



Adaptation of Leadership and Mentoring Mechanisms to Schools in terms of Educational Administration

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Abstract

It's possible that the Goleman paradigm, which is founded on the idea that the leader or mentor should be completely represented, doesn't properly convey the significance of mediation between mentors and clients. To maintain a healthy and successful mentoring relationship, models



are necessary to take into consideration mediation, and the presence of intermediaries between mentors and mentees should be avoided wherever possible. The purpose of this research is to investigate the role that mediation plays in the development of mentoring relationships that are mutually beneficial to both parties involved. It is in line with studies on individual mentoring, which places an emphasis on the mentee taking initiative and being an active participant in the mentoring process (Clutterbuck, 2004). It is also underlined how important it is for the mentee to choose their own mentor. This program acts as a template for NAB to follow and involves everything from the process of pairing people with mentors to the preparation of many different components of the mentoring program. It also serves as a model for NAB to follow. The relationships that emerge between mentors and clients are characterized by a high degree of mutual trust and support between the two parties, which contribute to the development of a feeling of agency between the two persons involved. School-based mentoring stands to benefit greatly from the knowledge and experience that NAB has gained in the development of more robust accountability systems to continue guiding clients in the right path. On the other hand, the school was so swamped with other tasks that it took a very long time to put any precise advice that the mentor had made into effect. Because the mentee will not be punished for failing to satisfy the requirements of the action in a timely way, it is also probable that he will not play a significant part in the process of completing the requirements of the action. The ability to make one's own decisions is beneficial, but in the lack of sufficient framework, it might impede further movement. In spite of the limits of the research, it provides useful insight into the issues that are confronted by corporate mentoring programs that are handled by universities or under the supervision of the government. The primary takeaways from this investigation were that the sought organizational advice was difficult to implement and lacked the adaptability necessary to satisfy the requirements of the client company. On the other hand, corporate mentoring that is begun by universities demonstrates an authoritarian style of leadership and is built on mutual understanding.

Keywords: *Leadership, Mentoring, Educational Sciences, Educational Administration, Management and Leadership in Schools*



Introduction

The aims that were a part of the university-led mentoring program and the requirements that were a part of the NAB's institutional commitment were what drove the mentor and mentee roles, respectively. Both the mentoring organization and the organization that is being mentored need to have a feeling that they are acting as an intermediary in order to successfully establish a productive mentoring relationship. Based on these results, it seems reasonable to propose that a feeling of agency be included into a variety of mentoring methods.

This study makes new contributions to our knowledge of mentoring by addressing topics that have not been addressed in any earlier research in this area. These questions have not been addressed in any other study that has been conducted in this subject. It offers comparative research in addition to two distinct models of corporate mentoring, both of which have the potential to be further investigated in a variety of different environments. In addition, the research stresses the duties that both clients and mentors play in order to make a relationship of this kind more productive. In upcoming studies, we will investigate the role of corporate mentorship in a range of contexts and analyze the positive (lease resulting) and negative (not hire resulting) elements of NAB's corporate partnerships. Both routes are available for investigation, and theoretical frameworks are necessary in order to satisfy Mino's requirements. Young institutions may get significant knowledge from more established universities and build their own development strategies via the assistance of corporate mentorship. Additionally, it may assist newly established private colleges in enhancing their academic offerings by allowing them to gain knowledge from other educational institutions and locate mentors. Institutional mentorships across different institutions have the ability to improve the quality of education that students receive and to enhance the diffusion of teaching. It's possible that this will lead to the creation of people who are more equipped to handle the challenges of the future. The purpose of this research is to get a better understanding of the function peer mentoring relationships play in higher education settings as well as the possible hazards and advantages associated with them. This information is made accessible to the general public by CIPD.



