

Educational Management- its Role and Effectiveness

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Abstract

The paper presents a research on the educational management and its role and effectiveness. In this respect, a quantitative analysis, a questionnaire regarding ideas of preschool parents and kindergarten teachers on educational management and his competency has been carried out, with data being collected from 194 respondents from two public preschools, supervised by the Ministry of National Education of Romania in Prahova district. The outcome of this research proved the perception of the parents and the kindergarten teachers on the level of competency on educational managers. The results of the study showed the overall level of competency mastery of the head teacher. This study also identified the following competencies as high impact competencies for preschools leaders: quality focus, decision making, problem solving, performance management, preschool improvement.

Key words: educational management, competency, efficiency, performance

J.E.L. classification: I21, I25, P36

1. Introduction

Management is essential for an organized life and necessary to run all types of organizations. Managing life means getting things done to achieve life's objectives and managing an organization means getting things done with and through other people to achieve its objectives.

Educational management must extend to a full field, especially to see the latest reform initiatives of the Ministry of National Education with a prior provision of human education and decentralization of the learning system. All these are initial and have a part, they enshrine the importance of the administration and administration of education and the parties, they cannot be implemented without being able to manage an educational level. The concept of management in education represents the application of characteristics and functions of management in the educational activity. It must not be forgotten that management is based on innovations that encourage more efficient work of organizations, institutions and the very activities themselves.

Management in education should be viewed as an integral part of the movement towards the goal of reforming education. It is necessary to find effective coordination of state bodies and to harmonize it with pedagogical and other processes within educational institutions. Experts from all fields are needed to implement a new understanding of school management and to find ways for organizations not only to teach, but also to learn from the role models.

2. Literature review

Educational management is an important innovation in the education of the 21st century. At a time when the school consisted of one classroom, it was led by a teacher. With the emergence of schools with a large number of classrooms in industrially developed cities and consolidated rural areas, systematic coordination of work was needed. This has created a need for a full time manager - a manager responsible for the financial, educational, human and physical potential of schools.

Educational management is the science and art of preparing human resources, to form personalities according to purposes requested by society and accepted by the individual, necessary to be efficient and productive in educational relations, in stimulating the transformation of personalities, both students and teachers. (Tudorică, 2006).

Educational management manifests itself at different levels: macro-management of the education system and the educational process, by countries and levels: European, national, local;

intermediary: the management of school organizations, that refers to the coordination of educational structures by top managers in education, from minister to school principal;

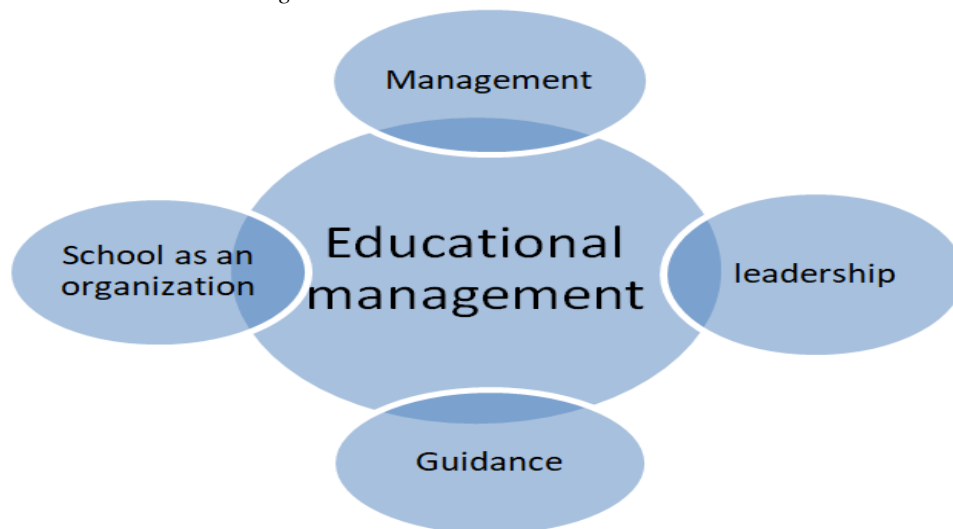
micro-management of student classes that analyzes the ways of organizing lessons and classes by operational managers in education (teachers).

Managerial leadership also involves emphasis on ideas, on a systematic approach, on change, on strategy, on innovation. Educational management is a methodology of global, optimal, strategic approach to education, the set of principles and functions, rules and methods of management that ensures the achievement of the objectives of the education system (as a whole or at the level of components).

