

Educational Management- its Role and Effectiveness

Ioana Marin

The Bucharest University of Economic Studies, Romania
marinioana16@yahoo.com

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;

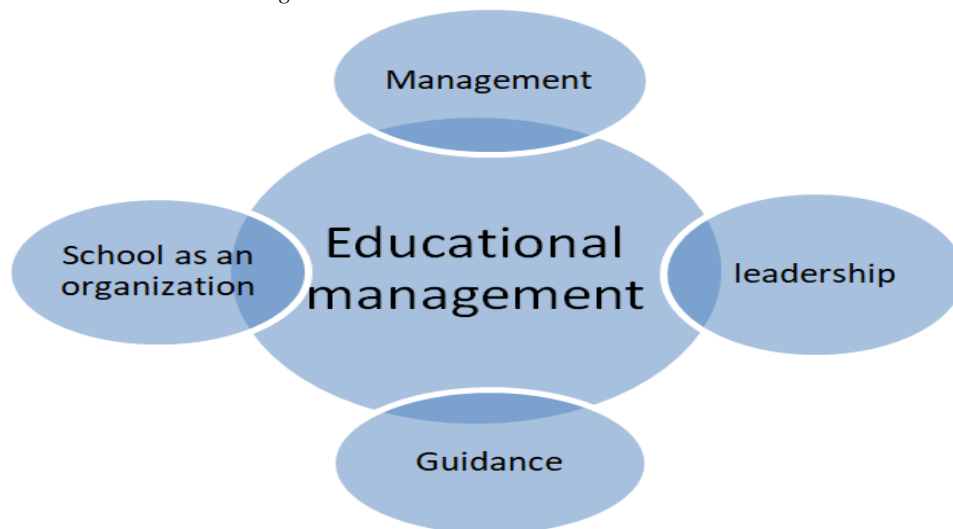
micro-management of student classes that analyzes the ways of organizing lessons and classes by operational managers in education (teachers).

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

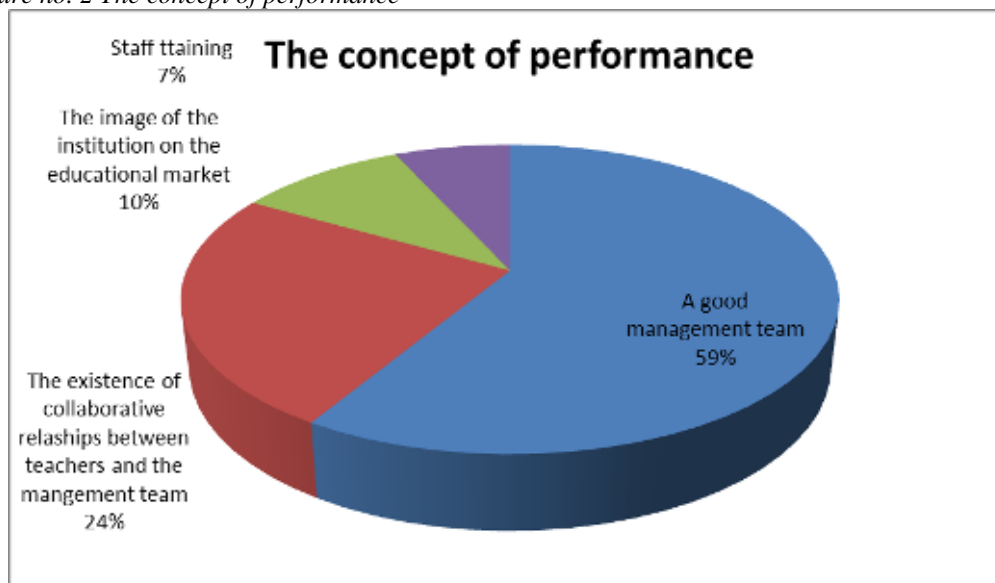
The research was conducted having as a basis a questionnaire with ten questions. The outcome is presented further on. The questionnaire was aimed at shedding some light on the aspects related to the involvement of the educational manager as a determining factor in development. The first part of the questionnaire 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

This paper was co-financed by The Bucharest University of Economic Studies during the project "Development of entrepreneurial skills for doctoral and postdoctoral students in the field of economic sciences", financing contract POCU/380/6/13/125015.

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