

Some Modern Trends in Educational Leadership and Its Role in Developing the Performance of the Egyptian Secondary School Managers

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Abstract The study Aiming developing the performance of secondary school managers in Egypt in light of some modern trends for educational leadership throw identifying the problems that face those managers, identifying the requirements of the application of those trends and identifying new roles for those managers in the light of these trends. The study problem: The Egyptian secondary schools are suffering from more problems that eliminate from Efficient and effective performance of the managers of those schools. These influential problems are creating the need for new trends to the leading of the Egyptian secondary schools. The study problem is summarized in the main following question what is the role of modern trends in educational leadership in the development of secondary school performance managers in Egypt? The study used a descriptive approach for its suitability for the nature of the study. The study found out many results one of the most important results is revealed that the Egyptian secondary school managers find it difficult to meet the new managerial expectations that are brought about by the changes in educational environment and frequent problems that faced them. The study suggested organizing training programs to the manager of the Egyptian secondary school for training in the application of these modern trends and Develop mechanisms to motivate the Egyptian secondary school managers on the application of these modern trends.

Keywords: modern trends, educational leadership, egyptian secondary school managers

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1. Introduction

The life of a modern-day leader clearly is not easy. Inside their educational institutions, they need to lead and motivate a diversified group of people, work across organizational boundaries, improve efficiency, and achieve growth. These are difficult challenges, and many leaders feel ill-prepared to tackle them. Developing leaders who can face these challenges is tricky indeed. William and others (2014).

English (2003) describes the educational leadership performance in schools as one marked by "frailties, complexities, poor, contradictions, and discontinuities".

Allix and Gronn (2005): refer to despite a long history of interest and fascination, and a relatively shorter history of systematic investigation, the phenomenon that is referred to as 'problems and challenges educational leadership' remains in large part a theoretical enigma and paradox... In recent years, doubts concerning the integrity of the procedures that took toward it.

As result of these problems and challenges. The subject of educational leadership has gained more importance. Leadership has a special position in every organization but it is more significant in an institution like school. Today

various leadership styles are applied in different organizations of the world but it could certainly be said that leadership modern styles like strategic, transformational and servant has a wide application in all kinds of organizational environments, and many educational organizations have utilized this style in recent years in order to manage their educational organizations. Blakesley, Simon (2011).

but in the Egyptian context In an study of secondary school managers, (oqil m. refai 2013) found that most managers acute failure of performance and a study for William and others(2014) confirmed the importance of applying Modern trends in Egyptian educational leadership to face a Six Challenges, they are: Developing Managerial Effectiveness, Inspiring Others, Developing Employees, Leading a Team, Guiding Change and Managing Internal Stakeholders and Politics.

There is no doubt that all of the aforementioned dimensions will have enormous impacts on Egyptian educational leadership. this will inevitably necessitate the emergence of a variety of new and important trends in educational management practices and leadership paradigms.

The study will be presented in the following sections some of the recent trends in educational leadership, such as strategic leadership, transformational leadership, and

servant leadership, and their impact on the development of the performance of the leaders of the secondary schools in Egypt.

2. Statement of the Problem

The Egyptian secondary schools are suffering from more problems that eliminate from Efficient and effective performance of the managers of those schools (oqil m. refai 2013) (Muhammad g.Al Thami, 2004). These influential problems are creating the need for a new trends to the leading of the Egyptian secondary schools. In other words, we need Leaders able to apply these trends in their schools "to bring about change and innovation and by creating novel perspectives, developing inspiring insights, persuading followers and making them committed and responsible, utilize organizational elements so that they can ensure organization survival and make its growth possible. Such leaders should show effective performance against probable challenges and opportunities". (Pillai, R. and Williams, E.A, 2004).

The main question: In light of the above the main question of the study are crystallized as follows " What is the role of modern trends in educational leadership in the development of secondary school performance managers in Egypt??"

Sub question:

1. What are the basic thoughts of Strategic leadership trend?
2. What are the basic thoughts of Transformational leadership trend?
3. What are the basic thoughts of Servant leadership trend?
4. What is the Reality of educational leadership in Egyptian secondary schools?
5. What are The application requirements of modern trends in education leadership in Egyptian secondary schools ?
6. What are the new roles for Egyptian leadership for secondary schools in the light of modern trends in educational leadership?