Training and development of school leaders and school effectiveness always caught the eyes of researchers and policy makers and created a polemic in finding suitable training program for educational leaders (Anderson, 1991). Research showed that leadership training has no direct relationship with school effectiveness since what was learned in university or training institutes would not be able to cater the real need in school leadership and management (Hughes, Ginnet and Curphy, 1993).

In order to better understand management in education, as a professional area, it is necessary to specify its elements or subsystems. In the following figure, we can see what elements it consists in:

Figure no. 1. Educational management elements



Source: researchgate.net

3. Research methodology

Starting from these concepts, it has been carried out a quantitative analysis, a questionnaire regarding ideas of preschool parents and kindergarten teachers on the educational management. The data was collected from 194 preschool parents attending two different public preschools, one in rural environment, and the other one in urban environment, supervised by the Ministry of National Education of Romania in Prahova district.

The questionnaire was constructed by using Isondaje.ro and it was made available online in April 2020. It was sent to a number of 200 respondents and the final sample was composed of 194 conclusive responses. The response rate was 96.6%.

4. Findings

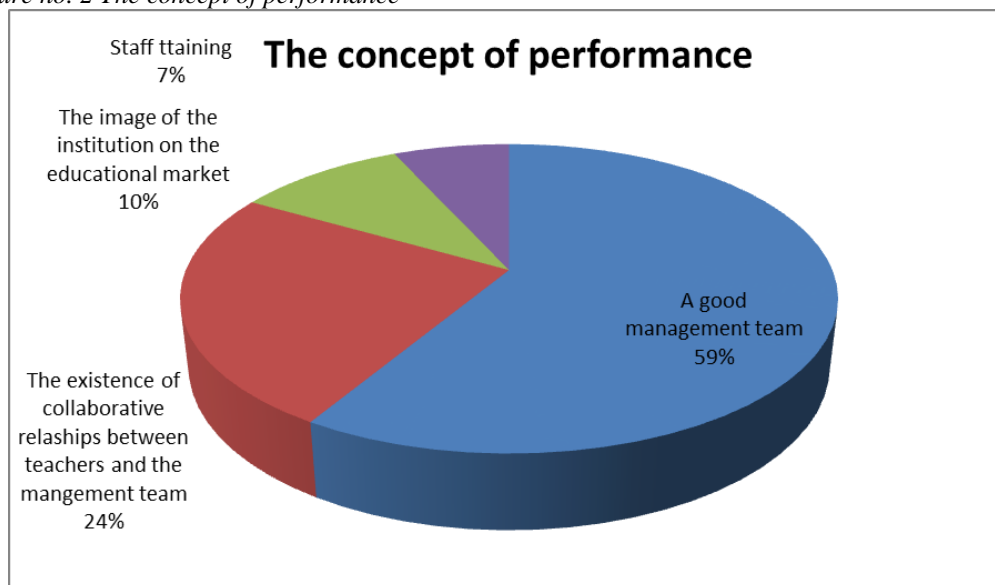
The research was conducted having as a basis a questionnaire with ten questions. The outcome is presented further on. The questionnaire was aimed at shedding some light on the aspects related to the involvement of the educational manager as a determining factor in development. The first part of the questionnaire involved demographic considerations concerning the respondents (the category that they belong to, their age and gender). The next two questions were related to the efficiency of the educational manager. Thus, when asked about the careful planning / organization carried out by a manager at the level of the institution, it leads to a level of its efficiency: only 82.2% answered "totally agreed" and 17.8% "agreed". Regarding the importance of managerial communication for a good development of the instructive-educational process: 81.1% totally agreed, 11.7% agreed, 2% were indifferent and 0.7% disagreed.

Hence, the special importance of managerial communication and that regardless of how well professionally trained the manager is, his success is conditioned by the ability to communicate effectively.

On a Likert scale (from 1-not at all important to 5-extremely important), the respondents had to evaluate the managerial skills: 48.2% considered that intelligence, energy, insight, initiative, courage are extremely important; 37.7% considered emotional balance, flexibility, calm, observational spirit, communication; the remaining 14.1% discipline, responsibility, creativity, firmness, optimism.

Next, the research considers the concept of performance: 59% chose that a good management team is important for performance, 24% the existence of collaborative relationships between teachers and the management team, for 10% the image of the institution on the educational market, and the rest of 7% concern for staff training.

