The Necessity of Formation and Transformation of Principals

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Abstract

Nowadays, it is quite evident how the "age of information" is causing the school to lose its privileged role towards knowledge and its distribution. Paradoxically, the targeted decentralization of the education system - at the same time -is accompanied by the tightening of centralized control mechanisms. This is applied through the "action" of national testing, increasing demands for performance, professional and scientific competencies.In this context, the world of the educational leader is seen as one of increasing change, complexity, diversity, and intensity. It has also been portrayed as a world of great responsibility. The growing importance of educational leadership and management is evidenced not only by reference to the increase number of research on the leadership in education, but also to the increasing preparedness of governments to invest in the leadership of the education system.Information Technology has influenced the outbreak of ideas – somehow confusing approaches and policies related to borrowed or copied models – that have caused a diffusion of ideas in this field. Some quality issues in literature, the way of selecting (appointing) leaders in education, as well as the job training or organized training formats, will be addressed in this study.The purpose of this study, is to present the need for training leaders – the development and transformation to achieve leadership effectiveness – and to recommend some forms and methods to complete the leader's formation.Regardless of whether a subject, will graduate at a university or get certified at a training from a licensed institution, there is a common challenge to be addressed: what is the necessary set of knowledge, skills, values attitudes and competencies, that each program should address on the formation of educational leaders.

Keywords: educational leadership, leadership formation, educational leaders, school principals

Introduction

School leadership is a field of interest nowadays. This is happening in a time when information technology is investing so much and so quickly on tracking information and knowledge, therefore is placing the school, its evaluation system and its teachers in a new position. On the other hand, the school is the institution that should prepare individuals, in order for them to be able to cope with the challenges that will be presented in the future, coupled with the rapid technological development. Increasing school accountability, the pressure of constant reform, and the challenge of continuous quality growth, require direction and administration of education, based on the concept of school management as a profession, and not the formation of leadership in the empirical way through the on-the-job training. This need arises because school management is a process that sets the leader ahead of a complexity of challenges that give him an important role in the success of a school. Today's leader needs to recognize leadership theories and raise his awareness of the competences he possesses and the modalities of influencing and managing different situations and different groups of people (teachers, parents, students, highly ranked leaders, etc.). He should recognize, implement and build protective mechanisms in relation to law enforcement and the protection of the rights of students and pedagogical staff. It should also focus on the common goal of quality education of student generations, knowledge transformation and continuous personal improvement as well as the improvement of its staff to maintain a cohesive performance with the demands of society.

The concept of leadership as a profession is a need articulated by many researchers in recent years, as well as a necessity, which is particularly notable in eastern European countries. In these states, patterns and rudiments of an authoritative style are still visible in the model of the school principal.

Methodology

This paper was based on the review of literature and analyses of some research studies done by authorities and expert on leadership field. Also, a survey was conducted in the region of Korca, in the southeastern part of Albania to identify the need for the leaders in office to form and transform in relation to leadership skills.

This paper presents content analysis, as the basic method for this study. This method displays the research conducted by field experts, accompanied by an empirical field study about actual leaders and principals, along with their university trainings about leadership development. "Over the last half of the 20th century, a good deal of attention was devoted to the topic of preparing leaders for schools" (Murphy, J et al. 2009). The "Handbook of research on the education of school leaders" by Michael D. Jung, et.al 2009 and "The Second International Handbook of Educational Leadership and Administration", by Leithwood & Hallinger, 2002, provide this paper with the right orientation and guidelines, in order to properly address the issue of leader`s formation and transformation. The expert's study and their conclusions are presented in this paper – the territory of the Republic of Albania has been used as study field - where there's an urge for a new philosophy for leaders, as well as for successful leadership models.

Albania is experiencing leadership models - even after two decades of transition - that pertain to the communist era. Leader's autocratic models - up to the last few years - are transmitted without having the opportunity to handle the formation and orientation of more appropriate models to professionalism and effectiveness. By 2013, MASH(Albanian Ministry of Education) programs (Standartet e Drejtorit (Principals Standard) MASH, 2013) have revealed this immediate need for changing the methodology. But "reading" the need for training in the direction of current leaders and new aspirants, has oriented the institutions - which are under the responsibility of the respective Ministry - only towards some fragmentit training seasons, by accredited agencies or universities outside the state standards set by the ministry. All the result achieved by this organization had little impact on improving the quality of the management. At present, the MASR(Albanian Ministy of Education, Sport and Youth) is carrying out some new development efforts, implementing a pilot project on organizing a "principal's school". These efforts are organized in the same form of trainings as the old model, the difference is that therespensibleinstitucion, is under the direct dependence of Ministry of Education.