2.1. Aim of the study

Developing the performance of secondary school managers in Egypt in light of modern trends for educational leadership by identifying the Reality of educational leadership in Egyptian secondary schools, requirements of the application of those trends and identifying new roles for managers Egyptian secondary schools in the light of these trends.

2.2. Importance of the Study:

1. The study presents some modern trends in educational leadership to the managers of Egyptian secondary schools
2. The study expands some new roles of the managers of Egyptian secondary schools to benefit from some of the modern trends in educational leadership.
3. The study identified some requirements to apply the modern trends in educational leadership in Egyptian secondary schools.

2.3. Methodology of the Study

The study used a descriptive approach, which is the most suitable approaches to achieve the objectives of the study; it helps in getting facts and information specific and accurate for the current circumstances and events, and beyond that to the analysis, interpretation and access to the conclusions that can contribute to the development of reality.

3. Literature Review

3.1. Modern Trends in Educational Leadership

Leadership has been around for thousands of years, and yet we still are unable to contain it in a single trend we all agree on. Perhaps this is because leadership trends are continuously evolving, and more than what it seems to be, depending on how you look at it. It is a complex approach, with many applications, and the results that it creates depend highly on the context in which it is being observed. (The Transformational Leadership Report, 2015).

3.2. The First Model: Strategic Leadership

In school, many different leadership styles can be used. A strategic leader is one who carefully weighs available options and positions the school for growth by taking action. This leadership style is dynamic by nature and requires a high level of commitment and work involvement(Kate McFarlin, Demand Media, 2015).

Strategic Leadership Definition: ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the schools." (Glenn Creating, 2001)

Principles of strategic leadership: To practice strategic leadership, you apply the principles of strategic leadership that make schools a success. For example:

1. Get Clarity. Getting clarity means being able to connect clearly and instantly to your long-term and short-term ideas about success. In educational work, this practice often equates to setting a schools vision. While a vision is a powerful thing, it is not quite everything you need as a leader. You may have a personal vision for yourself, but in addition, you need the skill of getting clarity on that vision again and again over time. Your vision will change as you change. Getting clarity ensures you don't make changes in a direction you don't want to go (Hamm, 2006).

2. Find Focus. When you find focus, you fix your attention on top priorities even when the world around you is pulling you away. In educational work, focus shows up in the form of a strategic plan. The strategic plan makes it possible for everyone in schools to see the most important aspects of the direction of the institution in a single document. These elements include the vision, mission, goals, strategies and other important aspects that allow everyone to move forward in a unified way. (Byrne, 2009).

3. Investing Time. Leaders must learn how they can invest your time, This means schools leaders must learn to think differently about time and learn to do more with less. (Schorr, 1992) investment of time requires self-discipline, order of priorities, Don't try to do it all at once. sensible time planning and Pinpointing the tasks (Therese, 1994).

4. Build the Team. Pina and Joe indicated that successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence (Pina and Joe, 2002).

Neumann and Neumann, emphasized three strategic leadership skills: **strategic leadership skills**

- The first skill is visioning, which is the leader's ability to see the organization's future clearly and completely. Visioning involves the desire to change the status quo, the tendency to adopt goals quite different from the status quo, the ability to identify opportunities in the environment, and the formation of a long term growth path for their colleges. (Neumann and Neumann, 1999).
- The second skill is focusing, which is the leader's ability to move the college from concentrating on the status quo to adopt the new vision. Focusing involves the communication of the vision to others, the formation of a powerful guiding coalition, the concentration on new priority areas and niches, and the creation of the teams necessary for implementation (Neumann and Neumann, 1999).
- The third skill is implementing, which is the leader's ability to carry out the various goals and plans of the new vision (Neumann and Neumann, 1999).

The role of strategic leadership as indicated by Haggai (2001), the active role strategic leadership played in the Egyptian secondary schools which are summarized as follows: interest in collective action, formulate a vision and message of the educational institution, put its strategic objectives and activating the participation of Foreign Affairs (parents, the community, in support of the work of educational institutions) Have been identified by Almaghraby (1999), ten roles of Egyptian university leadership strategy, namely: where one leads the strategic commander legal role, and social obligations. Direct, motivate and develop subordinates, and supervision. Has a network of information, relationships and contacts at internal and external level of the educational institution. Review the performance of the educational institution using a number of indicators. The transfer of information to senior management, and subordinates. Speaks formally and transmits the information to the authorities and the people concerned. Always interested in developing the performance of employees, processes, procedures and organizational structures. The role of a reformer to take corrective action when the educational institution is exposed to conditions of emergency and sudden crises. Acts as a distributor for enterprise resources through informed study of discretionary budgets. The task of negotiating with internal and external actors and solve problems that may arise between individuals (Almaghraby, 1999).

