

# Aspects of the Transformation of Educational Management in Schools

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## Abstract

*The development of the society, especially in an era of change, directly depends on developments in education, which is one of the main tools with which the school stimulates, directs, and controls the processes of development. The option for a democratic society and open to new, focuses efforts on the educational dimension of social development, which, in line with the political and economic dimensions, must build a healthy society, improving quality of life through a superior education.*

**Key words:** management, educational management, leaders

**JEL Classification:** M1, M12

## 1. Introduction

The new educational policy prefigured in the aims of education involves educational management to ensure organizational development through promotion of educational strategies to enhance the performance of human resources, focused on the formation and development of the human personality and the ability to take independent decisions in pursuit of someone's own destiny and opt for a democratic society. Harnessing the resources available to the management, the application of creative means in the contemporary era which aims to ensure the development of the education system, in particular the establishment of the school, in a knowledge-based society.

## 2. Literature review

Much literature has long acknowledged the strong sense of vocation which the best leaders (and teachers) demonstrate through their presence and their work. The evidence is unambiguous – the most effective leaders have strong moral and ethical purposes and a strong sense of social justice. They care passionately about improving educational experiences for all groups of students, especially those from disadvantaged backgrounds. These are evidenced in the ways in which effective leaders ensure that ultimately all stakeholders (teachers, non-teaching staff, students, parents, governors and the broader community) participate through forms of capacity building, distributed leadership, and along with these, increased collective responsibility and accountability for promoting student progress and achievement. Research also tells us that moral/ethical purposes in action are evidenced by: regular professional dialogue about teaching and learning, strong social support in problem solving (care), shared goals and collective responsibility, individual and collective efficacy, norms of equity and justice.

The literature on characteristics of effective school managers and leaders focuses primarily on principals, despite a growing interest in models of shared or distributed leadership. The evidence

about successful principals in developed countries explores practices, behaviors and competencies associated with positive indicators of quality and improvement in teaching and learning. Generally, there is convergence in a set of key leadership practices associated with principal effectiveness when enacted in a coherent goal-focused way (Louis et al, 2010; Robinson et al 2009; Day & Sammons 2013): developing consensus on school goals focused on student learning; developing teacher knowledge and skills to effectively teach; creating workplace conditions and relationships that support teaching and learning (e.g., time for teachers to plan and learn together, parent/community involvement); and managing the instructional program to support pursuit of school goals (e.g., resourcing, staffing, monitoring and use of assessment data for decisions about improvement in teaching and learning, and ensuring an orderly climate conducive for learning).

The literature on school leadership and quality in developing countries also focuses on the role of principals, addressing their role in managing schools with basic resources challenges (e.g. quality of school facilities, teaching and learning materials, funding) and in the enactment of basic management tasks (budgeting, planning, resource management), as well as the perceived need for instructional leadership in the context of external reform initiatives promoted by governments and donor agencies. Systemic changes in school governance in developing countries have dramatically altered the role of principal and local educational authorities (Oduro et al., 2007; Chapman et al, 2010; Barrera-Osorio, 2009).

There are different approaches to school leadership development. The effective programs evidence suggests offering an array of opportunities for learning grounded in practice including problem-based learning; action research; field-based projects; journal writing; portfolios based on feedback and ongoing self, peer, and family assessment; and activities to develop skills such as supervised internships, analysis of classroom, on-the job observations, establishing collegial learning networks with other principals, mentoring and peer coaching (Darling-Hammond, 2007; Mendels and Mitgang, 2013).

### 3. The educational management in Romania – challenges

In the last century, the image of the leader was to command and control and this was an essential condition for the development of the organizational management. But till the end of the twentieth century and in the early years of the twenty-first century, it was found that the traditional management is not longer able to ensure the performance of an organization. That's way the good management is effective when it can rely on prediction and repetition. People are better informed and know more precisely their needs and rights. The result is the decrease of the difference compared to the institution and the people who claim positions of authority.

*Fig 1. Educational Leadership Development*



*Source: own interpretation of results*

The solution recommended by sociologists, economists, political scientists or physicians was the design of a new type of management focused on leadership. Without a doubt, the leadership is a

vital aspect of the operation of a system, and organizational leader puts his own mark on the organization, spurring the success. Analyzing the evolution of objective educational management systems, which is based on comparisons and contrasts with successful models from Eastern Europe-Polish or Latvian, there are decentralization studies that have highlighted the crucial role of a leader in the efficient management of an entity, in the context of decentralization. That is why, alongside the principles set out in the strategies for decentralization, the different studies propose five recommendations resulting from investigations undertaken in schools in Romania:

1. The manager's concern to provide educational services to a higher level of quality to a minimum threshold, the threshold set by the central authorities.
2. to ensure a balance between the degree of funding of a school and its effectiveness in the local community.
3. Assuming the decentralization process costs, influenced by the resources and potentiality of each region, in order to ensure expenditure framework
4. Compensation for possible differences in public financial flows, driven by local communities which situation recorded a deficit of needs from its own resources; the compensation is done from the central budget and the transfer of funds on the basis of pre-established schemes.
5. Observance of the principle of diversity, according to which decentralization shall be administered in a variety of forms and to varying degrees, depending on the particularities of the local communities.