So the empirical survey on Ministy documents, which will perform the inventory of state institutions' activities to form leaders in education, will continue by applying a survey to educational institutions in the region of Korça.

This study will serve: (1) to recognize the current problem, (2) to distinguish the sharpness and specific features that characterize the field of leadership, (3) to test the opinions and perceptions of the subjects affected from the educational institutions of leadership.

About 200 subjects underwent this survey over a period of several months in 2017. Their interviews were conducted through questionnaires, which were delivered through mail service and direct meetings. In the same way, questionnaires were gathered, and then their processing was carried out, through statistical analysis.

Why is the Korca Region, a representative subject, covering the entire Albanian Republic?

This region is a representative for the whole country, because it has common and general features such as: (a) owns all levels of education, from pre-school education to higher education; applies both types of education, both public and non-public, at all levels; (b) includes a significant number of schools as one of the most populous regions of the country, as well as an early education tradition (the first Albanian public school marks its birth in the city of Korca).

Subjects were interviewed on: (1) the need to develop leadership skills, leadership theories, as well as knowledge of legislation and its interpretation; (2) actual formation training methods: Have they met the needs of leaders;(3) favorable ways to meet the needs in forming the leader.

Semi-structured interviews - in relation to what has been mentioned above - will support the articulated hypothesis about the formation of leaders. Also, these interviews will serve to formulate some recommendations for the most effective forms in applying this "profession".

The need for leadership formation

The concept of formation demonstrates that the learning process is closely related to the subsequent (later) realization of a particular engaging role. It emphasizes the importance of learning over the years, identifying an individual's career as a preliminary part of his socialization. Training is about the product of opportunities and ambition of the candidates. This ambition can appear in the formal (on-duty) and in the informal format of the leader. Based on a purely functional view, the mechanisms for realizing the formation, recruitment and selection of leaders, are necessary for the continuity of social systems and organizations, deriving from classical managerial theories (P.Gronn, 2002, p 1033).

Throughout the detailed research of the literature, with regard to theories of leadership, we can mention Miner's thesis (JB Miner, 1984, p 296-306), to fulfill the need for continuous empirical studies and encouraging initiatives for academic studies in this field. The Miner is probably the only researcher who wants to abandon research related to leadership, criticizing the research methodology so far, which often results in contradictory conclusions and contradictory data.

Almost all scholars around the world argue the importance and the strong correlation between formation and success in carrying out tasks, as well as the community's influence on the formation of school principals and administrators. Even with regard to this issue, within the scope of leadership, March's observation (J. March, 1978, p 217-250) is presented in connection with his skepticism regarding the role of formation and preparation of leaders, especially when striving to relate its importance to the changes and in particular, to the progress of education. He presents his argument by doing this parallelism: "Any attempt to improve the educational system, starting to change its organization and administration, must be treated with skepticism. Changing education, by changing educational administration, is like changing the course of the Mississippiby "spitting" into Allegheny". But there are many scholars and authors who reject the skepticism of March. Thus, Huber (2004, p 174), quotes many other scholars in several continents in their research and reports, over a decade of time, from 1976 to 2004, and underlines that "the central role of the school principal - as a functional school factor - has been confronted and confirmed by data from the research results of school functionality in recent decades.

Numerous and deep empirical studies have shown that: "Leadership is a central factor for the quality of a school - in relation to what has been mentioned above - where we can distinguish leadership patterns in North America, Great Britain, Australia and New Zealand, as well as the Netherlands and the Scandinavian countries.

"Mulford (2003, pp. 35-36), after studying and observing a few years ago, reports the need to train school and education leaders at all levels. He starts arguing with this question: should not the direction in schools and in the education system - just like lawyers or doctors - be considered a profession? Nobody looks strange when lawyers and doctors, nurses and architects are subject to licensing examinations.

This exam continues to apply to some professions, consistently (Mulford, 2003, p. 35). In places like the UK, only 17% of school principals think they are "really prepared" for running the school.