3.3. The Second Model: Transformational Leadership

Transformational leadership fosters capacity development and brings higher levels of personal

commitment amongst 'followers' to organizational objectives it occurs when leaders broaden and elevate the interests of their employees. (Iain Hay, 2015).

Transformational leadership concept Transformational leadership is the current focus of concepts relating to organizational leadership. These concepts are based on vision statements that provide the directional path for the organization. Transformational leaders who develop and communicate a vision and a sense of strategy are those who "find clear and workable ways to overcome obstacles, are concerned about the qualities of the services their organization provide, and inspire other members to do likewise" (Lloyd Moman Basham (2012). Transformational leaders encourage development and change. Leaders who encourage and support transformation pay specific attention to intellectual stimulation Sayed awais tipu, and others (2014).

The increasing interest by schools in transformational leadership was driven by two major undercurrents: Lloyd Moman Basham (2012),

- The first was the evolution of cynicism and disillusionment with the very idea of leadership and the changing climates of opinion endorsing various versions or types of leadership.
- The second was the constantly changing leadership styles that were the "order of the day" as attempts to adapt to the wider shifts occurring in schools.

Transformation leadership aims at responding to change quickly and at bringing out the best in people. Such leadership is change-oriented and central to the development and survival of schools in times of turmoil, when it is necessary to make strategic changes to deal with both major threats and opportunities. It derives its power from shared principles, norms, and values. Leaders who encourage and support transformation pay specific attention to intellectual stimulation. Lloyd Moman Basham (2012),

Importance of transformational leadership The increasing interest by schools in transformational leadership was driven by two major undercurrents: Lloyd Moman Basham (2012),

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Stone, A Gregory; Russell, Robert F; Patterson, Kathleen (2004) referred to The transformational leadership plays an important role in the development Performance, for example enhancement of the intrinsic values of goal accomplishment; follower intrinsic satisfaction from participation in the leader's mission; increase in commitment to the leader's vision; additional engagement by the follower; Strengthening relationship between leaders and employees and Speed in solving problems.

They also motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the organization. Followers' confidence levels are raised and their needs broadened by the leader to support development to higher potential. Such total engagement (emotional, intellectual and moral)

encourages followers to develop and perform beyond expectations (Bass, 1985).

Transformational leadership roles: Transformational leadership has three basic rules. First, transformational leaders sincerely serve the needs of others, empower them and inspire followers to achieve great success. Secondly, they charismatically lead, set a vision, instill trust, confidence and pride in working with them. Finally, with the intellectual stimulation they offer followers of the same caliber as the leader (Aydin Balyer1, 2012).

Transformational leadership dimensions The concept of transformational leadership as posited includes five factors or dimensions. Idealized influence (attributed) relates to feelings of trust, admiration, respect, and loyalty that are attributed to the leader by the followers. Idealized influence (behavior) relates to observable charismatic actions of the leader. Leaders use inspirational motivation through their articulation of a well-defined vision which acts as a source of inspiration, enhancing followers' self-efficacy beliefs and improving motivation. Intellectual stimulation pertains to leaders' ability to harness a climate which encourages creativity and innovation and empowers employees to take the initiative in solving challenging tasks. Finally, the dimension of individualized consideration refers to the attention a leader pays to the individual needs of a follower, helping him/her achieve personal growth and self-actualization Bass, B. M., & Avolio, B. J. (1994), Bass, B. M. (1985), Bass, B. M., & Avolio, B. J. (2004b).

3.4. The Third Model: Servant Leadership

The theory's originator, Robert K. Greenleaf, intentionally sought a descriptor that would give people pause for thought, and challenge any long-standing assumptions that might be held about the relationship between leaders and followers in an organization. By combining two seemingly contradictory terms, Greenleaf asks to reconsider the very nature of leadership. He felt it a necessary choice to turn established conceptions about the organizational pyramid on their head, and jump-start insight into a new view of leadership. Carol Smith (2005).

Servant leadership begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care the servant takes - first to ensure that other people's highest priority needs are served. The best test is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? Han, Yong; Kakabadse, Nada K Kakabadse, Andrew(2010).

