

Assessment of the Law of Local Education Authorities according to the Aspects of Leadership Behavior and the Extent of Their Practice

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The purpose of this study is to determine the aspects of leadership behavior required by the Law of National Education Directorates and to reveal the extent of their practice within the boundaries of Sivas in individuals, and in Turkey in general. Data were collected through document analysis and interviews. To impart the aspects of leadership required by the LNED, each article in the law is classified by the researchers with regards to six aspects of leadership: visionary, instructional, organizational, collaborative, ethical and political leadership. To determine the extent to which the law is practiced, an interview form has been applied to 35 people, including 7 Assistant Directors of Local Education, 11 Primary Education Inspectors, 10 Principals in the center of Sivas province, and 7 Ministry inspectors who were in charge in Sivas when the study had been done. Furthermore, to determine the extent to which the aspects of leadership behavior identified by the law are practiced, two findings are synthesized; in this way the extent of practice of leadership behaviors that are specified as the areas of service in the law is disclosed. It is revealed that it is not appropriate for the authorities who practice the LNED to demonstrate the overall aspects of leadership, and it is also understood that the “organizational leadership” aspect is primarily required. It is also seen that in the practice of the law, the services of education, budget investment, research planning statistics and civil defense, are areas of service that are performed relatively less often. Furthermore, in Turkey in general all services mentioned in the law are hardly performed; therefore, indeed, even “organizational leadership” is not practiced enough. The LNED does not allow the education authorities of big cities and districts to be leaders.

Keywords: Local Education Authority, Laws of Education, Educational Administration, Leadership, Turkish Educational System

Administrative action and leadership are different from each other (Davies, 1996). But through this administrative action either he is a leader or an administrator; both of them have to influence the directing behavior. In order to use an administrator's influential power to the highest extends, besides he/she needs to be a "leader." Leadership is an influencing action which is about directing the members whose qualifications have been strictly determined by the qualification of the organization (Heck, 1991; Bezzina, 2000), towards its goal.

Despite the complex relationship between leadership and administration (Cheng, 1991), they involve unifying ideas and actions. For this reason, it should be seen as an obligation for individuals who want to be successful to conceive and maintain this unity (Erçetin, 1998). An influential leader is one who influences at every step or with every action of the administrative process. Therefore, in one respect, the administrative process could be seen as a property of leadership alongside the other elements (Toprakçı, 2001). For administrators to be effective, they need to have leadership qualities. The administrator, described as the person who leads the organization towards its goals, should also, in the context of education organizations, have the leadership qualities which act upon a mentality where human beings are the priority. These issues have been researched for years. One such research project was carried out by the Council of Chief State School Officers (CCSSO) "Interstate School Leaders Licensure Consortium (ISLLC) Standards" and enumerated visionary leadership, instructional leadership, organizational (collaborative) leadership, ethical leadership and political leadership. These standards have been known as the aspects of leadership behavior.

Visionary leadership could briefly be described as the skill to create a realistic, reliable and effective future for the organization. Senge (1990) points out that if any one idea about leadership has inspired organizations for thousands of years, it is the capacity to hold a shared vision of the future we seek to create. A school administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISLLC, 2008). Instructional leadership is an aspect of leadership that focuses on the product of education and aims to develop a culture of education that facilitates the learning process for students and the professional improvement of teachers, as well as improving the achievement level of students by supporting and sustaining it (Hallinger and Murphy 1987; Marcoulides, Larsen and Heck 1995; Burch, 2007). A school administrator

is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development (ISLLC, 2008). Collaborative (social) leadership could be described as the aspect that improves the achievement level of all members of the organization by cooperating with families and members of the education society, responding to the different needs and interests of society and encouraging the social resources. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC, 2008). Organizational leadership could be described as the aspect that enables the improvement of the success of every member, by managing the organization, regulations, and resources so as to create a reliable, productive, and efficient atmosphere. Ethical leadership is a leadership competence with which the administrator achieves an improvement of the members' success level through his/her honest, just, and ethical attitude. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (ISLLC, 2008). Ethical behavior in organizations has a direct relationship to the organization's leadership (Calabrese and Roberts 2001, p.268). A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner (ISLLC, 2008). Among these leadership standards, the last one is political leadership. Since the education system is not only an organization but also a political effort and it is at the focus of political thinking and actions, this also requires the administrator to be a political leader. Political leadership refers to the leadership influence through dealing with conflict among different groups and interests for scarce resources (Ayyar, 1996; Shum and Cheng 1997, p.166). A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (ISLLC, 2008).

