

THE EDUCATIONAL MANAGEMENT

Mariana, Perniu¹

Abstract

Educational management is an approach with a social function oriented towards the objectives of the organization, the strategic goals having as a key element the planning and organization of the strategy. As the main element it can be said that the organizational strategy indicates the medium and long-term objectives as a whole, the ways in which it is realized and the resources allocated to its mission and vision. As a component of strategic management, we enumerate: the mission of the organization, the strategic targets and actions, the resources allocated for the realization of the actions, the analysis and the study of the environment in which the organization operates.

The school organization becomes performant if the strategy is in line with the direct and indirect environment. The strategy is the applicative side of management and involves the goal of long-term strategies, the ways in which it can be realized and the resources involved in the mission. The mission is to ensure the achievement of the targets. The implementation of plans and programs is directly influenced by the internal and external elements of the school organization, the management course involving decision making in several directions: ways of analyzing, assigning responsibilities by compartments, shaping the mission and vision of the organization, finalizing, establishing the implementation sequences of the programs, establishing the evaluation criteria.

Keywords: management, school organization, education, strategic goals, mission, vision, objectives.

1. The educational management

It can be said that the manager is one of the key factors in introducing any educational changes. That is why education, as a priority area of social life, needs a competent and efficient leadership. Without such competent, trained people, capable of quickly and efficiently deciding under the most diverse conditions, the educational reform will fail. In the approach of managerial activity, an activity that realizes the goals of the organization through others, the manager is the one who procures, allocates and uses physical and human resources to achieve these goals. "The competent and efficient leadership of education, when it comes to both the system and the educational institution, requires its scientific substantiation. The base of substantiation is the science of educational leadership or educational management." [1, p.31].

Educational management, as a management science, generally studies the principles, functions and strategies of targeting, organizing, managing and evaluating educational institutions.

Educational management is defined as "the science and the art of preparing human resources, of forming personalities, according to purposes accepted by the individual and society" [2, p.35].

Educational management consists in "studying the processes and relationships that take place within the educational institutions during the educational process in order to discover the laws that generate it and to develop some methods and management techniques based on them, which will ensure the efficiency of this process" [3, p.38].

Thus, in order to ensure high performance education, it is necessary to know and apply the science of educational management. So, to get the best results, any good manager in education needs to know the principles, levels and functions of educational management science. Any performance of both students and teachers is influenced by the overall activity of the school manager, how well the ideas for implementation are delivered and transposed.

That is why the persons who have the capacity of leader, of manager have an important role in society. Achieving an educational management is based on both rules and laws that make people act organized and legally. In this way, it is best to draw clear, precise

¹ Mariana, Perniu - the principal of secondary school "Prof.Univ.Dr. Ion Stoia", Caldararu, Arges, E-mail address: perniumariana17@gmail.com

responsibilities for each employee so as to create that climate of respect and responsibility. Today, the manager is more than a leader. His responsibilities are in the art and science of organizing, of making himself understood, transmitting and intervening in the work of an institution with major social impact that generates and shapes characters.

According to management specialists - Peter Druker, A. Mackenzie, Alexandru Puiu, educational management is the science and art of preparing human resources, of forming personalities. In the eighteenth century Emanuel Kant wrote in his "Pedagogy Treaty" that "man can only become man through education."

In specialty literature, when it comes to performing an efficient management, the role and importance of "the 4 C rules" is emphasized in the conduct and practice of each manager. Under this rule, the common features of any efficient management are: consistency, courage, clarity and consideration.

➤ Consistency: a) between words and deeds, that is, what is proposed or established to be implemented;

b) between decisions - contradictory decisions may lead to the exclusion of previous judgments, to destabilization,

c) between the proposed objectives and the allocated resources - the allocation of resources is an important act in the managerial process and must be done according to the priorities of everyone and these priorities must be very clearly defined.

➤ Courage - along with intelligence defines the first quality of the manager. Of course, it is not about physical courage, but about the intellectual and moral courage of the manager. So, for a manager, having courage means making decisions. However, deciding is a difficult act because it does not mean to say only what is desired, but also what is not wanted, to appreciate positively or negatively the activity of the members of the organization. Similarly, about courage, psychological and moral courage is highlighted, because maximum resistance to multiple pressures is needed both inside and outside the organization.

