

Major Trends In Training Education Administrators In The World And Conclusions To Be Drawn for Northern Cyprus

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ABSTRACT: Nowadays, the developed countries realized that the education superintendents (administrators) play a key role in raising the level of quality of education at schools and in creating a qualified society and they aimed at many methods and systems in order to raise education superintendents effectively and efficiently. The major trends in raising education superintendents in the world have been investigated in this study in terms of sample countries and conclusions were intended to be drawn for the Turkish Republic of Northern Cyprus.

Keywords: Trends in education, administrators, Northern Cyprus

I. INTRODUCTION

Raising education directors at a professional level and its professionalism is not a concept which is becoming common worldwide. The number of schools is higher than the number of factories in the world. However, the research conducted for raising business superintendents and research conducted for education superintendents of the established educational institutions are much higher than the established educational institutions. Various postgraduate programs for training education superintendents are available in modern countries, particularly in the United States, for over sixty years. Trainings on education administration is provided to the participants rather than classical administration training in this type of programs. These programs aimed at raising education superintendents have been exposed to amelioration and restructuring processes with the progress of time. In line with the changes that took place in the last twenty years, a restructuring and improvement process moving from the education administration to educational leadership can be observed to take place. It is observed that two trends stand out in discussions about educational leadership. The first of these two trends is moving towards a standardization training education superintendents by implementing progresses and reforms on the program on the condition of being based on available education superintendent training programs.

The second trend consists of the efforts to train alternative education superintendents claiming the need to restructure the current available programs and change them completely. These two trends have been proposed separately on the basis of completely different perspectives. This study intended to develop various recommendations for the programs aimed to train education superintendents in the Northern Cyprus within the framework of discussions made about the programs to train education superintendents in the developed countries (the USA, Australia, Great Britain) studied as examples. Based on this aim, the studies and programs on training education superintendents in the United States of America, Great Britain and Turkey have shortly been mentioned. As the United States of America is the pioneer on the educational administration in the world, it was intended to be stated more compared to the other countries.

General View towards Educational Administration

Education administration is a phenomenon revealed due to the implementation of the theoretical basis of the science of administration on education. Fulfilling the purposes of the educational system means a more economical and more effective use of the capital, manpower, space factor and materials at educational organizations. Education administration is closely related to the implementation of the policies, decisions and purposes of the field of education. Education superintendents benefit from the principles, theories, techniques and methods of the general administration in order to use the human resources at the educational organizations in coordination, to direct to group study and to benefit from the financial opportunities when implementing the decisions and purposes related to the field of education. Due to these reasons, education administration is expressed as the adaptation of the understanding of the general administration to the field of education.

Although it has been mentioned in the literature that the first school administration course was started in the United States of America in 1881, the world has been in interaction with the concept of education administration for the last sixty years. When moved towards the 1960s, it has been stated that the number of postgraduate programs on education administration reached 125 in the world. There was no change happened in the number of the universities that had postgraduate programs on the field of education administration between 1970-1995 but programs on education administration were started at up to 370 universities (McCarthy, 1999). By the 1990, the education administration programs have experienced a transformation of concepts and the word "administration" has been replaced by the word "leadership". By the end of 1990s, developed countries

started to put efforts to improve certain standards in order to develop educational leaders. These standards have supporters as well as critics (English, 2001). Various approaches which have been improved in the field of administration sciences since the beginning of 1900s have been effective in the field of educational sciences. The approaches and theories directly related to the education administration sciences are nearly scarce. This is the reason why many methods and approaches used in the field of education administration sciences were adopted from the administration sciences. There is no issue related to the adoption of these methods and approaches from the administration sciences because the concept of organization and administration is a real phenomenon and many different models developed in this field can be adopted to various organizations. These adaptations were used in the programs existing in the field of education administration sciences. However, from the mid-1970s, various transformations in the organization and administration theory were brought forward and they were targeted as the point of criticism of the existing educational programs in order to raise education superintendents (Mulkeen et al., 1994).