Figure no. 2 The concept of performance



Source: Author's contribution

The demographic profile of the respondents consisted in environment, age, studies and income. Therefore, 65.5% of the total respondents were living in the urban environment and 34.5% were respondents from rural area. The age of respondents was 19.5% in the range 18-25 years, 30.5% in the range 26-35 years, 36.8% in the range 36-45 years and 13.2% in the range 46-55 years. The education level of respondents was: 12.6% had high school diploma, 43.7% had faculty degree, 38.5% master degree and 5.2% doctorate. The income level was ranging as following: 8% under 2000 RON, 39.1% between 2000-3000 RON, 32.8% between 3100-4000 RON, 13.2% between 4100-5000 RON and 6.9% over 5000 RON. It can be observed a balanced structure in the sample selection profile.

5. Conclusions

Educational management is at a turning point and it is entering a new era of innovation, transformation and global growth in which new ways of doing things must be discovered in exchange for identifying ways to achieve greater efficiency.

Returning to the objective of our approach, namely - to identify and analyze the efficiency of the management process for the work units, we can draw the following conclusions:

Communication plays an important role in the care of variables in terms of the effectiveness of the managerial act within the school organization.

Managerial efficiency is perceptible in terms of the fact that it is necessary to train professionals, a knowledge of the managers held, but also in terms of desirable moral traits.

The efficiency of the managerial act is influenced only by decisions and measures of the managerial team, working and measuring in the care of the teaching and auxiliary personal members are willing to get involved in their application.

Educational management must focus on the key critical points for development, entrepreneurship, innovation, institutional cooperation as well as development through free trade and globalization.

6. Acknowledgement

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Educational Management Strategies

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Abstract

The paper presents a research on educational management strategies. For a qualitative, attractive, competitive education system, relevant to the requirements of the labor market, it is necessary to apply educational management strategies. The quality of educational services is a social goal, it contributes in increasing the efficiency of the entire economy. It is considered that strategic management should be proposed in productive and commercial institutes and enterprises, while the schools as institutes that human beings are their main inputs and outputs are the best options for the implementation of strategic management. The added values of schools are knowledge, skill, and awareness which require scientific purposeful planning to change into a high-performing school. Strategic management in schools influences on their planning, predicting changes, and managing.

Key words: educational management, competency, educational management strategies, performance

J.E.L. classification: I21, I25

1. Introduction

Education in Romania is a public service (Bedrule-Grigoruță, 2007), which needs to ensure continuity for a responsibility to the challenge of modern society, in the continuous change.

In order to promote the minimization and even eradication of social imbalances, the educational system has to find itself in a persistent need of being reshaped in accordance with the needs and aspirations of the present-day citizens. Ardashkin (2015) emphasizes that education is an integrated social element and a solid pillar in shaping individuals' subsequent existence. Similarly, Păunescu (2017) views education as a resource that people must benefit from without any constraints in order to access a good living. Nevertheless, education has to be profoundly adapted to the globalization phenomenon which makes everything to be rapidly changed. Moreover, Burja and Burja (2013) claim that education can bring value to a society through fostering economic growth, by improving the capabilities of the people who participate in the academic process and making them to obtain a high-quality output in their tasks.

In the Romanian educational space, it is discussed, more often lately, about educational strategies and care policies to be put into practice in order to increase the quality and effectiveness of the instructive-educational system. There is some fashion that is beneficial for main activities in terms of learning activities (teachers and students), but also ceilings that benefit from educational services (parents, family, representatives and localities).

The purpose of all schools is an excellent, specialized training service for each student. You can also learn the necessary effectiveness of common health care goals and values to get the job done and to understand. Land management and strategic planning are suitable for defining the roadmaps of any educational complex for rapid success in schools. In general, the most important success factor of strategic management in any level of complex education can provide human resources to care for the possibilities to create a successful school.

2. Literature review

In the opinion of specialists, the strategy is a "how" to get "from here to there" (Mintzberg, 2008). The strategy is also seen as that "combination of objectives for which the organization strives and the policies through which it manages to achieve its goal" (Nickols, 2012), and strategic management is the mechanism through which the strategy is implemented (Sourkouhi, Keivani, Almasi, Bayat & Makouei, 2013).