➤ Clarity - requires informing the staff in a clear way and transparency in relations between leaders and subordinates. This rule means: clarifying the organization's mission and "rules of the game"; specifying strategic options and goals to be pursued at each stage of activity; periodic communication on the performance of the activities and the results obtained (this means optimal transparency between the manager and the subordinate staff).

➤ Consideration - involves giving attention to subordinate staff, listening, respect, but also among subordinates.

Educational management is an approach with a social function oriented towards achieving the objectives of the organization, strategic goals having as a key element the planning and organization of the strategy. As the main element, the organizational strategy, it can be said that it indicates the medium and long-term objectives as a whole, the ways in which it is realized and the resources allocated to its mission and vision. As components of strategic management, we enumerate: the mission of the organization, the strategic targets, the strategic actions, the resources allocated for the realization of the actions, the analysis and the study of the environment in which the organization operates. The school organization is performing if the strategy is in line with the direct and indirect environment. The organizational strategy is the applicative side of management and involves the goal of long-term strategies, implementation modalities and the resources involved in achieving its mission and vision. The elements of the educational management are: the mission of the organization, the strategic goals and actions, the resources allocated for the realization of the actions, the analysis and the study of the environment in which the organization operates.

The organizational strategy must be consistent with the direct and indirect environment, and in order to have a high-quality educational management, it requires the setting of long-term strategic goals, the modalities of implementation and the resources

involved in achieving the mission. The mission is to ensure the achievement of the targets. It is worth mentioning that: the organizational strategy reflects the norms and values of the organization, aims at achieving the objectives and achieving the strategic targets for a period of 3-5 years set in the PDI or SAP.

The implementation of plans and programs is directly influenced by the internal and external elements of the school organization. The management course presupposes decision making in several directions: ways of analyzing, assigning responsibilities by compartments, shaping the mission and vision of the organization, finalities, establishing the implementation sequences of the programs, establishing the evaluation criteria. Thus, managerial design consists in developing the diagnosis and prognosis, setting strategic goals, objectives, directions of action and responsibilities, evaluation and control.

1.1. The functions of educational management

In an organization, the managerial act envisages several stages: planning, organizing, motivating, coordinating, controlling and evaluating. In the first stage, the planning, the operational objectives, the resources to be allocated and the ways to achieve them are established. All this is recorded in the institutional development plan, the managerial plan and the operational plan. *Organization* involves the set of tasks and responsibilities managed by structural units in order to achieve the fundamental objectives. This stage focuses on two directions: the overall organization carried out by the manager of the institution referring to the structural and functional form, and respectively the organization in detail, which is reflected at the level of the methodical commissions, the chairs, activity supported by the heads of the department in collaboration with the director of the unit. *Motivation* is an essential element in an organization where personal interests merge with those of the institution. It can be positive by creating a climate conducive to doing activities by meeting the interests and tasks of the job. This function directly influences both the work efficiency and the results of the organization. Another important function in the achievement of the objectives is *coordination*, which through management itself harmonizes decisions and actions, assuming concrete activities to manage and monitor them. Coordination can be done bilaterally between the director and the employee and involves feedback, but also unilateral coordination between the director and several employees in the sessions or other curricular activities. *Control* is the set of processes that determine how to achieve the general and specific objectives within the institution. The control can be done in several forms: **preventive**, eliminating possible deficiencies, **guidance** to remedy possible malfunctions and **coercive** control with the emphasis on remedying the problems encountered. For efficiency, control can be done permanently or at intervals, targeting a goal or more. *Evaluation* is the set of methods and techniques by which: information is obtained on the quality of managerial activity at the institutional level, the degree of achievement of the objectives in relation to the initial standards is established [4].

So, educational management focuses on several components: action through analysis and diagnosis of internal and external environment, organization, design, program implementation, final evaluation. For an objective analysis, managerial activity has as its primary objective the resource analysis correlated with the final evaluations. A successful educational management has the expected results if: managerial design aims at developing a real and beneficial diagnosis and prognosis with the institution's interests. In this direction, strategic goals, purposes, directions of action and responsibilities, capitalizing on strategic alternatives, strategic evaluation and control are established. The implementation of plans and programs is directly influenced by the internal and external elements of the school organization.