Gümüşeli's (2005) found that these standards (or the aspects of leadership behavior) could also be valid for the principals in Turkey. It could be argued that even though the efforts to gain knowledge about leadership in education administration are all focused on "school management" (Beck and Murphy, 1993; Lashway, 1996; Lashway, 1997; Blase and Kirby, 2000; Sergiovanni, 2001; Gümüşeli, 2001; Khuntia and

Suar, 2004; Yılmaz, 2006; Turhan, 2007), from a similar point of view, these leadership standards would be appropriate for Local Education Authorities. Taking this view as a basis, local education authorities could be assessed. Additionally, it should be remembered that local units have been found for schools. For this reason their notion of leadership should also be examined. Despite the fact that there are no studies to disclose the relation between legal support that regulates the Responsibilities of the Local Education Authority and leadership, there are many studies over the administrative styles and leadership of the local education authorities (Hall, 1984; Bates, 1993; Riley, Docking and Rowles, 1998; Cinkara, 1999; Wilkins, 2000; DfEE, 2000; Durrant, 2001; Sarıkaya, 2001; David, 2001; Hawker 2001; Lowe, 2002; Gareth, 2002; James and Colebourne, 2004; Reid 2007).

Local Education Authorities is the organ of authority of educational organizations in the cities in Turkey. This organ plans, programs, governs, inspects, develops and assesses the tasks of the Ministry of Education within the limits of cities and districts (LNED, 1995).

The tasks of the Law of National Education Directorates are determined by the law. The most important of them is the Law of National Education Directorates (LNED) by the Ministry of National Education. The first one of the three problems that this study examines is to reveal the aspects of leadership required by LNED. The second one is to determine the extent of its practice in Sivas and all over Turkey, and lastly to extend of practice of LNED with respect to the aspects of leadership.

Method

This study is based on qualitative research. Due to the three-pronged nature of the research three different methods are used.

As a respond to the initial problem, this research examines LNED, which was published in the Official Newspaper with the issue number of 22175 by Ministry of National Education, on 18th of January 1995. From this law, which consists of 7 parts and an attachment, the second part about organizations and tasks, the third part about departments and duties, and the fifth part about tasks, authority and responsibilities are handled specifically in this research. The tasks mentioned in these three parts are classified considering the service areas (Administration Services (AS) have 17 articles, Personnel Services (PS) 20, Education Services (ES) 80, Budget-Investment Services (BIS) 14, Research-Planning-Statistics Services (RPSS) 13, Inspection-Counseling-Interrogation Services (ICIS) 9, Civil Defense Services (CDS) 4, and the total number of the articles is 157) that are

mentioned in LNED, as a basis and a sample article. Some of the articles, which despite the fact that they exist in the law are abrogated by some circular or interlocutory decision, are omitted from the document. For instance, the article of “following the personnel position, executing the personnel planning within short or long terms,” which was under the title of the tasks of Department of Appointment, is included in the scope of this service since it is related to Personnel Services. Also, since the article of “executing the procedures related with opening and closing the educational institutions and giving them names” that was under the title of the tasks of Education and Student Office is also seen to be present within the scope of Educational Services, as “executing the procedures of opening, closing and giving names to the educational institutions,” the first instance is omitted. Furthermore, “the law of educational activities” that is mentioned in the article of, “to supervise all the activities that are in accordance with the law of educational activities of schools and education institutions, announce the successful examples of them and organize encouraging contests” is abrogated. After all the specified reductions are carried out, the law in question is turned into a document of 157 articles that states the tasks of 7 service areas.