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This article proposes an administrative support structure that is based on empirical research and has the goal of enhancing student outcomes and addressing teaching staff in high-need schools situated in rural and urban locations respectively. The strategy eliminates the sensation of being overwhelmed by their job, promotes staff retention, and increases teacher support, all of which contribute to lower teacher turnover, improved student learning and performance, and improved teacher retention. It addresses management and leadership mentoring and role modeling in cross-cultural settings utilizing a multi-level framework, which contributes to the growth of academic work. The research investigates the method that is utilized to produce mentorship and improvement, identifying many different types of administrative aid that school leaders in high rural and urban regions (high poverty and poor performing schools) should have. The significance of these inequities, as well as the focal point of the investigation, will be analyzed in connection to an international setting. The strategic support model for development beyond survival is a framework for providing administrative help. Its goal is to enhance student results and address teacher issues at high-need schools located in both rural and metropolitan areas of the country. In recent years, academics and policy officials have increasingly questioned the use of strategic human resources (HR) management in an attempt to explicitly correlate HR practices with quantifiable organizational outcomes. The goal of this endeavor is to clarify the relationship between HR practices and the performance of an organization. This is something that has often taken place as a result of policymakers devoting significant amounts of time and money to the individual pursuit of the three objectives of increasing student success, retaining teachers and principals, and increasing principal retention. These attempts have met with varied degrees of success; some of them have had very positive effects, while others have produced fewer positive results. It is possible to ascribe the lack of future sustainable development to efforts that are not coordinated with each other and do not entail a strategic view on the management of people.

Methodology

The process of recruiting, selecting, developing, and keeping crucial individuals is what is meant by the term "talent management." In this setting, the emphasis of the training and upkeep



of principals is on the growth and care of teachers, both of which must be maintained in order to fulfill the demands of the future. The growth of school leadership has the ability to serve as a point of convergence for a variety of educational objectives, including the reduction of teacher shortages, the increase of teacher efficiency, the improvement of school performance, and the creation of more favorable working circumstances for the school.

Keeping the Fundamentals

In "high need" (high poverty and poor performance) environments, however, there is little evidence on the potential for principal leadership development to improve education (such as student success) or human resources (such as principle and teacher retention) results. Both urban and rural school settings demand particular attention since they often educate the most "at-risk" population and generally have at least "qualified" instructors in all various types of "quality" teaching roles. Despite these advantages, urban and rural school settings face unique challenges. According to the findings of Clotfelter, Ladd, and Vigdor (2010) and Goldhaber, Lavery, and Theobald (2015)'s study, social injustice and inequality are maintained by a total of 873 distinct factors.

This particular iteration of the Strategic Assistance to Grow Beyond the Survival Model has been given the moniker. Disjointed policy efforts, the structural issues that many schools experience, the direct link between principal and teacher exchanges, and the damage caused by the circulation of educators are all factors that contribute to lower levels of student success. This narrow-mindedness is shown in the majority of initiatives to solve the teacher shortage, which concentrate exclusively on sending outstanding teachers to high-poverty schools and pay little attention to systematically supporting and maintaining them after they arrive. This is an ineffective way to approach the problem, and it exemplifies the problem with most of these efforts. Within the first five years of a new teacher's career, there is a substantial percentage of those instructors who decide to leave the profession, and this percentage continues to rise dramatically in successive years. It is necessary to conduct a review of existing reform measures in order to find a solution to



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this issue, especially at educational institutions where the level of poverty is substantial. Combining scientific theory with empirical research is the basis of the Thrive Beyond Survival model, which is a conceptual paradigm for talent management in high-need educational settings. This model is an element of the Talent-Centered Training Leadership methodology, which places a greater emphasis on the requirements of staff members than it does on available resources.

The Thrive Beyond Survival approach places an emphasis on the principal's role in the cultivation of talent, the need of establishing place-aware principals who can provide contextual administrative support, and the training of place-aware leaders who can offer such support. The approach emphasizes the significance of fundamental self-efficacy in research addressing high-need environments in both rural and urban settings.

Students would suffer as a result, according to projections made by the United States Department of Labor on the need for new principals, which is expected to grow at a rate of 8% year until 2026. The main staffing process is made tough by the high employee turnover and overall rise in workforce. Studies have indicated that when a school head is removed, general academic performance suffers, which in turn leads to an increase in the number of teachers quitting their careers.