Raising Education Directors According To Countries

Example of Australia

Australia was affected by the developments that took place in the field of education administration sciences after the 1975s and education system experienced fundamental reforms, power and authority were equally distributed by moving education from the central line to the local line. Structuring of schools has been rearranged according to this change. Although the selection and evaluation processes of school leaders are carried out strictly in Australia, Laws (2001) suggests that they could not progress within the system and it is necessary to establish various opportunities in order for education and education system to develop. In line with this phenomenon, a meeting was held regarding the preparation of the school leaders in the 21st century and 13 qualification principles have been identified for the school leadership in the meeting. The sufficiency principles are as follows (Townsend, 2011):

- The principle of focusing on success (making effort to improve the school performance and individual performance)
- The principle of analytical thinking (considering the cause-and-effect relationship of different cases)
- The principle of thinking big (combining the pieces of a situation under a single roof correctly)
- The principle of contextual information (understanding the type of situations of wide school contexts which affect the educational results)
- The principle of responsibility consciousness (creating and achieving open standards for everyone and rendering them responsible)
- The principle of collecting information (collecting information related to the scientific and other phenomena)
- The principle of impressing others (using the appropriate impressing strategies)
- The principle of carrying out leadership in the school environment (carrying out leadership for teams in order to achieve the targeted results.)
- The principle of managing oneself (continuing the performance and the effectiveness by understanding oneself)
- The principle of advancing the school capacity (identifying and defining the requirements to advance the school capacity)
- The principle of desire to teach and to learn (having a desire and passion integrated with teaching and learning)
- The principle of supporting others (providing a constructive response and support by taking into account the feelings and thoughts of others)
- The principle of initiating (being able to make use of the long-term opportunities by considering today's conditions)

Laws (2001), highlighting the significance of information technology in raising school leaders, states that it would be even easier to raise school leaders by using and developing materials over the internet and teleconference and computer-aided education as a result of effective use of information technology by the school leaders. Australia has been in the intention of developing certain standard and professional program development methods for the school leadership. At this point, a recommended method (Carter, 1994) categorised the issues to be paid attention in terms of identification of the contents of the programs in two to different parts. The main fields included in the program have been theoretically determined as follows: Instructional leadership, managerial leadership, general education, personal skills, multicultural perspective, leadership skills, and human relations among interpersonal interactions. In addition to these, demographic conditions, legal regulations and fiscal policies are involved as external environmental factors affecting these fields.

There are many associations and centres to support the development of school leaders in Australia. Sydney School Leaders Institute (SPLI) has been established in order to gather together all the school leaders, to discuss the professional and educational problems, to provide materials information ideas and opinions to the members who are away from the association whenever needed and to contribute to the personal development of the school leaders. Moreover, many institutions which contribute to the personal and professional development of school and school leaders exist such as Australia School Leaders Centre (ASC) and education administration and leadership centre (ELC) (Laws, 2001).

Example of England

In the research conducted on effective and successful schools in developed countries, it has been revealed that the school superintendents play a key role in the effectiveness and efficiency of the school and the school leadership topics were focused more than school development studies (Balci, 1993). An example of this situation has been observed the school leadership work in England. At this point, transformational leadership, critical leadership and empowering leadership can be seen under the roof of leadership as the leading phenomenon about the educational leadership. In the conducted research, the success of schools has been highlighted and the factors affecting the success have been intended to be identified. The concept of leadership is considered as one of these concepts (Turner, 1998; Gerald 2000).

As the English culture gives more attention to the traditional structure, seniority and experience, which are two of the concepts given importance in the traditional culture, have been the identifying criteria in order to choose the school leaders considered to be benefited. The result obtained as a result of the conducted studies is that the school system started to focus on restructuring and the school leaders started to play the key role within this restructuring process. Another result obtained as a result of the conducted studies on school leadership in England is that the studies conducted on school leadership are highly insufficient. The research to be realized on the leadership highlights the necessity of developing and using new methods and approaches. In England, the concept "school principal" is accepted instead of school leadership.