Within the scope of the first problem, six aspects of leadership behavior are examined: visionary, instructional, organizational, collaborative, ethical and political. Every article in the document is classified with respect to these six aspects of leadership behavior, and these classifications are joined together and synthesized by researchers. To increase the reliability of the research, this procedure is carried out with the “variation method” (Yıldırım and Şimşek 2005: 267) by each researcher. For example, the article of “following the personnel position, executing the personnel planning within short or long terms” is about the aspect of visionary leadership. Short or long term personnel planning are about the future, and in an organization the person in charge of efficient planning would be the leader with a visionary leadership quality. As Lashway (1997) states, visionary leadership could be briefly described as the competence to develop a realistic, reliable and effective future. On the other hand, Aydın (2005:312) emphasizes that a leader who determines new goals and develops new methods to be able to realize them is the one with a visionary leadership quality. As can be seen, for the task stated in LNED to be performed, the leader should have the quality of visionary leadership.

For the second part of the research, the revised document (LNED that it has been revised to respond the first problem) is turned into an interview form. To describe the extent of practice, across every article, the form is

separated into four divisions such as none (1), a little (2), very much (3) and I don't know (0). During the interviews, researchers put some marks on those forms in the light of those authorized personnel's' explanations. In the center of Sivas a total of 28 people are interviewed, including 7 Directors of Local Education in the center of Sivas, 11 Primary Education Inspectors, and 10 Principals. Researches asked them extend of practice the interview form's in Sivas. Lastly researches asked to 7 Ministry inspectors who were in charge in Sivas when the study had been done extend of practice the interview form's in Turkey. The sampling of the research for the first part of the second problem is "maximum variation sampling" (Yıldırım and Şimşek 2005:108). For this reason, assistant directors of education and primary education inspectors that work in the directorate of national education, as well as principals, are included in the research. In addition, for the second part of the second problem, which is about the extent of practice of the law in Turkey in general, the "easily accessible case sampling" method (Yıldırım and Şimşek 2005:108) is used and Ministry Supervisors that happened to be in Sivas during the research are included in the sampling.

In the pursuit of a respond to the third problem, the responds of the first and second problems are synthesized and it is endeavored to reveal the extent of practice of the aspects of leadership behavior that are required by service areas in the law.

Findings and Discussion

Each sub-problem employed in the study, the findings gathered and their analyses are as follows:

The Aspects of Leadership Behavior Required by LNED

LNED is examined by the researchers and classified according to 6 aspects of leadership behavior. In Table 1, it is demonstrated which service areas require which aspects of leadership behavior.

Once service areas are examined one by one it becomes clear that 58.8% of the tasks in the area of Administration Services require Organizational Leadership, 23.5% Collaborative Leadership, 11.8% Ethical Leadership, 5.9% Instructional Leadership, but none require Visionary and Political Leadership. Regarding this data, it is possible to say that the tasks in the area of administration services mostly require "organizational leadership". Furthermore, it is shown that there is no task related to visionary and political aspects of leadership. However, visionary leadership is an aspect of

leadership necessary for the organizations to eliminate vagueness about future. Especially for the authorities in education institutions and in the institutions that manage and supervise them, to be good leaders requires having a vision. For the constantly developing and innovating technology and evolving human needs, it is crucial to be able to make a decision about the future so as to sustain an organization (Erçetin 1998; Gümüşeli 2001). For this reason, it could be argued that the lack of visionary leadership in the context of the tasks in the Administration Services is noteworthy.

Table 1

The assessment of Service Areas in the law due to the Aspects of Leadership Behavior

Aspects of leadership behavior	Service areas (%)						
	AS	PS	ES	BIS	RPSS	ICIS	CDS
Visionary	-	15.0	3.8	21.4	-	-	25.0
Instructional	5.9	10.0	23.8	-	15.4	11.1	-
Collaborative	23.5	35.0	35.0	-	7.7	-	-
Organizational	58.8	25.0	27.5	50.0	76.9	66.7	75.0
Ethical	11.8	15.0	5.0	28.6	-	22.2	-
Political	-	-	5.0	-	-	-	-