Servant leadership concept succinctly defines servant-leadership as: A new kind of leadership model – a model which puts serving others as the number one priority. Servant-leadership emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision-making (Carol Smith(2005)). And servant leadership as not just a management technique but a way of life which begins with “the natural feeling that one wants to serve, to serve first” Denise Linda Parris • Jon Welty Peachey (2013).

Therefore the servant leader elicits trust through listening and understanding, models empathy and acceptance, and displays confidence, foresight and

creativity. He/she leads by persuasion (as opposed to coercion) and is situation ally adept at problem solving, with a desire to facilitate development and betterment of the individual and the community Noelle f. scudderi (2010)

Servant leadership aims Patterson (2003).

1. Make sure that other people's highest priority needs are being served.
2. Helps workers develop and perform as highly as possible.
3. Meet the expectations of the beneficiaries
4. Contribute to solving the problems of workers
5. Guidance and direction all workers to the best ways to present the Services

Servant leadership importance :. (Ryan C. Fuhrmann, 2015) refer to the importance of servant leadership in schools for example listening to others, connecting to customers and cope with administrative developments Awareness and paying attention to important issues, consensus building, development of individuals from both personal and professional perspectives., encouraging learning, development and constructive feedback. The ability to use past lessons for success going forward. Functional commitment developing talent.

Patterson (2003) presented the dimensions of servant leadership love, humility, altruism, vision, trust, empowerment, and service as the essential dimensions of servant leadership.

Basics of servant leadership Laub (1999) put the basics of servant leadership as following:

Value People: People are to be valued and developed, not used, for the purposes of the leader. Leaders accept the fact that people have present value not just future potential. As leaders work with people in organizations they will serve them by they focus on the needs of others and how they can best meet them.

Develop People: Servant Leaders see it as their responsibility to help others grow towards their full potential as servants and leaders. The mistakes of others are seen as opportunities to learn.

Builds Community: Leaders know that people will be more impacted by the quality of relationships. Therefore they work to build a community that works together and learns to serve one other in the process. As leaders work with people within organizations they will serve them by displaying the qualities of Building Community.

Build relationships: Leaders and workers need to share, to listen, to reflect. They need to get to know one another.. Leaders work alongside the others to model a dynamic partnership of collaborative work. Value differences, Leaders respect and celebrate differences.

Provides Leadership: The leaders should be recognizing that they serve as partners with other leaders throughout the organization who also are looking ahead to the future. This organization shares their vision openly with the goal of creating a new and shared vision with others.

Shares Leadership: In the school the leader shares the power they have with others, thus increasing the potential influence. Schools know that the vision of a school does not belong to a single leader. But shared by the entire group., They know that all people throughout the schools need to be affirmed and recognized for their inherent value and for what they contribute to the success of the school

Servant-leadership characteristics: The major Servant-leadership characteristics, is

1. Listening – “Only a true natural servant automatically responds to any problem by listening first” Carol Smith (2005).

2. Empathy – “Servant leaders are able to place themselves in others' situation. They understand others' problems and sympathize with them. Bardeh, Mohsen Karimzadeh; Shaemi, Ali (2011).

3. Awareness – Servant leaders have a shrewd sense about what is happening around them. They are always looking for signs from the environment in order to prepare opinions and decisions. They know what will happen and are rarely deceived by the appearance. Bardeh, Mohsen Karimzadeh; Shaemi, Ali (2011)

4. Persuasion – The effective servant-leader builds group consensus through “gentle but clear and persistent persuasion, and does not exert group compliance through position power. Carol Smith(2005)

5. Foresight: Servant leaders have a strange ability to predict the future events. This does not mean that they are predictors or that they always say what is correct. But they are skillful in benchmarking from the environment and seeing what will happen in the future. They usually predict the result of decisions with a high precision Hays, J Martin (2008)"

6. Conceptualization – The servant-leader can conceive solutions to problems that do not currently exist. Carol Smith(2005)

7. Foresight – “Prescience, or foresight, is a better than average guess about what is going to happen when in the future”. Carol Smith(2005)

8. Stewardship – Generally, servant leaders consider themselves as supervisors of individuals and resources that are under their control and stewardship. One of the tasks of leaders and managers is stewardship over affairs and actions of the organization. Bardeh, Mohsen Karimzadeh; Shaemi, Ali (2011)

9. Commitment to the growth of people – A demonstrated appreciation and Encouragement of others. Per Greenleaf, “The secret of institution building is to be able to weld a team of such people by lifting them up to grow taller than they would Otherwise be” Carol Smith(2005).