There is a correlation between the development of principals and the retention of principals, and universities, school districts, and other organizations that offer principal training need to work together to provide the essential principal development to assist both principals and teachers in both urban and rural regions. It is essential to do so in order to guarantee that principals will continue to be successful in their positions.

There is a severe lack of teachers available, both in terms of number and quality, in many schools, but especially those that have greater demands. This new breakthrough may be of use to both leaders and instructors in regions that are experiencing a severe shortage of teachers. Both the distribution of teachers among schools and the pace at which teachers leave their jobs are not random, and addressing any of these problems may lead to improvements in teacher quality indicators and the results for students. In high-poverty schools that include a significant percentage



of children who are not white, there is a significant problem with the availability of teachers. In an effort to solve this issue, several governments have concentrated their efforts on financial interventions; nevertheless, the incentives offered by these policies might also result in the departure of teachers. The provision of adequate school administrative support is the single most essential factor in ensuring the continued employment of qualified teaching staff. Research has demonstrated that successful attempts to retain workers cannot be restricted to financial variables alone, such as wage, since these aspects are required but not adequate on their own. This means that efforts to retain employees cannot be limited to financial reasons alone.

Making an investment in employee development and providing assistance for staff retention conveys the message that the organization recognizes and values the contributions made by employees. This message is conveyed by the expenditure of money. Policymakers often hold the view that the processes of retaining teachers and developing leaders are distinct initiatives that at no point in time should be combined. According to the Beyond Survival model, school districts and leadership development organizations have the ability to give the essential assistance to school leaders, as well as the required support for management to teachers. It is expected that such help on a variety of levels will have a beneficial influence on the rate of employee retention among administrators and instructors, which in turn will have a positive impact on the level of academic accomplishment among students.

On the other hand, recent studies have indicated that the amount of professional development (PD) that teachers get from college courses does not, in most cases, connect favorably with the manner that instructors assess the principal's job. Administrators that are successful place a significant emphasis on the instructional leadership of their teachers as well as their own continued professional development. On the other hand, Barber et al. (2010) discovered that administrators feel they are the ones most accountable for the most challenging hurdles in the area of teacher development.

Because of the connections between district support and principal exchange, principal exchange and teacher exchange, and both exchanges' effects on student success results, more focus should be placed on the development of school leadership. The cultivation of school leadership



should get more attention since it has the ability to serve as a feasible approach for boosting not only the supply of educators but also the performance of students. This is why it is important that the development of school leadership receives greater attention.

Literature Review

According to the Survival Approach, providing administrative aid to school administrators and instructors during difficult times will not only help these individuals "survive" in their positions, but will also "throw" in their success as they continue in their careers. Increased academic success is directly linked to improved results for students generally.

In conclusion, the significance of providing help with school administrative tasks and cultivating students' talents cannot be overstated. By placing an emphasis not just on the recruitment and retention of teachers but also on the cultivation of leaders, organizations can produce a workforce that is both more diverse and more productive. The knowledge, skills, and abilities (KSAs) that an employee brings to the table as a result of their prior work experience as well as their educational background are referred to as the company's "human capital." It establishes the kind and breadth of the possible contributions that workers may make to the company. If these human capital KSAs can be developed to a greater degree, there will be a proportional rise in the relevant potential contribution that they can provide to the company. In the context of the educational setting, one such contribution is the rise in academic success at the school as a direct consequence of teachers obtaining context-specific administrative help to enhance student outcomes. This rise in accomplishment was brought about as a direct result of instructors receiving this aid.

In addition to addressing teachers' social capital, the initiative intends to directly target teachers' human capital. This is due to the fact that more and more people are coming to realize how important it is to provide social support to teachers, which has resulted in the present scenario. Traditional techniques for managing talent often place their emphasis on human capital rather than social capital, so ignoring what are known as the "relational dimensions of talent." These



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"relational dimensions of talent" include cooperation, networks, the potential to enhance existing links, and trust among people in interpersonal interactions. Recently, experts in the area of human resource management (HR) have come to the conclusion that the relational aspect of talent management is essential to the efficacy of the practice.

