adapt to changing needs in education. This is a vital step in both enhancing the achievement of individual educational leaders and elevating the overall effectiveness and quality of education systems.

In the last century, the training of education administrators has started to be handled more effectively. In the process of training education managers, it is necessary to carry out a wide range of studies from local cultural values to individual differences. To benefit from these advances, insights from various fields such as biological sciences, neurosciences, psychology, sociology, developmental sciences, and learning sciences need to be brought together and correlated with successful approaches in education (Darling-Hammond et al., 2019).

Education

Education usually refers to the process of bringing about desired behavioral changes by individuals, either through their personal will or conscious efforts. This process is aimed at various goals such as acquiring knowledge, acquiring skills, developing values and social cohesion. Education can take place in formal (at school), non-formal (courses, workshops) and informal (interaction between family, friends) environments. In any case, the goal of education is usually to increase the potential of individuals and to ensure continuous learning and development throughout their lives. Since the range of training is quite wide, a lot of work has been done and continues to be done in this field.

Education plays a critical role in the process of change in societies. As societies change over time, education serves as a tool that shapes and drives this change. For this reason, the intensity of studies in the field of education stems from the necessity of developing and improving education systems in accordance with the needs and goals of societies. Education can influence and transform the economic, social, cultural, and political structure of a society. For this reason, educational institutions and their specialists have an important role for the future of society, and therefore the intensity of studies in the field of education is of great importance.

Education has to adapt to the requirements of the age because societies and the world are constantly changing and developing. Technological advances, changes in the economic and social structure, cultural transformations and other factors require the continuous updating and renewal of education systems. The adaptation of education to the conditions of the rapidly changing age enables individuals to be prepared for the challenges and opportunities they will encounter throughout their lives. For example, the rapid spread of digital technology may increase the use of information and communication technologies in education, while at the same time changing learning methods and skill requirements. For this reason, educational institutions and systems should have a flexible, innovative and continuously self-improving structure that can quickly adapt to changing world conditions. This means that educators, administrators, and policymakers need to constantly review their education

systems, making improvements, and bringing them in line with the needs of the times. In this way, education can help individuals and societies prepare for a successful and sustainable future.

Technological developments have caused significant changes and transformations in the field of education. Advances in information and communication technologies have made learning processes more effective and accessible. Technologies such as the Internet, digital tools, online learning platforms, virtual reality and augmented reality have offered new opportunities in education and enriched the learning experience of students. Technological advancements have enabled teachers and educational institutions to convey information to students more effectively, making learning materials and resources more diverse and accessible. It has also made it easier for students to learn at their own pace and in their preferred time frames. However, in order for technological developments to be used effectively in the field of education, educators and educational institutions need to adapt and use these technologies. This means that teachers develop their digital skills, integrate digital content effectively, educate students in the use of technology, and adapt their educational processes to the possibilities offered by technology. The effective use of technological advancements in education can enable students to learn more effectively, improve the quality of teaching, and help make education more accessible. Therefore, educators and institutions that follow technological developments in the field of education and can use these technologies effectively play an important role for the success of students and the development of society.

Change and revision in education systems should be initiated and supported primarily by administrators and education policy makers. It is usually the responsibility of these administrators to determine the knowledge, skills and competencies needed, to direct the changes in the field of education and to create education policies. Managers and policymakers analyze the needs of society and the economy, determining which knowledge, skills and competencies should be at the forefront. Then, the educational curriculum, teaching methods, and student assessment processes may need to be revised and updated to accommodate these needs.

The main objectives of the training are, firstly, to learn how to access and discover information, and secondly, to demonstrate their creative abilities by using their reasoning skills. Another important purpose of education and training is to guide individuals in the process of shaping the future by providing them with social values and to help them achieve social adaptation. In this case, the duties of the administrators, who are the leaders of education, constitute one of the most basic elements of the subject of education.

The SoLD synthesis, along with relevant research on school improvement, emphasizes the need for environments, structures, and practices to meet students' learning and developmental needs. These requirements include (Darling-Hammond et al., 2019).

As part of a supportive environment:

A responsive and culturally sensitive learning community where students are well known and valued, enabling them to learn in physical and emotional safety;

Structures that reduce anxiety and encourage active learning, ensuring continuity in relationships, consistency in practices, and predictability in routines;

Mutual trust and respect between staff, students and parents.

In the modern age, the demands and responsibilities of educational leaders have been rapidly evolving. Technological advancements are accelerating the pace of business and communication, requiring administrators to make quicker decisions, adapt to change more readily, and seize new opportunities in the competitive global marketplace (Akudo, 2020). Moreover, with increasing international competition, an administrator's capacity to respect cultural differences, effectively manage multicultural teams, and gain a competitive edge in global markets is also gaining significance (Chance & Grady, 1990; Vega, 2015).