The education administration programs in England are continuously supported by the UK government. Three national professional development programs in the literature as "National Vocational Qualification Program for Headteachers", "Leadership and Administration Program for New Headteachers", and "Leadership Program Serving for Headteachers" have been directly supported by the British government and started in high schools. These programs will be organized at international standards by the British government and it can follow the professional development both directly and remotely. For example, Hay/McBer Open University and Headteachers National Institute cover the preparation process, seminar and post-seminar activities of the seminar called "The Leadership Program Serving Headteachers" (Dempster, 2001).

Although contributions were made to education in specific subjects such as financial raising particularly with the contribution of "Local Education Authority" for the transition to schools based on local governments in England, it is seen that wider context superintendent education programs are required. The modular program based on competency called "Professional Competency for School Principals", which did not start until 1997, is currently regarded as a necessity for the superintendents who are about to start the profession (Osborn and McNess, 2001).

In the recent years, certain arguments take place on school leadership in England and certain radical changes took place in education leadership as a result of the educational reforms performed by the central government. It has been regarded that the autonomy given to superintendents in the pre-1980s revealed many school cultures such as traditional, liberal, radical, innovator and authoritative cultures and it has been claimed that this situation led to anarchy in society. This is the reason why the integrity in education is intended to be established.

Example of the United States of America

The United States of America has been a leader in the global change of the education administration programs and the name of the education administration programs was changed to education leadership with the effect of the changes that took place in other countries. Certain factors play role in the formation and development of the education leadership programs. These political, social and economic factors affect the whole world as well as being effective on the education leadership in the USA.

In 1983, the education given at schools in the United States was severely criticised by "National Commission on Excellence in Education" due to its mediocrity and ineffectiveness, the threat of the educational status on the future of the country was claimed and United States was declared as a nation under threat. The reform activities were initiated in many fields of education in the United States after these warnings. 15 years after this warning had been made, the indicators related to education showed that that the economic and technological status of the country stayed highly behind despite its good status. As a result of this, it has been stated that the United Nations public is still hung by a thread and restructuring work in education is taking place

in order to render education more effective (Allen,1998; Cuban, 2001). Considering the developments at the commercial organizations that have the mode of operation in accordance with the free market economy, it is a known fact that the thoughts of moving towards a similar structuring to business organizations in educational organizations gain importance and the number of the schools under the local government which has been continuing since the 1990s is continuously increasing (Allen, 1998). The point of attraction at schools under the local government is that schools are provided with resources and support by forming a school community to establish school policies and to take necessary decisions in order to develop the school and receive support (Olson, 2000).

The view of training the superintendents well in order for the schools to be effective and efficient gains importance, there are many difficulties in directing the talented individuals towards superintendence and in keeping these individuals on duty due to existing problems and difficulties in superintendence. It is necessary to train the superintendents in order to be effective in these hard conditions by using modern methods in education leadership programs (Carr, 2002). It has been stated that there is a shift towards clear tendencies in terms of the performance of the superintendents at school in order to improve quality and efficiency in the United States. This trend can be regarded as the standards of education administration (Lashway, 2002). These standards vary according to the state in America and different standards formed by various associations and institutions are also available. The relevant standards regarding the student learning, which reflects the real life framework of the superintendents, defined individually by the United States National Policy Board for Education Administration, National Association (NPBED), National Association of Elementary School Principals (NAESP) and Interstate School Leaders Licensure Consortium (ISLLC) are available in the literature (Allen, 1998). The principles forming the standards formed by the National Association of Elementary School Principals NAESP regarding training superintendents can be given as an example.