In the scope of Personnel Services, it is ascertained that 35% of Collaborative Leadership, 25% of Organizational Leadership, 15% of Visionary Leadership, 15% of Ethical Leadership and 10% of Instructional Leadership is necessary. However, it is also observed that the aspect of political leadership is inadequately required. Nevertheless, an important quality of an education authority is his/her being political (Macpherson and Vann 1996). According to the data, in the area of Personnel Services the aspect most emphasized is the “organizational leadership”. As Gümüşeli (2001) states, since the education system is not only a collaborative organization but a political enterprise and the school is in the center of political thought and actions, the authority of education also needs to be a political leader. What makes a leader successful is his/her ability to comprehend the general political, social, economical, legal and cultural conditions of his/her environment. A leader should be the person to change these conditions when necessary. Leaders shouldn’t compensate for their

respective political leadership qualities despite the increasing interference to his/her power. So, it wouldn't be wrong to say that the tasks described in the areas of administration and personnel services of LNED is not sufficient to provide the authorities at this position with the initiative to use "political leadership."

The percentages at the area of Education Services are 35% Collaborative Leadership, 27.5% Organizational Leadership, 23.8% Instructional Leadership, 5% Ethical Leadership, 5% Political Leadership and 3.8% Visionary Leadership. In this area every aspect of leadership is emphasized. However, it is also possible to say for this area that the "organizational leadership" aspect stands out. The aim of the organizations related to education is always about the individual and since the individual is part of society, it is inevitable for these organizations be interrelated with society (Doğan 2006). In this respect, it could be interpreted positively that the law allows this. On the other hand, these services mostly require Instructional Leadership. Once the Instructional leaders contribute to the educational process so as to improve the learning atmosphere, they fulfill their mission at their best.

In the area of Budget-Investment Services, 50% Organizational Leadership, 28.6% Ethical Leadership, 21.4% Visionary Leadership are observed to be necessary. In this area it is also seen that Organizational Leadership and Political Leadership are not included. However the importance of their role in this area is noted (Gümüşeli 2001). With respect to the results, "organizational leadership" also seems to overweigh the others in this area. Organizational leaders have to create a reliable, effective and productive environment considering the law and rules in question. Nevertheless it should be remembered that this area also requires visionary leadership. It is clear that in the law the visionary aspect of leadership behavior, that which would direct the investment, is neglected. On the other hand, especially in this area of service a list of behaviors that allow the leader to act in an ethical manner is noteworthy.

According to the data, in the area of Research- Planning-Statistics Services, 76.9% Organizational Leadership, 15.4% Instructional Leadership, and 7.7% Collaborative Leadership are required; visionary, ethical and political aspects of leadership are neglected. However, since this area of service emphasizes contact with the environment, it is obvious that research and planning would particularly call for ethical and political leadership behavior. Limiting oneself to the internal aspects of an organization could narrow down one's perspective and even result in as a

loss. Besides that, it is known that there are studies stressing the increasing significance of ethical values, especially in this phase of globalization (Çelik 1999).

It is ascertained that Inspection-Counseling-Interrogation Services require 66.7% Organizational Leadership, 2.2% Ethical Leadership, 11.1% Instructional Leadership, and again it does not require Visionary, Collaborative or Political Leadership. With respect to the data we have, it is possible to say that the largely stressed aspect of leadership in the area of Inspection-Counseling-Interrogation Services is “organizational leadership.” In this area of service, tasks such as “inspecting or having inspected the schools and institutions that are connected to the Directorate and taking necessary precautions to eliminate deficiencies and disorganizations,” and “starting or having an investigation- interrogation about a teacher or personnel started once necessary,” proves the larger role of organizational leadership in this context. At the same time, the task of “executing the work of primary education inspectors in accordance with the law” may reveal the ethical leadership requirement of this service area.

In the area of Civil Defense Services, what is required is 75% of Organizational Leadership, 25% Visionary Leadership, and what is neglected are Educational, Collaborative, Ethical, and Political aspects of leadership behavior. The leadership aspect most emphasized in the area of civil defense is organizational leadership, and the secondary emphasis is on visionary leadership. It is clear that the other aspects of leadership don't seem to be considered as necessary. A good organizational leader is the person who is in charge of the school building, materials and equipment systems to keep them functioning safely, efficiently and effectively (Gümüşeli, 2001). This is only possible with a good organization. In the law among the tasks of Civil Defense Services, the one that calls on leaders “to sustain the coordination between the organizations of civil defense in the Civil Defense Services and to keep all the services functioning without a defect,” underscores the importance of organizational leadership. Visionary leadership contributes to obviate the organizational vagueness about the future. Certainly, this would be a bigger contribution to the education environments which is always open to change and reform. Precautions should not only be taken for the education of the students but also for their security. The task described in the law in the scope of this service area as “taking precautions for the predicted dangers of fire and safety, always having necessary vehicles and tools available and having responsible teams formed,” emphasize the significance of the visionary leadership.

