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The efficient leadership of modern school principles

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Abstract

The results of modern world which economic, technologic; and global educational institution legal to change of the role of school principles are discussed. Studies shows that the responsibilities of the principles was widen. The roles of principles which are educational leader ship, teacher's educational development, the management of the educational process and the supervision of the students and teacher. Beside these roles given opinions school budget, finance, development of school program me, school society anal parents relation are the responsibilities of the school principle. Besides these roles the principles are expected to put leadership roles. The principle are expected to put awareness besides their roles.

Keywords: School; school management; school principle; principle roles modern ship; vision; leadership.

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1. Introduction

Modernity is described as being convenient to the understanding and conditions of the age in which we live. Modernity in education and modern management approaches came to the fore as of 1950s, after some authors began to argue that the industrial public relations of that time failed to be productive enough (Sucu, 2000). The education theorists influenced by those who wanted to increase the industrial productivity tried to catch up with the modernity through taking the modern approaches to fore front. As part of these efforts the concepts of modern education and effective leadership have come to the fore.

2. Modern effective school

There are different views and theories on the effectiveness of organizations on educational establishments. Organizational effectiveness can be viewed as an organizational body or as an analytical abstraction. Therefore we can derive different results pertaining to the relationships of organizations and their functionality (Rowan, 1985). As result of synergy; affected areas of organizations may be more than the parts of the organization itself. According to C. Bernard effectiveness is measured by the "reachability degree of our goals." (Aydin, 1994). In other terms a modern effective school should be capable of integrating technology and related tools while at the same time preserving ties with its past as well as being able to protect its historical, natural and cultural inheritance for the use of future generations. Modern effective schools are organizations that are well aware of the complexity of their students and work to bring them closer on a neutral platform in efforts to help and develop the country on an educational level.

3. What is leadership and the phenomenon of leadership?

A leader; is one whom possesses the ability to make quick wholesome decisions while making the best use of resources and materials made available to them in order to effectively work towards a goal meanwhile convincing and influencing personnel (Unal, 2012). The concept of leadership can be viewed and analyzed from different standpoints. The same can be said about how we look at three dimensional objects. Depending on from where we look at three dimensional objects we are faced with different angles and views causing us to develop new conventional ideas. Therefore we can rationalize that leadership can be conceived through the science of psychology, sociology, philosophy and history (Sisman, 2002).

4. The leadership fields of school principals

We can categorize the leadership fields of school principals into two fields. The first is the field of school principals in relation to national and international standards and the other is their relations regarding regional and local standards. Leadership fields of school principal are on a national and international scale.

4.1. A leader with vision

Leadership and management are not identical terms however their meanings complete each other in thought and action. Every leader can be a manager however it is not probable that every manager can be a leader (Hameck, 1970). Therefore executive managers placed into position through organizational means should be evaluated through different measures. As opposed to the latter mentioned kinds of managers those elected and rightfully appointed managers can be observed through a more qualitative approach. By the correct usage of invested powers a manager can be more rightfully viewed as a leader (Bursalioglu, 1994). Organizations should be able to rapidly adapt to the changes and dynamics of a globalizing world. Leaders that have developed skills in this perspective will be better equipped for their positions (Gumuseli, 2001).

4.2. Educational leadership

One other area that modern school principals must be developed in are the areas of education. School principals must be adequately trained in this area. As the results of many different kinds of research successful schools all have a clear mission, well-coordinated educational activities plan, systematic control, auditing and educationally encouraging and interesting system (Gumuseli, 2001). As long as educational leadership is continued in schools the quality of education will increase and the concept of modern educationalism will become more widespread.

4.3. Social leadership

The schools of today hold an important role in the guidance of societies. The ever so changing environmental structures of schools have pushed school principals to become more aware of the importance of societal leadership. When compared to the past for example parents of students are more cautious of their schools and this reflects in their attitudes and behaviors towards such these establishments. They are more willing to participate in school activities. As a result school principals have more actively taken on the role of societal leadership. Therefore it is imperative that school principals be more aware of internal and external factors affecting education and they need to be more adapting to effectively solving issues that may affect their decision making (Acikalin, 1995). Developments in technology have also persuaded principals to prepare and implement programs designed to meet the different needs of their establishments. Good relations of schools principals within their environment have opened the road to success for their establishments as well as for their students.

4.4. Organizational leadership

Aside from the management skills of modern school principals another duty of theirs is that they by following up on events surrounding them give structure to their school and staff members accordingly. Studies and organizations fashioned this way are able to answer the issues of students' and meet parent's expectations therefore making it easier for everyone to achieve their goals. In the case that an organization can't form the expected unity and cooperation from its members it is going to make it harder for the organization to meet its goals. Therefore when school principals are managing school activities they find themselves adapting to the methods and dynamics of problem solving including the coordination actions of addressing ones individual problems all while ensuring that the school continues to proceed forward in sound matter (Saskin, 1998. In other words a school principal finds him or herself obligated to manage their establishment in the guidelines of laws and policies all while providing for a safe productive and effective school.