Also, one in eight senior teachers agree with this section. The author quotes Bolam (Mulford, 2003, p. 36) in the OECD Report 2003, that in a study conducted with young leaders in Europe, 65% of them did not receive any informal or planned training for their tasks. In Canada, Hickcox (2002) reports that current trainings are sporadic and not coordinated for new candidates, in order for them to become leaders. Certifications of these trainings are realized on a volunteer basis and desire, and often are not archived or even protocol-based. Caldwell (2002), brings another, more disturbing look to other countries, such as Australia, Hong Kong and Sweden. He concludes: "The biggest concern, is not the problem of leadership formation, but the small number of candidates offered in this position and their quality".

These statistics are followed by very positive developments. Here we can mention Great Britain, where a great deal of specialists is devoted to the institutionalization of the National College for School principals. At the same rate, we can mention New Zealand, where initiatives are taken to establish and structure training and development centers for the formation of school principals. The professional development of managers remains a complex and widespread issue with regard to structuring and organizing the qualification or certification of school directors. Here one can see a lack of balance between the need for leadership formation and the interest shown by policymakers and the higher hierarchy of education systems.

Professor at Monash University in Melbourne, Peter Gronn (2002, p.1033) calls: "The whole problem of leadership training - and generally of maintaining and forming elites - should receive a high priority in scientific studies. This should work in

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conjunction with applied policies and organization of leadership formation ... Allsocieties and cultures can be expected to regularize agreements for the production and reproduction of leaders and leader grupingsin their key sectors".

Gronn (2002, p 1031-1070) adds an additional characteristic to the need for leadership formation, which should influence the acceleration of this process and the content of training programs. Gronn - using the opinion of other scholars of this field - underlines that "Management systems are very different, both from the cultural and historical point of view." In the process of leadership formation, the focus has been placed on seeking the appreciation and understanding of these cultural and national features (1991, 1994), which emphasize the importance of the value system of joint programs, based on the differences, that different societies have historically presented. Different cultural and national values are thought to define organizational problem solving strategies, as well as the diversity in management strategies and leadership. Therefore, they affect the capacity of these elites to solve issues that arise from cultural transitions and their following social developments.

The process of leadership formation is important because: (1) It enables management theories to synthesize two sources - amongst others - from which derives guidance information. These resources form the methods - or the ways - of the institutional leadership. They also show how individuals and leaders have walked along these paths. Studying the role of the institutions of a society is very important for the formulation and modeling of leadership in all its systems. It is also important to recognize the transformation of individuals' character, to abandon some roles and to acquire some others, and to be part of the dynamics of society. (2) Some theorists in the field of management think that the training process is the one that gives the recruitment opportunities to those members of the elites who are more receptive to democratic ideas and values, or those who are equipped with the ability to handle the complexity of recognition, which is constantly growing. The space and leadership training programs will shed light on recognizing these factors as well as highlighting the more appropriate temperaments and personalities desired to lead.

(3) On the other hand, the lack of these processes will hamper the work of researchers and the education system itself over the required management groups. Specifically, the control carried out by Avolio and Bass (the founders of transformational leadership theory) in the training processes of aspiring candidates to be leaders, as well as current leaders in charge of duty, brought evidence in: "Similarities of leaders regarding personality, intelligence, values, attitude, family background and education, "(Gronn, 2002, p.1035).

Referring to the above authors, I think that in Albania an articulated idea for a new concept of leadership - from different scholars - should be added to the planning on the formation of school principals. This should be developed in relation to the need for the formation of education leaders in developed countries as well.

The continuous reformation of the Albanian school puts the leaders of education and all its institutions faced with many challenges in an effort to meet the contemporary requirements and standards. Continuous change and improvement requires quality management skills in the organizational and implementation plan.

But - most of all - it requires the leadership's political ability to clearly transmit the goal, as well as the methods to be used to motivate the staff steadily. This is accomplished by involving each member in a shared vision and promoting their professional and personal development.

One of the features of school reform - not just in the Albanian one - is school autonomy. "Although reforms have been going on for decades, school autonomy remains a key issue for the political agenda in most European countries," said Ján Figel, former European Commissioner for Education, Training, Culture and Youth (2007). This is a fact that shows that the process of decentralization takes time, due to the changes that the school and the education system will require. Auto-Management requires management and leadership skills for institutions that need to accomplish many indicators in terms of funding, selection of pedagogical staff, definition of assessment indicators, selection of literature, etc.