1.2. Tools for implementing educational management

The main elements and milestones in the development of a strategy are the SWOT analysis, the PEST (E) analysis, the institutional development project (PDI) as well as the managerial plans and operational programs. The SWOT analysis provides a diagnosis of organization evaluation, data on human resource quality, motivation, financial and material resources, and data on direct and indirect beneficiaries of educational services. This analysis targets two dimensions: strengths and weaknesses that refer to the internal environment; threats and opportunities that relate to the organization's external environment.. Strengths and opportunities are the strategic resources that support the institution, and weaknesses and threats are the disadvantages that can pose risks to the organization's operation. The PEST (E) analysis provides a radiography of several dimensions: political, economic, social, technological and environmental. In developing an institutional development plan, several steps are merged: the analysis of the existing situation at the organization level by identifying needs and dysfunctions, setting priorities in solving problems, initiating the project, defining the basic idea by consulting the interest groups, developing the mission of the institution and communicating it to all educational partners, setting strategic goals, setting out objectives and expected results, identifying material, financial and time resources, designing and implementing the project. The implementation, monitoring and reporting activity is detailed in the operational plans by time units taking into account all stages from fixing to evaluation and obtaining the expected results. The institutional development project is the main element of the implementation of the educational management at the organizational level and it is written for a period of 3-5 years. Operational plans are developed in the short term, one year and include: the operational objectives and the activities undertaken for each objective; the educational resources allocated; deadlines for achievement; the working steps; teachers' responsibilities and performance indicators. To reflect efficiency and quality, an organization's implementation tools for educational management must be achievable, applicable and realistic [5].

1.3. Principles of educational management

These principles are:

- *Principle of pedagogical communication*, aims to develop a coherent educational message and to direct it towards the educational subjects,
- *The principle of pedagogical knowledge*, aims to support the educational message through learning content as well as the distinction between pure specific knowledge and didactic knowledge;
- *The principle of pedagogical creativity*, aims at adapting the managerial action to the concrete conditions in the school institution, following the quality in the educational process, avoiding routine in the efficient management activity;
- *The principle of efficiency*, involves the use of managerial methods and techniques to ensure the achievement of the institution's objectives with maximum efficiency;
- *The principle of motivation*, can be achieved through the establishment and use of moral and material incentives by managers in order to capture everyone's interest in the achievement of the proposed objectives;
- *The principle of participatory management*, refers to the involvement of all employees in solving management processes and realities, regardless of their complexity (ascertaining that this involvement increases the degree of loyalty, motivation, participation in system functionality and increasing efficiency);
- *The principle of correlation between possibilities and requirements*, expresses the need to adapt the management system to the demands of external factors.

2. Educational manager

The importance of educational management is related to the delicacy of the resources the teacher operates with: the children, the school youth. Any managerial failure can have immediate and dramatic effects in students' career, causing slippages from the normal didactic route. From this perspective, the responsibility of the teacher must be considered. Learning in school is a progressive and planned activity that starts from the premise that pupils are different from adults and that they need to be trained to become adults but at the same time protected from the adult world.

Climate is very important for the analysis of educational management, both at school level and at class level, due to its impact on the behavior of teachers, pupils, but also because of its effect on the performance of the school. A healthy climate for effective and efficient educational management is built on the ability of both the manager and the teacher to help students and members of the school organization develop, maintain positive relationships necessary for the process of intellectual and social development. Thus, the educational climate must be a constant concern of both the educational management of the organization and the class.

2.1. The director as manager

The current conditions of the economic and social environment, the permanent transformations to which the educational institutions are subjected, determine a set of changes in the strategic and operational plan, the school becoming a main "actor" of the community. Currently, the performance of a school unit has to be assessed through a system of indicators, correlated and made up of specific information, both internally and externally, with priority from direct and indirect interaction. School management is, in the current state of affairs, a continuous challenge that can only be pursued to a high performance if the designated persons take into account the complex functionality required by a school, know and apply a knowledge management system, if they are able to use a series of techniques and methods that give the educational process consistency, dynamism and efficiency. For this, life experience is not enough, and a process of instruction in the art of school and educational management is necessary.

From this perspective, we consider it necessary to recall that the school manager at the same time manages sequential and consecutive managerial functions centered on complex dimensions such as: analysis, diagnosis, organization, design, planning, program implementation. Managerial style is the personal equation that the manager puts into play in applying principles, presenting goals, making decisions, and preventing and resolving conflicts. The style types adopted in school management may be:

- democratic style;
- excessive authoritarian style;
- the liberal permissive style.

A director as a manager, in designing leadership, must demonstrate the following skills:

- knowing the problems of the school unit;
- the adoption of the school's management principles and methods;
- the efficient use of human and material resources.