Currently, delegation of authority is limited only to routine decisions, and at its own initiative, a school manager is quite restrictive. Studies of the Romanian educational reality justifies experts in change management, who consider to define from the outset the objectives pursued through decentralization, so that they can be seen as quantification of the success or failures in reform undertaken. Findings show that the management decentralization process, involves the stimulation of innovation, professional responsibility and public accountability at the level of the teachers, school managers and students, by school transfer of power with regard to: budget execution; personnel policies; increasing the share of the curriculum at the school's decision.

Successful implementation of decentralization requires that, beyond the strict monitoring and duplication of resources, education manager to prepare the actors in the system by shaping the personalities of the students and even teachers. The success of this social construction is the perfect adaptation to the requirements of the community and the real labour market. According to the experts, the school represents a huge laboratory that prepares individuals for the integration in the macrosocial, therefore emphasis should be put on fostering cooperation, the teamwork built on the concept of solidarity. For that strategy to be sustainable, it will require leaders who are always on the move, to propose and realize new things, personal reflection and incites to action, problems and solutions required by employees, keep them continually connected to the life of the school and its prospects.

#### **4. The characteristics of educational management**

The educational management is the science and art of human resources to prepare, to form personalities according to the goals pursued by the company and accepted by the individual. The educational management is a useful tool involved in the leaning process to be efficient and productive in relation to stimulating educational transformation at the level of the people, both students and teachers. It represents an integrated approach and methodology of strategic planning of the activity of education and of the principles, functions and driving rules that ensures the attainment of the educational system. Educational management deals with differentiated levels according to the level to which it is applied, as follows:

- macro: system-level learning, found in national educational policies, European (management at the level of Ministry);
- intermediate: at the level of school institutions;
- micro: at the level of the class of students

Educational system management and the educational institutions include: defining the objectives of the educational system, ensuring the legal framework, institutional design, development of thematic network of learning, training of personnel, elaboration of the principles for the evaluation and correction of system. The class management means using a set of tools for the management of relations between teachers and students on the one hand, and of the students on the other side. This toolkit is provided to teachers to facilitate their work and to help them build a healthy working environment. The class management focuses on achieving the following objectives: reduce stress in school work, through efficient management of ill-discipline and the relationship with students and the protection of children in order to provide harmonious development.

*Figure 2. Leadership coaching model*



*Source: own interpretation of results*

## **5. Educational leadership vs. Educational management**

Educational management, training and leadership are topical concepts, the excellence and the end in itself, and a liability to some basic rules, especially compared to some of the needs and expectations of the organization. The views of the development of a school changes, both in light of decentralisation as well as the needs and skills of the 21st century society. The fact that an educational organization works does not necessarily mean that it is a successful one. Essential is the way it is driven (educational unit), the principles and values which are reflected in practice. New vision strategy and approach to leadership focuses on human resources and not on "guidance on targets".

The main difficulty in terms of the leadership of a school is the complexity of the variables involved: students, teachers, curricula, educational technology, partnership relations with other states and private institutions, etc. The leadership based on the principles is a management model that provides solutions to some of the dilemmas of those who lead the destinies of an organization: How can I keep a balance between work and family life, professional and personal ambitions? How can I keep the right direction, given the fact that more and more changes occur with ever more varied effects? How can I create a team whose members work to be completed at one another? How can you encourage a desire for change and modernisation without more damage than benefits?

The transformation of a manager in leading, according to literature, is "uniformly positive", and the effects resulting from different studies of school shows that leadership practices have a considerable influence on the leader's cooperation with teachers and between aspects of leadership

and change reports both in teachers' attitudes towards the modernization of the school and their behaviour related to professional development.

The leaders need to create an environment to facilitate collaboration, change-oriented, in which teachers can develop leadership skills through pursuing shared objectives, which produce a democratic workplace. However, strategies to facilitate can create ambiguity and discomfort, blurring responsibilities and forcing employees to adopt new roles and relationships. They deliver thrills and high expectations, leading to several initiatives related to human resources and materials, as well as the fragmentation of collective vision.

The applied strategic leadership elections, taken from the literature, are based on the following: the leaders should use flexible strategies, leaders must balance short-term needs and long-term objectives, strategic choices of institutional values must serve, the same action can have several strategies for the implementation of a leader is the one who has the vision on the development of the organization, but he is the one who solves the problems in terms of ethics. A leader can solve a problem in terms of ethics as follows: leaders must have and be willing to act on a definite sense of ethical standards. One of ethical standards is to anticipate the consequences of each election and try to identify who will be affected and how they affect your organization. The leader may reassess the issue of ethics, develop the habit of conscious reflection, to examine the issue from different perspectives, being fully informed in terms of Justice, morality, critics. Another approach uses the moral rules, assuming that the world would be a better place if people would always follow certain standards widely accepted.

Figure 3. School leader model



Source: own interpretation of results

## 6. Conclusion

The important transformations occurring in the development of society affects to some extent school life. The growing demand for education, lifelong learning, integration of research and education with production obliges the school to reconsider the principles, objectives, structure, methodology and style of work, in order to respond adequately to the requirements of growing that society puts in front of them.

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