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.

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 form 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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