10. Building community – Servant leaders have a stable feeling of social spirit and try to train such feelings in the organization. They believe it is necessary for an organization to act like a community Bardeh, Mohsen Karimzadeh; Shaemi, Ali (2011).

3.5. Reality of Educational Leadership in Egyptian Secondary Schools

(Koota,2013) referred to Most of the Egyptian secondary schools managers complain about being unable to accomplish the required tasks, and this is due to lack of understanding of the nature of their roles, lack of time, they are often in the case of unexpected crises that require sudden decisions, inability to manage time effectively, bad relationships with workers and in line with work is also of the common negatives of Egyptian secondary schools' managers, and this prompted many researchers to emphasize that Egyptian secondary schools' managers are Not able to manage their schools with their current status (bdrawe, 1992) Yasser Abdel Hafez, 2002,(Khalil, 1996).

3-1 Obstacles to educational leadership effectiveness in Egyptian secondary schools

Those obstacles are as follows:

1-1-3 obstacles related to the nature of school administration itself, including: Weakness of leadership skills of many of Egyptian secondary schools managers, lack of understanding of some Egyptian secondary schools managers of their tasks and its requirements, obliging Egyptian secondary schools managers to literal implementation of the Regulations and Laws (Khalil,1996), most of Egyptian secondary schools managers rely on receiving orders from senior leaderships, lack of information required to take decision, which weakens the ability of managers to make quick decisions and decisive, preoccupation with marginal matters like answering the phone calls and corresponding and paperwork, inability to delegate authority, meeting unexpected visitors and managers are interested in administrative problems and financial responsibilities. (Khalil, 1996).

2-1-3 obstacles related to the relationship between the school administration and school employees including: frequent problems between secondary school administration and employees, some secondary schools managers act bossy with employees and depend on making commands and prohibitions only, some secondary schools managers prefer individual work to teamwork and inability to coordinate the efforts of subordinates. (Ibrahim Mohamed Ali, 1993).

3-1-3 Obstacles related to Educational techniques:

School management lacks training on the use of educational techniques, Some secondary schools managers fear of changing their role as a result of the application of those educational techniques, and some schools managers fear of damage of these devices, which exposes them to punishment. (Yasser Abdel Hafez, 2002).

4-1-3 Obstacles related to schools' regulations:

Regulations of Egyptian secondary schools do not allow to the managers the freedom of making decisions concerning their schools, Where managers always tend to higher authorities to inquire about all the matters related to the management of their schools, and that wastes their efforts in inquiring and waiting for a response to those inquiries which delays the completion of tasks. (Koota, 2013).

5-1-3 Obstacles related to students

Riot among students occupies high rank of total problems that waste time of Egyptian schools administration as the study Ahmed Ibrahim, and I Abu alwafa refer to the multiplicity of the manifestations of students' riots that waste time of school administration, including (violence with colleagues and teachers, making noise, smashing the furniture of school, lack of respect for the school administration.(Ahmed Ibrahim, and Jamal Abualwafa, Hamdi Ghoneim 2012) Prompting the Egyptian Ministry of Education to issue its decision No. 598 of 1998 confronting riots by students that limits the efficiency of school administration and a waste of their time. (Ministerial Decree, 1998).

3.6. The Application Requirements of Modern Trends in Education Leadership in Egyptian Secondary Schools

Strong leadership is necessary to form a strategy going forward and to implement the required changes. Would probably agree that it is necessary to strengthen and re-examine the school managers roles so that they can respond swiftly and effectively to the application requirements of modern trends in education leadership in Egyptian secondary schools.

The effective schools Leaders have to balance the requirement for the modern trends and regular incremental changes with the occasional need to reshape the school quickly to suit with the requirements of new situation.

There are clearly two roles for leadership in such situations: first, as falseHoward, Thomas; Thomas, Lynne (2011) point out, leaders establish a creative mindset for change through establishing vision, energy, authority and strategic direction - they highlight and press the need for change through signaling changing environments and benchmarking competitive threats. Second, while leaders press for change, managers promote stability and both sides of the equation are needed in turbulent times. Leaders must, therefore, build the rational architecture and structure of change (e.g. organizational roles, culture, design and structure) as well as imagining and championing the mindset, vision and need for change.