All this leader work cannot be accomplished by itself, with fragmented training in their content, nor left to the spontaneity of leadership skills. Past experiences, as well as scholars, underline the importance of training a leader as a profession.

This need and necessity is evident, at the moment when the MASR designs and plans the realization of leadership formation through licensing or certification. The time span of these programs throughout the school year is a factor that will influence the conception of this process by the leaders. Also, this factor provides a long-lasting help to their work and challenges during the fulfillment of the task.

Faculties of Education in Albanian Universities should be considered as training agencies for managers. This is an opportunity that should be addressed quickly and responsibly by the academic staff of these institutions, in order to develop this responsibility towards the design and completion of full-time study programs (legal obligation for regulated professions) (Law no.10 171, dated 22.10.2009 On regulated professions in the Republic of Albania, Article 5).

I think that this organization will also have its effects in highlighting management subjects and career leaders, avoiding the numerous appointments of school principals who follow every political switch. Individuals who will invest in the leadership career will exhibit consistency and professionalism, presenting themselves in the direction. Thus, the spirit of a "good school" will be created for its staff members and the entire community of the institution that this person leads.

At the end of this issue - on the need for leadership formation - should also be mentioned the "call for attention", transmitted by: John's studies (2002) in the study of the preparation of school administrators in India; Sommmerbakk (1994), in the study on school management training programs in Norway; Ogunu (1999) in Nigeria; and Rakhashani (1998) in Iran (Lumby, et al, 2009 p 175). All the aforementioned scholars argue that the systems of their countries (where they conduct the study) differ in sharp contrast to Western standards and patterns that these countries intended to implement. The criticism of the preparation of education leaders in developing countries failed to "live" according to the fully Western approach. They think that these Western models need to be adapted to overcome cultural barriers and national values that are undoubtedly part of their systems and the community they represent. These models nurture the forces of globalization, as well as the integration and harmonization of their direction and preparation. But to have a positive effect, the training needs must be carefully reviewed, together with their patterns and perceptual differences.

Ways used to form leaders. Overview of formal education of leadership skills

In the "Research Manual on the Education of School principals" (2009, Young, Crow, Murphy, Ogawa, p.395-415), it is mentioned that the idea of formalizing training and preparing school principals is not a very new idea, although in many countries around the world it is still treated as a challenge. Specifically, Johann Sturm, the classical German Renaissance pedagogue, was recruited by Strasbourg officials in 1537 to organize the curriculum, choose teaching methods, select the right lecturers, to set up the city's high school. This activity started after he was selected in relation to the skills demonstrated in school management. He fulfilled his job in creating, designing and running this second level education institution in this city, only after a year of work. This is cited by Hart & Bredeson (1996) as "The Best Model of an Open Learning Institute"

In the other four centuries, the degree of formal studies and preparation for the position of the school principal was different in different countries, but the pattern of "informal socialization" was generally followed - teachers with enough experience and expertise were selected - displacing their teacher from class to administrative tasks. Throughout the 18th century, the term head-teacher was used to name the position and responsibilities, on the discipline and supervision of student life, of boys who attended school away from their family (Hart & Bredeson, 1996). In Western Europe and North America, the rise of cities throughout the industrial revolution was accompanied by massive social and economic reforms that influenced the mission, structure and number of educational institutions, especially public schools (while in Great Britain, including private ones). The increase in the number of schools and the complexity of their mission resulted in the need for school principals who would have to spend more time on school administration issues as well. Nowadays, in the same way, the demands of the post-industrial and technological revolution are the ones that are knocking on the school's doors as well as on its leaders.

Formal models of "professional socialization" and preparation programs emerged in most countries at the end of the 20th century. Bredeson (1996, pp. 251-277) writes:

"In the United States, for example, the first course on college management at college level was offered by Michigan University in 1879. Education departments existed in many colleges and universities. But in very few specific courses, the administration of the school was programmed and developed. "

However, it is the beginning of the 1960s, which prompted rapid growth in formal training and training programs, initially in North America, followed by countries from Europe, Australia and several countries in Asia.