Upon examining the data about every service area, it becomes clear that according to LNED the mostly required aspect of leadership is “organizational leadership”.

Ascertaining the LNED’s extent of practice in Sivas province and Turkey

The first part of the second problem of the research is determined to be ascertaining LNED’s extent of practice in Sivas and Turkey in general.

When the opinions of local education directors, primary education inspectors and principals about LNED’s extent of practice in Sivas and in Turkey in general are examined, the findings demonstrated in the Table 2, 3 and 4 are obtained.

The findings about LNED’s extent of practice regarding the opinions of national education directors are demonstrated in Table 2.

Table 2

Opinions of National Education Directors about LNED’s Extend of Practice in Sivas Province

Extend of practice	Service areas (%)						
	AS	PS	ES	BIS	RPSS	ICIS	CDS
None	7.6	10.7	3.9	0	3.3	1.4	0
A little	24.4	35.7	50	32.7	40.6	36.5	60.7
Very much	67.2	52.1	46.9	66.3	57.1	60.3	39.3

According to the findings stated in the Table 2, Local Education Directors think that very much (67.2%) of administration services, very much (52.1%) of personnel services, a little (50%) of educational services, very much (66.32%) of budget-investment services, very much (57.1%) of research-planning-statistics services, very much (60.3%) of inspection-counseling-interrogation services and a little of (60.7%) civil defense services are being performed.

When all the findings are assessed in the context of all services, we find out that the Local Education Directors believe that among the seven services, education and civil defense services are fulfilled less in comparison

with the others. The reason why these Local Education Directors suggest that education services are relatively held less may be related to the idea that it is neglected due to the nature of this service area, which contains many and diverse tasks and the general acknowledgement that the practices related to this area are in the charge of schools. Likewise, the fact that these directors believe that civil defense service is practiced less could be interpreted as the lack of collaboration and coordination that the area of civil defense requires.

The findings about the extent of LNED's practice regarding the opinions of Primary Education Inspectors are demonstrated in Table 3.

Table 3

The Opinions of Primary Education Inspectors about LNED's Extent of Practice in Sivas Province

Extend of practice	Service areas (%)						
	AS	PS	ES	BIS	RPSS	ICIS	CDS
None	5.9	15.5	11.0	6.5	8.4	4.0	0
A little	54.0	50.0	56.7	62.9	55.2	40.0	70.5
Very much	37.4	31.4	28.6	25.3	35.6	54.3	29.5

According to the findings in Table 3, primary education Inspectors think that a little (54%) of administration services, a little (50%) of personnel services, a little (56.7%) of education services, a little (62.9%) of budget-investment services, a little (55.2%) of research-planning-statistics services, very much (54.3%) of inspection-counseling-interrogation services and a little (70.5%) of civil defense services are being performed.

When all the findings are assessed in the context of all services, we find out that primary education inspectors agree that among the seven service areas of LNED, inspection-counseling-interrogation service is held relatively more. This could be interpreted this way: since primary education inspectors are in charge of this service, they might be thinking that they are carrying out their responsibility sufficiently.

The findings about LNED's extent of practice regarding the opinions of Principals are demonstrated in Table 4.

Table 4

The Opinions of Principals about LNED's Extent of Practice in Sivas

Extend of practice	Service areas (%)						
	AS	PS	ES	BIS	RPSS	ICIS	CDS
None	1.8	5.9	5.0	5.0	3.07	6.7	5.0
A little	28.2	33.2	58.9	45.7	58.4	47.7	45.0
Very much	68.8	58.2	32.6	37.9	27.6	44.4	32.5

According to the findings in Table 4, principals think that very much (68.8%) of administration services, very much of (58.2%) personnel services, a little (58.9%) of education services, a little (45.7%) of budget-investment services, a little (58.4%) of research-planning-statistics services, a little (47.7%) of inspection-counseling-interrogation services and a little (45%) of civil defense services are being performed.