A condition for success in any organization is the assignment of tasks by the manager, by category of staff. Thus, the performance of a unit needs to be assessed through a system of indicators, correlated and made up of specific information, derived from both internally and externally. From this perspective, we have to specify that "the school manager has at the same time managerial functions with sequential and consecutive action, focused on complex dimensions such as analysis, diagnosis, organization, design, planning, program implementation (operational management, control, the final evaluation). Nicolescu and Năstase stated that the roles the school manager must fulfill require a suite of skills such as:

communication and relationship, psychosocial, utilizing information technology, leadership and coordination, evaluation, management and administration of resources, thus emphasizing emotional development.

The activities proposed for this purpose have at least three distinct domains, which the school manager has to harmonize in order to ensure the overall performance, namely the educational, social and economic domains. So, in conclusion, the manager of the school unit must be: human, specialist, educator. His role is the expectations of the other members of the organization towards him. These expectations refer, in particular, to the degree of concordance between the activity of the school managers and their functional attributions stipulated by normative acts.

The director as a manager can best demonstrate the way in which manners interact in inter-human activity, namely, direct contact with people. They can evaluate the entire person of the manager - the way they dress, their facial expressions, and the way they speak, which is not possible when talking on the phone or using other forms of correspondence. There is no need for the director - manager to behave in the best possible way, but he should always be able to easily and confidently adopt the most appropriate manner for the staff or the people he is currently dealing with. So, a balance must be maintained between telling everyone what is going on and being secretive. Good managerial behavior and ethical observation is to think carefully of what is relevant and useful to the interests of others and then act accordingly. The director becomes and can be a trusted man when he treats each person correctly and efficiently regardless of their quality, and personal ties and respect follow the care of each other's interest. The key to building a successful link is to find the right balance between being efficient and being friendly.

"Managerial decision is the main component of the decision-making system. In essence, the qualitative level of the leadership of an organization best manifests itself through the elaborated and applied decisions. These are the course of action chosen to achieve one or more goals."

Of course, the power of each manager must be dimensioned and cultivated rationally, correlating it with the decision-making power of other decision-makers, developing rational power centers within the organization so that the entire management system functions harmoniously, directed towards achieving the objectives foreseen in consensus with the mission of the organization.

2.2. Teachers as managers

The teacher as an educator and manager carries out an overall, optimal and strategic management activity of the education system and process. He brings multiple arguments for change, either from the school or the class, as he sees and resolves the conflicts that appear; modifies the way of intervention in concrete situations, according to the expectations and peculiarities of the students. The teacher has the role of stimulating students for better participation in the learning process; encouraging and stimulating project development or decision-making; help in overcoming obstacles encountered during the educational process; offers more effective procedures and models that students can use to improve instruction, provides counseling and guidance when requested.

Sociologists assign roles to the teacher according to their professional status:

- organizer of the educational process;
- designs and plans the activity of the educational process;
- organizes and coordinates the activity;
- communicates, directs, controls, evaluates and improves,
- contributes to the development of pupils' personality, etc.

After the research by A.E.Woolfolk 1990 and I. Nicola 1996, the following roles are

assigned to the teacher as educator and manager:

- *expert of the teaching-learning act*, because each teacher knows his / her class and adapts his / her teaching methods and procedures according to the level and ability of pupils to integrate;
- *motivating agent*, because he / she triggers and maintains students' interest in knowledge and learning, bringing various materials to stimulate the curiosity and willingness of students to research;
- *leader*, by exercising authority, but also by providing support, being a friend, a student confidant, a substitute for parents;
- *counselor*, because he/she is a sensitive observer of the pupils' behaviour, a persuasive guide;
- *model*, because he/she is a positive example for all students through his/her entire activity;
- *reflective professional*, because he/she knows, analyzes and understands the class problems;
- *manager*, through his supervision, guidance, decision-making, maintainer of order and discipline of the class.

The teacher's work as an educator and manager is complex, requires additional knowledge of psychology, pedagogy, management methodology and not only that for the optimal development of the educational process. The successful completion of the educational process and the success of the results obtained depend on the skill and talent of the teacher.

I believe that both the role of educator and manager and, implicitly, the combination of the two, aim to improve the educational approach, a free, integral, harmonious development of the young generation, the formation of an autonomous and creative personality. That is why one can say that man is not born with personality but becomes a personality. The essence of the teacher's managerial roles in classroom activity is the orientation and direction of the human and material resources available to the class and the instructional-educational process at a given moment, to the achievement of the projected objectives in terms of maximum efficiency.