Despite cultural differences, Hart and Weindling (1996, p.310) report that these programs tend to share these features:

1. Programs tend to emphasize the importance of learning before or after the appointment of a person as a leader.

2. The programs emphasize the importance of formal and informal learning (based on the ways in which the structures and agencies that develop the process use it).

3. The programs are dependent on the institutions, colleges or universities that develop it, based on the relevant teaching traditions and course organization.

4. Programs pay more attention to absorption by appointed directors.

5. Programs, more or less, rely on mentors to prepare school principals.

But, during the development of these programs, the coordination and the pace of holding training and qualifications are very important, along with the development itself and the developmental stages of the leaders.

Huber (2003) - cited by the authors of The Design and Delivery of Leadership Preparation (Grogan, Bredeson, Sherman, Preis, Beaty, 2009, p.407) - has identified four apparent stages in which the formation of leaders emerges: a) orientation, (b) preparation, (c) position occupation, (d) continuous formation. At the National College of School Leadership - the National College of School principals (UK) - the development and management frameworks plan their activity based on these five stages of a leader's career.

In the United States, the formation of leaders is based on these stages, while it is developed and supported by professional associations of school principals, state education departments, and university programs. To refer more clearly to the above authors, stages usually include: seasonal training of individuals aspiring to be leaders, formal education, certification programs or university licensing, trainings for leaders and principals, mentoring, continuous development and re-licensing (eg initial license, professional license, MBA).

I think it is important to recognize and appreciate this effort in relation to the development of school leadership skills, for a clearer picture of leadership formation, and the impact of informal learning on their performance. The daily contexts of the complex problems of the school leadership process are aimed at gaining new skills or new insights.

Informal development - day-to-day learning - is an important learning environment. But - referring to the knowledge and theories of leadership - the main weight in the formation and development of leaders lies in formal education. Knowledge of the leader's profession makes them aware of the personality and style they should use in accordance with this profession. Also, the staff situation and the problem that requires a solution should be considered.

In Albania - referring to the history of education development, as well as the Law on Education and various regulations - we can distinguish efforts to train leaders by participating in conferences or national meetings, creating the opportunity to exchange experience and collaboration between one another. The preparation of leadership manuals has been another effort to help their work, to facilitate the organization of work. This is especially noteworthy with regard to organization, planning and evaluation at school. Meanwhile, the guidance and decision on certification of managers from training agencies accredited by the MASR is a very important step in the development of Albanian education in relation to school management. Concretely, the opinion of the subjects of this study - composed of school principals, on the need for training - addresses the question: "How necessary are the trainings that assist the challenges of leadership"? Responses are listed below in Table 1.:

Table 1.Usefulness of training in leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little	1	.5	.5	.5
	Somehow	4	2.0	2.0	2.5
	Useful	58	29.0	29.0	31.5
	Very useful	137	68.5	68.5	100.0
	Total	200	100.0	100.0	

From the table, it turns out that there are 97.5% of subjects who think that training on leadership challenges is much needed. This represents the need for qualification, recognition, information and training skills.

The question - "Do training modules address issues that disturb you during the leadership process?" - aimed at gathering information on the usefulness and validity of the trainings conducted with regard to leadership as well as the current issues that concern them.

Table 2.The rate oftrainings(based on request)

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	No	24	12.0	12.0	12.0
	Sometimes	87	43.5	43.5	55.5
	Always	89	44.5	44.5	100.0
	Total	200	100.0	100.0	

From the data shown in the table above, it turns out that the subjects' opinion is: "Trainings developed by various certified institutions develop issues that concern the leaders and the direction of the school in general. Specifically, 44.5% of respondents think that trainings always develop such issues, 43.5% think this sometimes happens and 12% think that these trainings do not develop issues of interest to leadership. It is clear that the on-job leaders are in constant need for professional formation and transformation, in relation to the role of school principals.

The structures involved in organizing leadership formation

The selection, certification and development of the practices for the formation of school principals and administrators is different in different states and regions.

On the one hand, are they the individuals who have graduated in a profession they want, who aspire to become leaders and school principals (United States, Australia, France); on the other hand, there are also those who are appointed to the leadership position by hierarchical authorities or local authorities (Albania, Azerbaijan, Belarus, China, etc.). In many countries, individuals can follow programs run by non-governmental organizations or private schools, and may serve as head teachers or school principals. Researchers have classified two different approaches to assisting teachers to provide them with knowledge and administrative skills. One approach foresees or requires individuals to study the education administration before taking up their position as a school principal. The other approach is very different. It places the individual in the position of the leader, provided that these new administrators participate in the training activities of managers and administrators. Each approach affirms different assumptions about the best quality development of the leaders and each one seeks support from different infrastructure models.