When all the findings are assessed in the context of all services, we find out that they agree that among the seven service areas of LNED, education, budget-investment, research-planning-statistics, inspection-counseling-interrogation and civil defense services are held less in comparison with others. And the reason why the principals agree that the administration and personnel services are fulfilled more could be because, since they are in charge of these areas, they may observe the extent of practice within these service areas.

Findings according to the overall assessment of the opinions of local education directors, primary education inspectors and principals about LNED's extent of practice in Sivas are demonstrated in Table 5.

According to the findings at Table 5, authorities of local education, primary education inspectors and principals think that in Sivas very much (57.8%) of the administration services, very much (47.2%) of personnel services, a little (55.6%) of education services, a little (47.1%) of budget-investment services, a little (51.4%) of research-planning-statistics services, very much (53%) of inspection-counseling-interrogation services and a little (58.7%) of civil defense services are being performed.

Table 5

The Opinions of Directories of National Education, Primary Education Inspectors and Principals about LNED's Extent of Practice in Sivas

Extend of practice	Service areas (%)						
	AS	PS	ES	BIS	RPSS	ICIS	CDS
None	5.1	10.7	6.6	3.8	4.9	4.0	1.7
A little	35.5	39.6	55.6	47.1	51.4	41.5	58.7
Very much	57.8	47.2	36.1	43.2	40.1	53.0	33.8

According to an overall assessment of these findings, we find that local education directors, primary education inspectors and principals agree that among the seven service areas, education, budget-investment, research-planning-statistics and civil defense services are fulfilled relatively less.

The second part of the second problem is determined as LNED's extend of practice in Turkey in general. The opinions of ministry supervisors about LNED's extent of practice in Turkey in general are displayed in Table 6.

Table 6

The Opinions of Ministry Supervisors about LNED's Extent of Practice in Turkey

Extend of practice	Service areas (%)						
	AS	PS	ES	BIS	RPSS	ICIS	CDS
None	3.4	12.9	13.9	7.1	19.7	3.2	17.9
A little	66.4	49.3	67.3	70.4	62.6	57.1	71.4
Very much	29.4	12.9	18.2	20.4	16.5	38.1	10.7

According to the findings in Table 6, ministry supervisors agree that a little (66.4%) of administration services, a little (49.3%) of personnel services, a little (67.3%) of education services, a little (70.4%) of budget-investment services, a little (62.6%) of research-planning-statistics services,

a little (57.1%) of inspection-counseling-interrogation services and a little (71.4%) of civil defense services are being performed.

When all the findings are assessed in the context of all services, we find out that ministry supervisors opine that LNED's extent of practice in all service areas is small. This brings us to the conclusion that LNED is not being practiced enough in Turkey in general.

When the findings obtained from the directors of local education, primary education inspectors and principals about LNED's extent of practice in Sivas are compared with the findings obtained from ministry supervisors about its practice in Turkey in general, it could be concluded that LNED is practiced more in Sivas regarding service areas of administration, personnel, inspection-counseling-interrogation and that there is no difference in the extent of its practice in other areas of service.

Assessment of the LNED's Extent of Practice According to the Leadership Aspects

To refer to the first and the second problems of the research, each service area of the law is studied according to the aspect of leadership it requires and the extent of its practice. When all the findings are synthesized, the respond to the third question of the research which would reveal the extent of practice of the aspects of leadership required by service areas comes out. (Table 7)

Table 7

The Aspects of Leadership Behavior Required by the LNED and Their Practice Extends of Leadership Behavior Aspects

Areas of service	Required aspects of leadership	Extend of practice (%)
Administration services	Organizational	Very much (57.8)
Personnel services	Collaborative	Very much (47.2)
Education services	Collaborative	A little (55.6)
Budget-investment services	Organizational	A little (47.1)
Research-planning-statistics services	Organizational	A little (51.4)
Inspection-counseling-interrogation services	Organizational	Very much (53.0)
Civil defense services	Organizational	A little(58.7)
Total	Organizational	A little

As shown in Table 7, tasks that are in the scope of administration services (58.8%) mostly require organizational leadership and the tasks in this service area are (57.8%) generally fulfilled.