The school is an institution specializing in the education of students, systematically, with specialized personnel, following a scientifically founded program.

The main functions or managerial roles of teachers can be grouped into the following components:

a) **Planning** refers to the compilation of written documents that include a system of decisions about the objectives and the future means, actions, resources and stages for their realization;

b) **Organization** requires the knowledge of the operative means, the place and role of each member of the class, his / her capacities to perform educational tasks. A very good solution in organizing the school is the Indoor Ordering Regulation. For the teacher as a class manager, it is very important to prepare the materials as a support for the educational and didactic activity, to organize the ergonomic space of the class;

c) **Control and guidance**. Through control, the class manager aims at working together, actively, rhythmically and thoroughly mentoring, stimulating initiatives, exchanging ideas and opinions in the interest of optimizing the educational process. The functions of control are:

- surveillance;
- reverse link;
- to prevent possible educational crisis situations;
- creation and refinement.

d) **Evaluating** at the class manager level to verify the extent to which the goals and objectives of a managerial stage have been reached.

e) **Counseling** is a special relationship developed between the teacher (the class

manager) and the student in need, in order to approve it, and it is normal that the teacher, who knows him the best, can do this best. The main phases of counseling are:

- clarifying the student's problem, which will seek to initiate a relationship of trust, confidentiality, active listening, setting the time and duration of counseling, choosing the language of communication used;
- formulating the problem-defining the student's situation in order to overcome the crisis;
- the intervention that often does not overlap with the wording;
- ending, i.e. the final phase of crisis counseling, when the teacher and the pupil find the completion of the process, resuming the normal teacher-student or student-student relationship.

f) **Educational decision** - from a managerial point of view, it is a process of selecting a line of action from a number of alternatives to reach a certain objective result. All managerial roles operate in permanent interdependence. The teacher's responsibility involves summing up several roles: teacher, parent, counselor. The effort is considerable and often requires a lot of organization, dedication, patience and sacrifice.

"The satisfaction that occurs at the end of the four years of working with the students, when that bond is created between teachers and students, is the only source of energy necessary for the class manager to confirm this is a noble activity".

In order to ensure the quality of education, **in relations with students**, the persons responsible with training and education, especially teachers, have the obligation to know, observe and apply a set of **rules of conduct**. These take into consideration:

- protecting the physical, mental and moral health of students;
- responsibility for the students to reach the standards of performance provided by school documents;
- respect for docimological principles,
- prohibiting any activity that generates corruption;
- the exclusion of all forms of discrimination from student relationships, the provision of equal opportunities and the promotion of the principles of education;
- respect for dignity and recognition of each student's personal merit.

In relation to parents / legal guardians, those responsible with training and education, particularly teachers, will follow and enforce the following rules of conduct:

- giving parents / legal guardians advice on educating their own children and supporting parenting;
- establishing a trustworthy relationship, open and accessible communication;
- availability for solving educational problems raised by parents / legal guardians;
- informing parents / legal guardians on all aspects of student activity by providing explanations necessary for understanding and appreciating the content of the educational services;
- respect for the confidentiality of the data provided and the right to individual and family privacy;
- counseling all parents / legal guardians on the alternatives for the optimal training and development of their children from the perspective of psycho-pedagogical expertise and respect for the child's major interests.

In conclusion, it can be appreciated that quality management achieved both at the level of the educational institution and at the level of the class has repercussions on the performances of the teachers and pupils. The subjective states of education actors (teachers, pupils, parents) involved in the achievement of educational objectives influence the overall state of school performance. The class of students is an integral part of the educational process, therefore the development of didactic activities in an optimal climate will contribute to a good psychosocial and professional training of the young generation. The good organization of the teaching activity will

have superior effects in the results, but also in the socialization and the individual accumulation. Along with culture and management, climate is an essential variable that influences the quality of work and the performance of teachers and pupils.

Bibliography

- [1,p.31] - Ortan F. „Management educațional” Oradea, Editura Universității din Oradea, 2004
- [2, p.35] - Jinga I. , Istrate E. „Manual de pedagogie”, București, Editura ALL, 2008
- [3,p.38]- Țoca I. „Management educațional”, București, Editura Didactică și Pedagogică 2002
- [4] - Horstman M. „Managerul eficient”, București, Curtea veche Publishing 2017
- [5] - Gherguț A. „Management general și strategic în educație”, Iași, Editura Polirom 2007