It is already essential in schools to include relational components of talent management, but the labor-intensive nature of the teaching profession makes this requirement much more crucial. Teachers are given the chance to develop the human capital that is essential to their work when social support is made available to them. This not only gives teachers a higher level of self-confidence in their ability to carry out their responsibilities, but it also encourages them to continue working in the education sector.

The model operates on the presumption that an increase in the amount of context-specific administrative assistance provided to teachers would result in a decrease in the amount of teacher turnover as well as principal turnover. It is believed that the provision of administrative assistance led to this decrease in perception, which in turn led to the drop. This is accomplished through minimizing organizational disruptions, directional inconsistencies, a lack of consistency, and the loss of organizational expertise and trust that are caused by personnel turnover.

When children achieve better levels of academic success, schools become more desirable places to work, which leads to a decrease in the number of teachers who leave their positions. This is because people have the misconception that businesses that employ people from schools where pupils achieve greater levels of accomplishment are of higher quality.

Empirical research and many theories, such as organizational theory, social cognitive theory, and contextual leadership theory, provide theoretical foundation for the model that we construct and use into our work. By pitting one hypothesis against another, we are able to combine the favorable parts of both theories while simultaneously reducing the impact of the unfavorable aspects of both theories. According to the social cognitive theory proposed by Bandura in 1997, educators are more likely to improve their performance when they feel they will and are less inclined to abandon their professions. This is due to the need of having knowledge, experience,



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and adequate training in order to fulfill the requirements of the profession and preserve a sound feeling of one's own inner competence. On the other hand, this theory does not take into consideration the setting in which the principal gives assistance, which is what led Noman and Awang to develop the notion of contextual leadership.

The Thrive Beyond Survival methodology places a strong emphasis on the significance of administrative assistance in both the instructional and administrative aspects of the skills development process. Building capacity in schools is essential to improve both the working circumstances of teachers and the academic results of their pupils. Principals play an important part in the process of enhancing students' capabilities. The approach places an emphasis on the significance of administrative assistance in a variety of settings and capabilities, including urban high-need schools and rural high-need schools, for example.

Administrators should be aware of these disparities and have the information required to give the appropriate help to teachers working in schools that are located in rural areas that have a high demand for their services. The educational settings of urban and rural locations are quite similar; yet, research backs up the assertion that the effect of strategic talent management tactics used by school principals will differ depending on the context in which they are deployed. External factors, such as the location of the school, have the potential to have an impact on the school's stakeholders, such as the teachers, and may alter the responsibilities that a principal is required to fulfill.

Administrators are in a position to support teachers in developing a higher degree of self-confidence, which may increase the possibility that teachers will remain employed in their current positions and continue to grow professionally. This may be accomplished by offering administrative aid to students, which in turn gives them a sense of self-assurance, guidance, safety, and support in their respective classes.



Argument

There are certain challenges that are experienced in all parts of the world, whether they urban or rural. It is vital to investigate the particular requirements of each area if one want to properly address issues of social justice by fostering a sense of social inclusion. To do this, you need first determine what the requirements are for each situation. The percentage of children who are able to participate in lunch assistance programs at no cost or at a reduced cost is often greater in urban school environments. In addition, in comparison to their non-urban counterparts, high-need urban schools have far more severe issues with student discipline. A number of issues, including disobedience, the use of illicit drugs or the selling of such drugs, as well as verbal and physical assaults on teachers and students, may be found at these schools. These variables have a direct impact on both the teaching profession as a whole as well as the rate at which instructors quit their positions. The teachers at these schools need administrative aid to help them manage disciplinary problems, and they also require assistance to teach their classes effectively. In comparison to schools located outside of the city, those located inside the city have to deal with a more complicated political, social, and economic environment. The political difficulties that city leaders encounter is typically overlooked in standard professional development programs designed for principals. These complexities include concerns pertaining to both the city and the state, interactions with the media, collective bargaining, and political lobbying. Because of this, the city as a whole is faced with a challenge, as municipal authorities often have to traverse the convoluted and bureaucratic systems in order to provide funding for kids. There are a lot of programs out there geared to educate principals, but the most of them don't give enough training in ethnic leadership. City schools are also need to deal with context-specific cultural difficulties, such as low expectations of race and class as indications of poor school performance and mental illnesses, as well as a lack of cultural sensitivity in the policies and practices that are now in place. If municipal managers carefully plan and consistently maintain their employees' professional growth throughout the course of their careers, they will have a greater number of possibilities to cultivate multicultural leaders within their workforce.