It could also be seen in Table 1 that the aspects of leadership required in the tasks of personnel and education services do not differ much quantitatively, though in both of them organizational leadership is required more. Examining the extent of practices of the tasks in these two service areas, it is seen that very much of the tasks are fulfilled in one and very little in the other. Therefore it could be concluded that collaborative leadership task is practiced a lot in personnel services but only little in education services.

In the other service areas as shown in Table 7 it becomes obvious that organizational leadership is necessary. On the other hand, like personnel and education services there are differences between tasks in the extent of their practice. From this finding, it could be understood that in some areas of service the organizational aspect of leadership as a requirement is practiced a lot, and in some a little, that is, not practiced enough.

It is an interesting finding that in a certain service area an aspect of leadership is practiced a lot, but in another a little. In this case, the conclusion that each service area requires specific qualifications could be drawn. Additionally, in Table 7 it is demonstrated that the necessary aspects of leadership in administration, personnel and inspection-counseling-interrogation services are practiced “a lot”. Considering the dominant requirement of an authoritarian approach in these areas of service, it could be suggested that especially in the areas of service that require authority and power, this aspect of leadership is practiced a lot. However, the reason why the extent of practice in different areas of service differs may be related to the quantity, complexity and the difficulty of the tasks in the area in question.

In the part of the research about Turkey in general, based on the answers of ministry supervisors (Table 6) it could be concluded that the tasks in the area of service are either fulfilled a little or not fulfilled enough, therefore the task of organizational leadership is not really being performed.. This finding for Turkey in general is coherent to the findings of the statistics for Sivas. To sum up, many tasks in the law are not practiced fully, and therefore the aspects of leadership related are not practiced fully either.

Conclusion and Suggestions

It is understood that it is not possible for all the aspects of leadership existing in LNED to be practiced by authorities. One important reason for

this might be because of this situation that the regulations which entail leadership behavior are not prepared as the central government will undertake these requirements. Actually, as in some other countries (Tracy, 1997; Therkildsen, 2000; Law, 2002; Marchelli, 2003; Caddell, 2005; Kristiansena and Pratiknob 2006; Osei, 2007;.), there is quite much evidence that the educational administration in Turkey is more central than is required (Kıran, 2001; Şimşek, 2002; Kurt 2006). On the other hand the law heavily requires “organizational leadership” most and “political leadership” least. Likewise, it is concluded that the tasks existing in the law vary depending on the area of service and can’t be practiced fully, and therefore the aspects of leadership required by the law can’t be achieved either.

Considering the process of this research and the results obtained, it could be beneficial to make distinct suggestions to the people who prepare, practice, and would perform further research about this law.

It is noticed that there are linguistic problems in the law and that certain articles that were abrogated by interlocutory decisions continue existing in the law. For that reason, in order to avoid the possible problems that may occur in practice, tasks should be described more clearly and the law should be updated parallel to interlocutory decisions. The law largely requires an aspect of organizational leadership but to attain an efficient leadership the other aspects can’t be neglected either. Therefore the law should be re-organized in order to qualify all aspects of leadership. In this research it is concluded that not all the tasks existing in the law are practiced. This could result either from the approach of authorities or the impracticality of the tasks described. The tasks should be determined so as to facilitate both the implementation and inspection.

In this research it has become clear that the tasks in the service areas of education, budget-investment, research-planning- statistics and civil defense are fulfilled relatively less. For that reason in the practice of the law these areas of service should be underlined as much as the others. Practitioners should know and exercise not only the organizational aspect of the law but also the others.

It is observed that research on education is limited within the context of schools and classrooms. Regarding the system of education as a whole, directorates of local education within this system are indispensably significant. So the importance of local and international researches on directorates of local education should be emphasized more and the findings should be compared with the findings of the situation in various countries.

In the corpus of education institutions many tasks and procedures are determined by laws and circulars. Therefore it is important to study both in Turkey and all around the world how these documents, which directly affect the area of practice, are developed and implemented.

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