In addition as Goleman (1998) points out effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence i.e. they possess skills of self-awareness, self-regulation, motivation, empathy and social skill.

In light of the above, the application of modern trends for Educational Leadership requirements are determined as follows:

1. The existence of intellectual and mental readiness for the current leadership to accept the modern trends for Educational Leadership.
2. Conviction of the importance of these trends and its vital role in the development of performance.
3. Provide intensive training programs to address these modern trends and how to apply it?, with a variety of training methods between theoretical knowledge and practical applications.
4. Showing some successful models that have managed the application of those trends efficiently.
5. Identifying the criteria for selecting the modern trend that fits with multiple educational situations.
6. Field visits to some schools that apply these modern trends.
7. attending seminars and workshops organized by educational bodies, which present some of the problems facing the application of these modern trends and how to deal with it?
8. Improving relations among the leaders of the schools, teachers, administrators and parents.
9. Spreading the culture of the modern trends of educational leadership at the school staff, and illustrating the importance of these trends.

3.7. The New Roles for Egyptian Leadership for Secondary Schools in the Light of Modern Trends in Educational Leadership

There is widespread agreement among the researchers that school managers must changing on their role in the light of the modern trends for educational leadership, it's

important to ask exactly what the new roles for effective practices would be. Because the redefinitions of roles, responsibilities, and authority allocation constitute new territory for many current and aspiring school leaders, Bradley S. Portin and others (2006).

The most prominent new roles for managers of secondary schools in Egypt as following:

(Ryan C. Fuhrmann, 2015), (almaghraby, 1999), (Aydin Balyer1,2012) (Koellner, Laurette,2002)

1. Formulate a vision and message of the educational institution, Haggai(2001),
2. Removed from individual work and the application of team work style in school
3. Activating the participation of Foreign Affairs (parents and the community members) in support of the work of the School
4. Making a Strategic Plan and strategic goals for the school.
5. Interest in developing the performance of employees, processes, procedures and organizational structures. (almaghraby, 1999)
6. Motivate followers to do exert more efforts to increase productivity (Aydin Balyer1,2012)
7. Motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the school. Raising Followers' confidence levels when they do they missions. (Aydin Balyer1,2012)
8. Encourage followers to develop their performance. (Aydin Balyer1, 2012)
9. Focus on the needs of others and how they can best meet them
10. Professional development for teachers by The mistakes of teachers are seen as opportunities to learn. (Ryan C. Fuhrmann, 2015),
11. Help others grow towards their full potential as servants and leaders. (Ryan C. Fuhrmann, 2015)
12. Collaboration in teams. The ability to collaborate has become the key to success ideas-and the power of ideas is multiplied through collaboration. (Ryan C. Fuhrmann, 2015)
13. School Leaders must create a sense of shared ownership. Everyone on the team-must understand the team's mission in order to create the most value. Everyone needs to know what the expectations are, what the deliverables are, and how what they are doing. (Koellner, Laurette,2002)
14. School Leaders need to remove bureaucracy. They must enable teams to be more flexible and adaptable. Workers must be empowered to do things and make decisions. (Koellner, Laurette,2002)
15. School Leaders encourage movement and rotations. Leaders share ideas, talent, and creativity to enhance people and teams. (Koellner, Laurette,2002)
16. School Leaders must keep evolving. We need to think of ourselves in new ways, lead in new ways, and relate to customers and partners in new ways. (Koellner, Laurette, 2002).

4. Conclusion

The research findings revealed that the Egyptian secondary school managers find it difficult to meet the requirements the modern trends of educational leadership

that are brought about by the changes in educational environment and Frequent problems that faced them that related with Obstacles to educational leadership effectiveness in Egyptian secondary schools, obstacles related to the relationship between the school administration and school employees, Obstacles related to Educational techniques, Obstacles related to schools' regulations and Obstacles related to students.

Therefore is eliminating these problems as a starting point to apply the modern trends in educational leadership not only on managerial aspects but also all areas that affects their performance as school managers.

Based on the findings of the study, the education Responsibilities should work on applying the modern trends in educational leadership in Egyptian secondary schools by

1. Solving above problems
2. Spreading the culture of the modern trends in educational leadership.
3. Organize training programs to the manager of the Egyptian secondary school for training in the application of these modern trends.
4. Develop mechanisms to motivate the Egyptian secondary school managers on the application of these modern trends.

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