Alfred Chandler defines strategy as "setting the fundamental long-term goals and objectives of the organization and adopting directions of action, as well as allocating the necessary resources to achieve these goals. "

Strategic management models are operating in different states of the world. The most significant ones, in terms of effectiveness, are: shared leadership school - decentralization of decisions and motivation of human resources (Wilhelm, 2013); school-based management - decentralization of the education system (Hammad, 2013); distributed leadership - widely accountable directors (Hall & Gunter, 2013).

In Romania, the following aspects are found:

- interest in the shared leadership school model - mentoring program for school managers (ISE, 2015);
- managerial reform through decentralization and the creation of institutional autonomy - in progress (Marga, 2007);
- "the strategies and policies applied have proved incoherent, especially in terms of coherence between purpose and means" (ISE, 2007);
- the Public Strategies and Policies Unit operates - "implementation of the strategic planning system at MECT level" (MENCS, 2016);
- "a culture of quality presupposes, strategic thinking and taking responsibility" (ARACIP, 2016);
- autonomous schools have high student performance (OECD, Iosifescu et al., 2012);
- strategic measures would be desirable to be "bottomless forms", not "bottomless shapes" (David, 2015);
- the current management system is underperforming (ISE, 2015).

The literature shows that there is a close link between high quality management and improved educational outcomes, the main difference in this regard is the school manager and the management strategies used by him. (Bloom, Lemos & Sadun, 2015).

3. Research methodology

The research methodology was based on documentary study of all collected data from different reference papers about strategic education management. Those documents are very important for our findings and point out particular aspects in education management. The collected information was analyzed and interpreted in a way to respond to our paper title. The secondary data from different documents about strategic education management have been considered in order to interpret and to analyze managerial education strategies.

4. Findings

Managerial strategies are found in education systems from different countries of the world, but also at the level of school organizations in Romania. Following the theoretical documentation, a classification of the types of managerial strategies can be made as such: the value-oriented strategy-equity, justice, equal opportunities, performance; strategy aimed at investing in human resources-teachers are the only variable that can compensate students' socio-economic deficiencies; the strategy oriented towards the use of resources from the organization, respectively the short-term school administration; strategy oriented towards decisional autonomy and decentralization, based on transformational leadership.

In the context of changes in the field of education, managers are called to cultivate values, to create skills that provide the institution in which they operate, the necessary support for integration into a world of educational modernization. This requires the achievement of objectives by the

manager and the use of strategies such as: the development of human interactions within the educational institution to expand the knowledge of all employees; development of activities within the departments and specialized commissions; increasing participation and facilitating access to in-service training programs; reorganizing the educational process into a new, customer-centric paradigm; developing as many kindergarten-community-family partnerships as possible; fostering exchanges of experience with institutions in the country or abroad; organizing its own database at the level of the school institution that can be consulted permanently; increasing access to quality education for children by ensuring a friendly and protective school environment and by consulting students and parents in decision-making; involvement of NGOs, clubs, sports societies in the instructive-educational process; creation of adequate and easily convertible spaces: space to welcome children and families, favoring the installation of good collaboration with the family, space for dining, space for celebration activities, space for painting, modeling, pottery workshops that can be built autonomously in kindergarten or in collaboration with realities already existing in the territory; highlighting the advantages of concluding collaborations with important civil society actors (halls, sports clubs, dance clubs, museums, workshops, society agents such as police, firefighters); involving as many children as possible in philanthropic or social activities in general (fairs held by children together with the philanthropic community) and others.

The study of the specialized literature shows that, most of the times, in practice there is a mixture of different types of strategies, depending on the particularities of the school organization, maximizing, as much as possible, the chances of the organization to achieve its objectives and to gain the competitive advantage. The quality of services provided by the school manager to indirect beneficiaries, represented by school teachers, is a determining factor in the quality of educational services that school teachers provide in specific activities, with direct beneficiaries of the education system, respectively with school students and families as indirect beneficiaries.

5. Conclusions

The managers of the school organizations stand out as factors of change, in the state of those transformational leaders, able to mobilize the entire team to ensure the quality of educational services. The managerial strategy can be considered a good tool in achieving the objectives of the school, for fulfilling the mission and achieving the projected vision, in a competitive environment, more efficiently.

In the globalized information society, "strategy is not the consequence of planning, but on the contrary: it is its starting point", strategic management being the asset of transformational leaders, who can determine the performance of their organizations.

Finally, it must be emphasized that in order to increase the quality of education and provide high standards for educational services, achieving educational management strategies is necessary as well as the existence of favorable educational policies at the country level and a coherent managerial vision, oriented towards quality and efficiency.

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