Effective administrators who are instructional leaders and employ shared decision-making and team-building activities possess a clear vision. Successful administrators are more than just managers; they are true leaders (Chance & Grady, 1990). They understand that without direction and purpose, school programs, facilities, and morale will deteriorate (Chance & Grady, 1990). To prevent this, administrators must set priorities and goals, involve others in decision making, continue their professional growth, and provide impetus and guidance to the school.

They must also, as Barth states, believe in teachers, attribute much success to them, and not be afraid to admit that an administrator may not know everything and may need assistance (Chance & Grady, 1990).

Superintendents, principals, and others in positions of authority in school systems are instrumental in providing the vision, time, and resources to support continual professional learning, a positive school climate, and success for all students.

School administrators are the most influential and guiding people in determining the vision and mission of the school. Because, by aiming to professionalize the mental, academic and social learning abilities targeted in schools, they can make students, teachers and even parents ready. This indicates that education administrators, who are able to create a positive climate within the school, are the most influential figures in their own organization. By being able to create a school atmosphere that can enhance the success of teachers and students, education administrators can maximize morale and motivation for each stakeholder. Because morale and motivation are the most important factors that affect all expected achievements for teachers and students. It is important for education administrators to adopt an attitude that can adapt to every semester and is open to all new developments, as well as to make presentations that are closest to achieving student-centered ideal

goals, with the priority of their activities focused on students. In this context, the success of education administrators should be coded as leaders who are in the movements, mobilize the institution and peace, and guide the educators who can make plans and actions by putting the student at the center.

Suggestions for Training Education Managers

The policy of training education managers is an important factor that determines the quality and effectiveness of a country's education system. This policy aims to train qualified and well-equipped managers who will fill leadership positions in educational institutions. The state's policy determination and support in this area is a critical step for the education system to be successful. Successful implementation of these policies improves the quality of education systems, supports student achievement, and contributes to the overall well-being of society. The state's formulation and implementation of a sound policy in this area helps to strengthen the education system and ensure sustainable development. As one of the main factors of success in school, school administrators should receive support to achieve the highest administrative and pedagogical efficiency through targeted professional development and training investments (Vlachopoulos & Makri, 2017).

It is a common practice to use both pre-service education and in-service education methods together to train training managers. Both methods have advantages and important contributions. Combining pre-service training and in-service training approaches is often the most effective method in training training managers. These two approaches need to be used together in order for both beginner managers to acquire basic knowledge and skills and experienced managers to develop continuously. This allows training managers to become more effective and well-equipped leaders and improves the quality of the education system.

It should be clarified whether the training manager will be trained through pre-service training or in-service training. If it is required to have worked as a teacher in order to become an education manager, it means that the training of the education manager through in-service training is adopted. In this case, it should be ensured that issues such as the qualifications of the instructors who will take part in the in-service training programs, the conditions for admission to the program, the organization that will organize the program, the content and duration of the program should be brought to light. There is no school that cannot have an administrator. Since there is an administrative position in every school, it should be made a legal obligation for the people who will fill this position to undergo a certain training in the field of educational administration.

- 
- 1 Equal Division Of Tasks Among All Parties Involved
 - 2 Respect For Authority And Adherence To Rules And Regulations
 - 3 Prioritize Organizational Goals Over Individual Interests
 - 4 Reduce Employee Turnover By Building A Supportive Environment
 - 5 Appropriate Allocation Of Resources To employees

Figure 2: Principles of Educational Management

Source: (Kela, 2024)

There are certain guiding principles that form the basis of educational administration. Any institution or individual wishing to effectively implement educational practices must adhere to the following school management principles (Kela, 2024):

- Equal distribution of duties among school principals, teachers and other professionals
- Use of advanced school admissions software
- Distribution of duties and powers
- Respect for authority and adherence to rules
- Each individual takes orders from a single manager and reports to him
- Prioritizing corporate goals over individual interests
- Placing the right people in the right places to reduce employee turnover
- Increase employee motivation by offering competitive pay and benefits
- Balanced decision-making and shared powers
- Proper allocation of resources to employees
- Treating every employee fairly and without prejudice
- Fostering innovation, idea sharing, and collaboration in the workplace

Making it a legal obligation to undergo a certain training in the field of educational administration can increase the qualifications of education administrators and improve the quality of the education system. Such an arrangement can contribute to the employment of more effective and well-equipped leaders in educational institutions by ensuring that the people who will fill managerial positions

receive training to a certain standard. In order for this type of legal regulation to be feasible and effective, it needs to be carefully considered and implemented.

Results

Although different methods and techniques have been developed for training education managers around the world, all countries attach importance to this issue. When we look at the academic studies, it is seen that the importance of training education managers has increased in recent years; Even third world countries have not been insensitive to this issue.