4.5. An ethical leader

When performing their educational duties it is expected that pedagogical teachers should be just as respectful to the laws and policies of their trade (Pehlivan, 2001). The issues of the ethics in education brought on by our modern world have always been a subject of priority. The increase in the faith of democracy worldwide has made it mandatory that every activity and efforts of school principals should be underlined by parallel democratic and humanitarian ethics. A school principal who wants to answer the issues of our time must be honest and fair and must have virtues in other to open the way for the success of the school.

4.6. Political leader

Just as much as the educational system is a social system it needs to have a political strategy just as well. A school principal becomes a political leader when he or she has political thoughts and actions and makes these a part of their focus (Bursalioglu, 1994). In one aspect the success of a school principal is based on the political, economic and diplomatic structure of their environment. Modern developments in the transfer of authority from schools to local organizations, influences of different persons, groups, civil organizations have made it more mandatory for school principals to become political leaders (Gumuseli, 2001).

5. Leadership skills of school principals according to their regions

5.1. School Principals as Guidance Counsellors

A school principal as a guidance counsellor whom should possess a pedagogical background; however their leadership potential is in the forefront as they share their skills and experiences and knowledge with other staff members through vision and enthusiasm. As counselling skills are used the culture of the organization becomes enriched therefore making for more qualified staff members. Human resources become better equipped to support the needs of those aiming for a career in education (Balyer, 2012). These principals offer guidance and support services to other organizations and their staff members. An affective school principal understands the needs and wants of both teachers and students and acts as a counsellor in matters between them (Trail, 2000). In order to meet the ever so changing demands of the needs and wants of their students and staff members a school principal recognizes that they must continually educate themselves throughout their careers. In conclusion a school principal assumes the role of a guidance counsellor working to meet the needs and wants of every student and staff member working in their organization (Trail, 2000).

5.2. School principal as a supportive and motivational coach

As a result of their supportive motivational support and management preferences in efforts the school principal indirectly affects the success of the school (Mulford, 2003; Williams 1998; Usdan 2000, Samsa et al., 1995, Usdan, 2000). A school principal is someone who supportively develops the skill, knowledge and activities of his her staff members. The school principal as a leader also organizes the schools culture, provides for the timely use of materials and resources and provides supportive technical information for personal skills development. When all of the above are taken into consideration a school principal meets expectations, increases relations and capacity, manages effectively and provides for a modal educational environment while developing a strategic plan. With this aim in mind a principal must develop a collective relationship between his or her staff members (Crow et al., 2002). When relations are hard at the workplace the above mentioned attributes will pave the way for a school principal to be a better leader.

5.3. School principal as a cultural leader

Schools are obligated to research, develop and pass on the cultural inheritances of their societies. Therefore our school principals need to become cultural leaders. Modern life affects our cultures. Passing on these cultures to a rapidly changing world is a crucial role for a school principal. Principals need to efficiently ensure that our cultural inheritances are passed on. Therefore it is of crucial importance that school principals continually educate and develop themselves regarding the cultural, ethnic, economic and religious dynamics of their staff members and students so that they may better develop schools; address issues of their staff members and students. In this meaning one of the primary duties of a school principal is that they make meaningful symbols and share these within their organization (Balyer, 2012). School principals as cultural leaders must provide for cultural symbols and values. School principals hold a key role in the preserving of and passing on of cultural inheritances.

5.4. School principals as security experts

With the recent increase of substance abuse worldwide school principals are finding themselves as security experts within and outside of school environment. As the threat of substance abuse become more and more severe with every passing day the conception that our schools are becoming more and more unsafe becomes a concerning issue for society; as it expects school principals to deal with the issue makes them become security experts in their organizations. A school principal must ensure that a student feel just as safe as they do in their homes as they do in the corridors, gardens , laboratories and sports facilities of their schools. If a student doesn't feel safe they will feel this absence in their biological and physiological states. Principals should ensure that students feel safe and should take precautions to increase their motivations therefore paving the way for their academic success.

5.5. School principal as a social services professional

A social services expert is one whom provides for a healthy communicational platform for those socioeconomically, culturally, psychologically disadvantaged groups of people residing in rural areas of a region. A social services professional provides opportunities for these groups to become more independent citizens (Balyer, 2012). The economic, social, psychological and societal issues of the modern world are affecting teachers and students. The role of the principal in this situation is that he or she prevents social miscommunication within the organization. As a social services professional, a school principal increases the social success of the school by providing for a healthy communicational platform for parents, teachers and students.