For those who want to become school principals, they can win this position by showing merit and skill - France, Britain and the United States - or benefit from family, clan, or policy-making - Nigeria, Botswana and Azerbaijan - (2009 , Lumby et al., P. 157-194). Some states - like Nigeria and Cyprus - put little demand on candidates for administrators and school principals. In some other states - such as England, the United States and Australia - a whole set of fundamental demands have been set before those aspiring to become school principals.

This detailed observation of Jacky Lumby, Allan Walker, Miles Bryant, Tony Bush and Lars. G. Bjork (2002) shows that there are many ways in determining the positions of leadership in the school. But not all promise to improve student's results and prepare the school to face challenges, in order to achieve success. But, what the scholars of the field of school management and administration bring, is their own assurance - raised over the scientific arguments and the facts gathered - about the importance of the preparation and continuous formation of leaders in any educational system applied in each country.

In the table below, we provide a synthesis of Huber's (2004) studies of systems and structures involved in the preparation of leaders in some continents. The researcher categorized the systems of preparation of school principals - in the terms of centralization and decentralization - as well as those structures that ensure their preparation and formation.

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Table 3. Huber's Model for Preparing School Principals (2009, Lumby et.al; p.176)

Despite its peculiarities in the organization and distribution structures of this service - in the places presented by the study

Country	Model
Sweden	Responsibility shared between the state and the cities
Denmark	There is no need for rules and standards
England	Movement towards a coherent national provision
The Netherlands	Diversity and choice
France	Recruitment and duration of training under the responsibility of the state
Germany	Training courses are the responsibility of state institutions
Switzerland	Qualification based on canons
Austria	Mandate of trainings based on state guidelines
SudTirol	Qualification in private institutions selected by the government
Singapore	Full time preparation
Hong Kong	Short-term oriented courses
Australia	Development of the learning community
New Zealand	Variety and competition
Canada	Qualification of school leaders in accordance with standards
U.S.A	Extensive qualification programs, long history in the preparation of school leaders

above - researchers suggest that there are still places where the preparation of leaders is known very little and there is still little or no effort to organize this important activity.

One of the countries with a tradition in developing school principals and administrators is the United States. The tradition of this development shows that universities are the basic structures that prepare the formation of education leaders. Mainly, these are the courses of full-time graduation programs - (2009, Grogan, et al., P.396) - for students who have a degree in education science or not, who are interested in being a school principal. Also, these courses are also offered for students who have a master's degree in completing a part of this course. Usually, these programs distinguish two contents: instructional direction (theories) and practical direction.

Private or informal institutions - in collaboration with universities - are structures that develop module courses - which have schedules set during the week - but on the other hand, offer flexibility of selection from those interested.

Another form that universities - or institutions - distribute this service are also online courses, summer schools and intensive courses over the weekend, which are applied three or four times during a semester.

Models for Leader Formation

University courses

The United States provides us with the most extensive literature on the design and delivery of educational leadership preparation (Grogan, M, et al 2009, p.395).

The purpose of this section is to provide an overview of what researchers tell about various delivery structures. Under their observation, the most comprehensive concept of the distribution system is the group, a unit organized by a number of 10-25 students (cohort model).

Barnett and Muse (1993, p.400-415) define "cohort" as "a group of students who start and complete a study program together and engage in a common range of courses, activities and learning experiences". This model of leadership training has started to emerge since the early 1950s, but the incidence of these courses has increased considerably since 1987, when the National Council for the Education of Administration Professionals evaluated this model, arguing on several advantages of it. In these structures, teaching and course development is organized based on adult learning features: self-direction and internal motivation are evaluated throughout the course. Also, every knowledge and practice is modeled on the expectations and experiences of the group's own students. In conclusion, individuals support one another and learn from the experiences and situations that arise during discussions and decision-making processes.

Distance education

Another model that universities have experimented - as a result of using computer technology and increasing the number of internet users - is distance education. This model implies the distance between instructors and students, as well as the distribution of materials using computer technology.