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The relevance of administrative support, effective teacher assessment and evaluation, training, and coaching for educators in big urban school systems was brought to light in research conducted by Grissom, Loeb, and Master (2013). Others acknowledged the significance of abilities related to predictive corporate governance, such as the management of "school work" activities that might result in improved student performance, evaluation of the school environment by both teachers and parents, and stability of teaching jobs.

It is still the case that administrators who place a strong priority on providing assistance for teachers have the lowest initial teacher turnover and transfer rates (between 0 and 10 percent) in small urban settlements with a high rate of turnover. In order to keep excellent teachers in the classroom, it is essential to increase the amount of time spent with them, as well as the number of resources and capability they have access to.

In conclusion, school administrators play an essential part in confronting difficult urban circumstances and boosting the academic accomplishments, talents, and capacities of their student bodies. They are required to meet the most rigorous educational standards in these spheres, which include leadership in the building industry and classroom instruction. Their views are supported by the fact that municipal administrators see succession planning as a critical task for current leaders to face in their roles as leaders. There is some debate as to whether or not principal leadership preparation programs on their own are adequate to prepare practical principals to become experts of return and change in high-need urban settings.

According to Davis et al.'s (2013) findings, in order for principals to finish their first training and rise to a leadership position in the local urban setting, they must 885 different chances to get experience, have a mentor, and continue their professional growth. This concept demonstrates the significance of doing research while on the job in rural schools. Education in a rural setting must have a different focus than education in an urban setting; principals in rural schools must perform a distinct set of responsibilities than their counterparts in metropolitan schools.



Because rural towns often use fewer layers of organizational hierarchy than urban communities do, rural district managers are frequently required to "wear many hats" in their daily work. In contrast to the requirements imposed on principals of non-rural schools, who often have less administrative aid available to them, managers in rural areas are frequently required to participate in all aspects of the decision-making process in schools. This is in contrast to the obligations placed on principals of non-rural schools. In addition to this, administrators of schools in rural districts need to have a thorough awareness of the culture of the community in which their school is situated. This expertise should include knowledge of how new teachers might better adjust to the setting of the school.

Additionally, there is a social expectation that principals working in rural school districts should serve as leaders not just inside their own schools but also among the communities in which those schools are situated. This indicates that principals of schools located in rural districts are accountable for ensuring that their institutions cater to the requirements of the local population. According to research done, the effectiveness of a manager is mostly determined by variables other than the direct personal impact of the management themselves.

Conclusion

When it comes to hiring and maintaining talented employees, public education systems in the area confront significant hurdles. Rural regions have a number of difficulties, such as a decrease in the number of students enrolled in their schools' teaching programs, deteriorating financial bases, low incomes, distance, physical isolation, and variances in cultural standards. In spite of the fact that rural schools have a harder time filling teaching positions than urban schools do, academic institutions and the government pay far less attention to rural schools. The requirements for professional development that are placed on rural managers are distinct from those that are placed on their urban counterparts, and rural managers often have less access to professional networks. According to the findings of a literature analysis conducted by Hardwick - Franco (2018), rural school leaders need unique vocational training that is particular to the rural



setting in which they work. In an ideal world, support for such professional development would come in the form of collaborative co-creation between rural district administrators and the organizations that offer training. This relationship assures that urban school leadership methods that are incompatible with the environment of rural schools will not be forced on the principals of rural schools who take part in the collaboration.

In order to improve their capacity to cooperate effectively in their positions as rural managers, rural managers need to work together with a variety of networks that exist outside of the traditional educational setting in order to provide their children the finest education possible. According to Bauch (2001), there are six qualities that are exclusive to rural areas that school administrators may depend on for support. These characteristics include fraternities and sororities, a greater sense of community, and distinct administrative solutions addressing the retention of teachers.

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