These standards are:

- Allowing students to learn and training teachers should be the key focus point in the leadership to be conducted at school.
- Relating the daily activities with the purposes related to school and student learning revealed by teaching staff, community and parents.
- Creating high expectations from students, employees and teachers and enabling the available resources satisfy the expectations.
- Employing teachers at high quality and keep them responsible of the learning process of students.
- Supplying the latest technology education materials for schools.
- Relating the professional development to the learning-related aims of schools.
- Creating opportunities for teachers to work and to plan thinking together.
- Using various data and sources in performance measurement.
- Share your leadership and decision phenomena together with teachers, parents and the society. (Allen, 1998; Henry, 2001).

On the other hand, according to Sparks (2000), in order to render these standards established by many institutions and units more effective, all the superintendents should participate in the study groups researching the teaching problems at education institutions deeply, should be in interaction with other education institutions and learn the important practices as well as evaluating the development intentions, and should take place at the significant skill stages such as studying with other teachers at education institutions, data analysis and assessing and evaluating the studies of the students. Numerous profit or non-profit associations, enterprises and organizations exist in the United Nations in order to raise superintendents and teachers. The support and education services for educational institutions are conducted through these institutions and organisations. In addition to this, the superintendents have been provided with the opportunities such as exchanging opinions with other superintendents, educators and public through the established electronic network media, holding seminars and meetings as well as publishing articles, etc.

It is seen that the universities keep in interaction with the education institutions in the region and provide help and support in order to allow the professional development of the superintendents. Moreover, as the universities have a different cultural structure compared to schools (Lashway, 2001), it has been highlighted that the education administration programs at universities do not address the training and assigning the superintendents, the superintendents do not match with their opportunities and the programs at universities should be restructured (NAESP, 1998). It has been highlighted that may researchers demand radical reforms in superintendent training programs and it has been stated that the recommendations on this include the additional opportunities for adult learning principles, reflective activities, an integrated program, mentoring, clinical learning and realistic assessment in the programs. Certain universities tended towards cooperation, effective problem solving and reflection by progressing accordingly. The theory of reflective learning consists of sample practices such as questioning through electronic communications network established particularly between colleagues, problem solving, discussion and sustaining learning in real life situations on the basis of mutual

consultation and support. From another perspective, the portfolio including the documentation of the CV, references, educational beliefs, graduation notes and personal reflections, etc. of the superintendents are considered highly effective due to providing support to both personal development and reflective learning (Lashway, 2002).

Example of Turkey

In the pre-1990s, some undergraduate programs were available in order to raise education superintendents at certain universities. As a result of the reform studies conducted in education in the 1990s., the education administration-based departments within the faculty of education were closed down and they were converted into postgraduate programs with and without thesis. As mentioned in the regulation defining the criteria of assignment of the superintendents published by the Ministry of National Education (MEB, 1993), having a postgraduate degree in education administration field provides an opportunity to the individual in being assigned as a superintendent.

Although the development of the department of education administration and the opening of postgraduate programs in this field has a substantial background, regarding the concept of education administration as a profession was considered on the agenda of the National Education Council in 1993 as a delayed approach (MEB, 1993b). Branch director and school administrator (superintendent) candidates have the opportunity to be assigned as administrators on the condition of being chosen by passing main exams, attending training courses to be held at universities or ministry and passing the main exam to take place at the end of the course.

Content Management in Education Administration Programs

The postgraduate programs in order to raise education superintendents in the United States were primarily organized as EdD. and PhD programs. The knowledge basics of these programs have been influenced by different trends over time. The effects of social sciences are observed in the first stages in programs in the field of education administration. However, new subjects have been started to be added in the recent years. The main topics included in the education administration programs were program, school finance, school law, research, education psychology, supervision, school buildings, recruitment and training history and philosophy until the 1960s. In addition to these basic topics, administration theory, education law, decision-making, business finance and budget; school of administration, leadership, school-community relations and organizational development have recently been added. The National Policy Board for Education Administration (NPBEA) recommended the addition of topics such as school development, policy research, policy analysis, teaching and learning processes, organizational research methods and organization theory to the leader training programs depending on the effects of cultural and community factors on the education institutions. Later, this recommendation was accepted and these topics were included in the education leadership training programs.