This model is often suitable for leaders who are on-the-job, as well as for candidates who are actually employed at the moment. Also, this model is applied in a form that develops the skills of using technology and communication through it. This applies to future leaders, considering them as part of their ongoing work.

The use of technology, indirectly develops the style of the leader, making it less traditional and guiding it towards transformational and rational qualities.

Researchers think that not everything considered alternative, is the best. Some of them consider the use of this model in coordination with traditional forms, allowing them to exchange face-to-face information and personal recognition of other students with field experts who develop programs. This would help those communication skills that cannot be developed through technology alone.

Collaboration between schools, universities and the community

Programmers - who have considered the benefits of cooperation - have managed to reduce the distance between theory and practice, which is often one of the weaknesses that is criticized in the programs developed by universities. These are programs that can be fully formulated, or can be applied in the form of short or medium term course.

This model of partnership engages each of the institutions in its expertise. As universities carry out the theoretical part of the program with qualified staff, there are experienced leaders - who may still be in office - who provide their service as mentors for students preparing for future leadership. Also, day-to-day problem situations in the school environment, help practice and involve the candidates in finding solution paths.

Researchers feel that this model of cooperation allows partners and universities, to distribute proportionately the definition of what they learn, the way they learn it, and when it should be implemented.

Preparing Education Leaders – Outside Higher Education

These programs are developed outside the influence and tradition of universities, and for some scholars, these are alternative programs that seek to break traditions and take more risk in applying new ideas and approaches.

Usually, the instructors of these organizations bring different perspectives because they are hired as courses specialists, engaged by different sectors and different institutions.

These institutions may be non - governmental, but in most countries - where they develop their activity with alternative models - they are obliged to accredit these programs with national standards.

In the United States this model has its features. In this case, it is their cooperation with universities, in order to translate the trainings and modules realized with the value of academic credits. Therefore, they allow career advancement, with regard to doctoral studies of students, candidates and managers who attend the programs near them.

During the interviewing of the subject in this study, it resulted that: the question about "what would you rate as a preferred form of career guidance" - they answered:

Table 4. Preffered training format

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	On-the-job training	36	18.0	18.0	18.0
	Training from licensed institutions	43	21.5	21.5	39.5
	Graduation press the faculty of Education	78	39.0	39.0	78.5
	Conferences and sessions	43	21.5	21.5	100.0
	Total	200	100.0	100.0	

From the table above, it turns out that 39% of subjects think that graduation at the faculties of education is the best form of leadership development and development, 21% think that they are doing conferences and sessions related to this field, 21% think that trainings from licensed institutions can fulfill their expectations to provide a safe career course and 18% think that experience and training throughout the work process is the most convenient way to form a school principal.

Currently, the introduction of programs for the training of leaders in the mandate by the MASR - as a commitment for the years 2011-2017 - is a serious effort of this institution towards the establishment of school administrators and education in general, remaining fragmented in the framework of training . Leaders in Albania can be appointed and trained, certified. Or, they can pursue the so-called "leadership schools" during their profession. These schools are conceived, based on the needs and opportunities of training agencies or subordinate institutions of the appointed ministry line.

In our assessment, the space created for the training agencies and institutions, and not just for the faculties of education in our universities - in relation to the implementation of the approved program - is a starting point for reflecting on European and wider experiences, regarding this development.

Accreditation of institutions and programs - in which, the content included is very important regarding theoretical and practical issues in the context of the reforming policies of the Albanian school (such as managerial skills, planning, financial resources management, etc.), regarding the autonomy of school - I think they are very important elements. These elements serve as a first step at the beginning of this very important process for the academic success of the school.

The involvement of the faculties of education in trainings and the formation of leaders, would be considered as a very important moment in this training enterprise. The focus is giving knowledge on theories of leadership and some knowledge on legislation on pre-university education.

Their certification after the end of this program will be helpful as well as a good tradition for the formation of leaders in the Korca region.

Recommendations

The need for leadership formation, is a sign of need for school directors and school challenges themselves. The implemented ways for leadership formation may be different, according to the recommendations the researchers submit. But - in the concept of management as a profession - this study highlights the design and beginning of second and third cycle study programs at faculties of education, or those of social sciences. Building a study program with clear professional training goals and objectives, will lead to graduating many leaders and aspiring leaders of this important and challenging profession.

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