5.6. School principal as a supervisor

Schools are organizations that have a pre distinguished strategic stature with special needs. The school principal takes on the responsibilities of developing and supervising these statures. The school principal is also the most responsible person when it comes to the organization and implementation and auditing of these statures. Therefore he or she is solely responsible in supervising the strategic job duties of teachers as well as any and all other activities within the school. The aim of management auditing is to make real the goals of the school; and so therefore a school principal measures and supervises as to what extent these goals is achieved. It is expected of the school principal that he or she supervise the school program and staff members (Balyer, 2012). One of the most important external effects of supervising is also the personal development of a school principal. When assuming the role of supervisor they develop relations with teachers, organizes cooperation between departments while reducing future tensions and misunderstandings between them. During this process the school principal finds an opportunity to positively change the behavioral thought process of staff members by displaying a non-judgmental, fair, communicative approach.

5.7. School principal as a legal professional

Law; generally speaking are a set of rules and regulations implemented by governmental bodies for structuring the lives of its citizens (Balyer 2012). Rules in the world of education are generally provided for by laws and policies which aim to make our lives easier. School principals need to be educated on the rules and policies of the school environment; their relationship with their environment and economic changes if they are adequately deal with daily issues. There are separate rules and policies pertaining to nearly every aspect of life within the organization. It is expected of the principal that he or she equally and justly apply these laws in their everyday professional lives. However they must understand these rules, laws and policies before they can implement them. They need to be aware of the consequences that may arise for their organization and staff members.

5.8. School managers as time managers

Time management can be defined as the efficient usage of time in reaching ones aims and goals. As it is with every organization time management is also important for schools because schools have an educational agenda sensitive to time and require planning and implementation. Academic activities and related daily venues must be appropriately fashioned to time sensitive aims and goals. Whether it is management or academic, any and all aims and goals of a school are paralleled to a schedule. The aim here is that identified goals should be achieved within a time period. When we take into consideration rapid consumer behaviors the usage of time plays a key role in our everyday activities. The School principal must be efficient in time management and planning (Balyer, 2012).

5.9. A school manager as a program manager

A school principal is aware of educational programs throughout the duration of the learning processes within and without the school. Planned activities shape the educational order of our lives (Demirel, 2002). According to Demirel (2002), explanation we are in need of professional knowledge and foresight if we are to professionally manage and develop education. Within the Turkish hierarchy of management the school principal foresees the overall system making him or her solely responsible

for ensuring that programs continue in a healthy operative manner. With this system he or she ensures the overall safety of daily activities, academics and professional services. Also as the school principal manages the school in accordance to school aims they ensure for the proper implementation, regulation and supervision of any and all activities within the school.

5.10. School principal as a program development professional

School principals do not assume these roles because of their educational backgrounds. School principals lack the necessary knowledge crucial in developing programs because their education deprives them of program understanding, analyzing and directing. Therefore they are not able to meet the demands and expectations of society. This situation shows the need for deep education in educational program development. The part in which school principal's attendance is expected is related to expectations of local management.

5.11. School principal is providing discipline

Discipline in schools is the sum of rules in a school that every staff member and student is expected to adhere to. It is throughout discipline that a functional society meets their expectations from educational organizations. It is the utmost importance that a school principal should provide for a mutual platform for students and staff members of different personalities and characteristics if he she is to manage a disciplined school in accordance to school aims and strategic planning. Also in disciplined schools the correlation of academic success is precedent. Therefore by preventing events that may call for disciplinary actions school principals can increase academic success. Therefore a school principal should implement a positive discipline approach as opposed to a classical discipline understanding. Also by encouraging positive behaviors, actions, stands and philosophies in all staff members a school principal will have supported a positive discipline modal (Balyer, 2012).

5.12. School principal as an economist

One of the two fundamental functions of administration is goods and services and the second is marketing (AOF, 2005). Resources of schools and their management with every passing day are resemble for profit organizations. Therefore a school principal acts like a sales consultant and businessman. While we expect school principals to meet the financial needs of their organization we expect them to be adequately educated in financial matters as well.

6. Result and evaluation

Studies and research conducted in recent years related to education have played a crucial role in the academic progression and success of our schools all while showing the dynamics and relations of school management. School principals must have expected leadership skills as they perform their duties because they need to be able to adapt to changing technologies and other developments affecting their roles. They must be informed of all these things. Changes in the social, economic, political, and technological fields and developments in education have caused school principals to part from the origins of education, causing them to take initiatives. Local, societal and civil participation in the school system increases with every passing day. The lack of provision of finances and economic resources in education increases the burdens and responsibilities of school principals. Therefore the dynamics and local relationships of schools are rapidly changing. These national and international developments have made it impossible for us to manage educational organizations with classical means and measures. School principals must therefore educate and prepare themselves in a way that will adequately meet the needs and demands of the modern societies they live in. The school principal plans and organizes for the wants of their society causing for new plans and therefore principals prepare programs accordingly. The organizational and management structure of schools and changing needs of society continuously change. Principals organize school activities to the ethics of teaching and learning aiming for student success. At the center of its focus, ethical principals need to refer to laws and regulations.

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