Educational administration may be parallel to the teaching profession, but it is also a different field independent of teaching. For this reason, for those who want to work in the field of education management, vocational preparatory programs should be offered by official institutions as well as universities. These programs provide the necessary knowledge, skills and experience to those who want to specialize in the field of educational management, enabling them to gain competence in subjects such as school management, leadership, management skills and education policies. In this way, those who step into the profession of education management can be allowed to work effectively and succeed in education systems.

In order to become an education administrator, criteria such as success in the teaching profession or exam success should not be sufficient. Since educational management is a different field of expertise than teaching, the difference in skills and competencies that education administrators should have should also be taken into account. In order to gain qualification in the profession of education management, a special training and preparation process is needed. In this process, specialization in subjects such as leadership, management skills, educational policies, school management and human resources management is required. For this reason, training programs and certification processes specially designed for the training of training managers should be established. As a separate profession, education management is important to meet the needs of those who want to specialize in this field. In this way, those who step into the profession of educational management can have the necessary knowledge and skills and make a successful career in this field.

There is no formal or legal obligation for educational leaders to be prepared for training management with pre-service training methods. Being successful in the profession of trainer is considered sufficient to have the title of training manager. However, in order for educational leadership to have a profession feature, trying to develop it with in-service training or certificate programs is insufficient and incomplete. 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 of educational leaders should be considered as a state policy and should be professionalized through in-service and out-of-service studies and supported by the programs of universities.

Acknowledgment: The authors have not received financial support from the University or any other institution/organization. The authors are grateful to the journal's anonymous reviewers for their extremely helpful suggestions to improve the quality of the manuscript.

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

References

- Akudo, F. U. (2020). Perceived Impact of Democratic Leadership Style of Principals on Students' Academic Achievement. *International Journal of Innovative Science and Research Technology*, 5(6), 297-300.
- Asrar-ul-Haq, M., Anwar, S. (2018). The many faces of leadership: Proposing research agenda through a review of literature. *Future Business Journal*, 4(2), 179-188
<https://doi.org/10.1016/j.fbj.2018.06.002>
- Akparep, J. , Jengre, E. and Mogre, A. (2019) The Influence of Leadership Style on Organizational Performance at TumaKavi Development Association, Tamale, Northern Region of Ghana. *Open Journal of Leadership*, 8, 1-22. doi: 10.4236/ojl.2019.81001.
- Bennis, W., Nanus, B. (1985). *Leaders: The Strategies for Taking Charge*; Harper & Row: New York, NY, USA.
- Burns, J.M. (1978). *Leadership*; Harper & Row: New York, NY, USA.
- Chance, E. W., & Grady, M. L. (1990). Creating and Implementing a Vision for the School. *NASSP Bulletin*, 74(529), 12-18. <https://doi.org/10.1177/019263659007452904>
- Coronado-Maldonado, I., Benítez-Márquez, M.D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. *Heliyon*. 20;9(10):e20356. <https://doi.org/10.1016%2Fj.heliyon.2023.e20356>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Drew, G. Issues and challenges in higher education leadership: Engaging for change. *Aust. Educ. Res.* 37, 57–76 (2010). <https://doi.org/10.1007/BF03216930>
- Ebadifard, A. F., Sarabi, A. A. (2015). Does leadership effectiveness correlates with leadership styles in healthcare executives of Iran University of Medical Sciences. *Med. J. Islam Repub. Iran.* 27;29:166. <https://pubmed.ncbi.nlm.nih.gov/26000260>
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.
- Shields, C. M., & Hesbol, K. A. (2020). *Transformative Leadership Approaches to Inclusion, Equity, and*

Social Justice. *Journal of School Leadership*, 30(1), 3-22.
<https://doi.org/10.1177/1052684619873343>

Vlachopoulos, D. & Makri, A. (2017). Professional Development and Training of School Managers: A View from the Inside. 9th International Conference on Education and New Learning Technologies, Barcelona, Spain. <https://library.iated.org/view/VLACHOPOULOS2017PRO>

Wilson Heenan, I., De Paor, D., Lafferty, N., Mannix McNamara, P. (2023). The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools—A Systematic Review of International Literature. *Societies*, 13, 133.
<https://doi.org/10.3390/soc13060133>

Internet Sources

Kela, Paras (2024). What is Educational Management: Types, Importance & Benefits. What is Educational Management: Types, Importance & Benefits.
<https://www.softwaresuggest.com/blog/educational-management/> (accessed on 09.03.2024)

Meyer, Ron (December 10, 2020). Strategy, Innovation & Leadership, 4C Leadership Capabilities, TIAS, <https://www.tias.edu/en/item/4c-leadership-capabilities> (accessed on 20.03.2024)

Vega, Vega. (November 1, 2015). Teacher Development Research Review: Keys to Educator Success, Professional Learning. <https://www.edutopia.org/teacher-development-research-keys-success> (accessed on 12.03.2024)