Some changes took place in the education leadership programs in the 1990s. These programs stopped considering superintendents as building managers and started considering them as a teaching-education leader (Şişman, 2002). The traditional programs in the field of education leadership carry the traces of the concept called scientific management. Certain changes took place in the role of superintendents due to various factors and these changes led to further changes in the education administration programs in order to adapt to the modern era. In line with these changes, the topics of the modern era such as problem solving, decision making, purpose defining, self-evaluation, team building, encouraging innovation, conflict management and devolution were added to the programs (Crews and Weakley, 1995).

Efforts of Raising Education Superintendents in the TRNNC and Results

Raising education superintendents in the Northern Cyprus has overtones from Turkey. The education superintendent training programs in the Northern Cyprus are available at postgraduate level with or without thesis similar to Turkey. No work has been conducted in the Northern Cyprus officially in order to raise education superintendents. The studies on education administration sciences in the Northern Cyprus are carried out through the universities in the Northern Cyprus.

Precautions against the efforts to raise education superintendents in the Northern Cyprus and the obtained results should immediately be taken and Studies should be initiated at public level on the education administration, which is the primary requirement of the modern era. Northern Cyprus should put this plan into practice by creating an education administration plan and should raise qualified education administration leaders in the public plane. NORTHERN CYPRUSH should take the opinions of the universities in the island when revealing this education administration plan and should define common principles and standards with universities by turning the issue of raising qualified education leaders into a public case.

When these principles and standards are identified, the school leaders should be considered as a change agent and it has to be paid attention that they should gain the leadership skills that will render school a learning

platform in order to ensure an effective and efficient learning at schools. Moreover, the content of the postgraduate programs on education administration at universities in the NORTHERN CYPRUS should be renewed every term according to the requirements of the modern era. Furthermore, the NORTHERN CYPRUS should recognise this issue as a governmental problem and it should provide recommendations for the practice of the principles provided in the education administration programs to be restructured. These recommendations are as follows:

- It has been considered that the programs that will raise and develop the education superintendents professionally need to be developed based on the needs in the triangle of school, individual and society, so identifying and fulfilling the needs of the education superintendents of the programs based on qualitative data would be effective.
- Having school superintendents, lecturers, Ministry of National Education clerks, public and private sector representatives and teachers included in the restructuring of the training programs would be beneficial in obtaining various options by allowing plurivocality.
- In order for training programs to have efficient results, the standards developed regarding the service recommendations and in-service periods in the developed countries should be investigated and standards should be developed in the fields such as behaviour, attitude and leadership in accordance with the conditions of the NORTHERN CYPRUS.
- The interaction between the universities and educational institutions in the NORTHERN CYPRUS should be improved and problem-solving focused practical activities based on the real life conditions at educational institutions should be included in addition to the theoretical information provided in the education given by universities so as to raise education superintendents.
- Seminars on university or public basis should be organised where education superintendents can come together at certain intervals and exchange their experiences, opinions and problems.
- It is necessary to establish associations and non-governmental organizations that will develop the professional skills of the education superintendents with the governmental support and/or university contributions and that will help in identifying and solving the problems.
- The modern education administration approaches and practices in the developed countries should be followed continuously and the appropriate ones for the NORTHERN CYPRUS should be investigated in terms of feasibility.

The trends revealed in educational and social issues bring forth that the restructuring of schools is necessary. These trends consist of many significant conclusions for the school leaders (Dawson, 1997). At this point, new perspectives are developing in raising education leaders and in developing talents depending on the changing conditions. These points of view emerging in the world should continuously be kept under control in the NORTHERN CYPRUS and they should be included in the education administration system of the country after investigating its practicability.

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