



EDUCATIONAL MANAGEMENT AS MODERN THEORY IN HIGH SCHOOL

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Abstract. The article deals with the differentiation of the notions “Management”, “Educational Management” in High School under modern conditions. The main functions and principles have been analyzed. The managerial competence of the teacher and its professional and individual peculiarities are highlighted in the article.

Keywords: education, high school, educational management, managerial competence of teacher.

Introduction

Analysis of modern conditions of European integration of Ukrainian High School can't be made without taking into account the reformation of educational system. Our society has been transformed by interactive technology. This technological innovation has influenced the education system; it has transformed schools and extended universities.

Education has to make its curriculum more relevant to life and needs of a changing society in an effective and efficient manner. It has to be dynamic, so that it can contribute towards accomplishment of national development goals.

Nowadays many scholars pay attention to management, as modern branch of science. Its development has drawn heavily on several disciplines like economics, political science and sociology.

The Importance of Educational Management lies in the following aspects: it includes the study of various theories of management science which define and describe the roles and responsibilities of the educational manager and develop managerial skills; it includes the study of educational planning at macro level, its goals, principles, approaches and procedures; at a micro level it helps in understanding and facilitates: Institutional planning and Educational administration; it helps in decision making and problem solving, communication and managing information and building effective teams; it helps in planning of co-curricular activities, academics and preparation of time-table; helps in the maintenance of school records, evaluating students' achievements; financing and budgeting of the institutions.

Formulation and Solution a Problem

In order to be a good teacher, an educator should be knowledgeable in the discipline, passionate about the subject, enthusiastic in teaching. S/he must emphasize concepts and critical thinking, encourage questions from the students. In this context to obtain good results we have to pay attention to the concepts “management”, “self-management” as modern theory in education. The term “management” has been defined by different writers in different ways. According to Henry Fayol, “to manage is to forecast and plan, to coordinate and control”. Donald J Clough “management is the heart and science of decision making and leadership”. Van Fleet and Peterson define management “as a set of activities directed at the efficient and effective utilization of resources in pursuit of one or more goals”. Keitner stated that “Management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Brech defined management as a social process which constitutes planning, controlling, coordinating and motivating. Perhaps a comprehensive definition of organization is the one adopted by Okumbe, who stated that management is the process of designing, developing, and effecting organizational objectives and resources so as to achieve predetermined organizational goals.

Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions. Some scientists define Educational Management as “the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources

so as to effectively and efficiently accomplish functions of teaching, extension work and research". The purpose of the educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management is basic to the satisfactory functioning of democracy.

The main aim of Educational management in professional higher education is to provide the maximum effectiveness of the educational process of a man through the unity of management of this process, teachers and students.

The task of Educational Management defines by the content of Management. In the same way, the content is the set of the following functions:

- 1) planning;
- 2) organizing;
- 3) directing;
- 4) controlling;
- 5) evaluating.

To study all these functions we have to analyze them.

Planning is defined as a process of setting objectives and determining what should be done to achieve them. It is a decision-making activity through which, managers act to ensure the future success and effectiveness of their institutions and departments as well as themselves.

Organizing is a process of so combining the work which individuals or groups have to perform with facilities necessary for its execution, that the duties performed provide the best channels for efficient, systematic, positive and coordinated application of available effort.

Directing is the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. It is very important: to achieve goals; in teaching-learning process – for curriculum development, use of methodology, teaching aids, classroom management.

Controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required. It indicates how far the goals have been achieved, extend of deviation from plans.

Evaluating is the process of measuring and assessing the achievement of objectives. It provides an insight into strengths and weaknesses helps to bring about improvements in Educational Management, helps in planning for future endeavors.

These functions of educational management are largely based on the 14 principles of management, which have been given by Henry Fayol in 1916. They are:

- *Division of work.* A worker is given only a small element of work
- *Authority.* This is the right to give orders and power to exert obedience in order to get work done.
- *Discipline.* Rules and regulations should be enforced fairly and judiciously.
- *Unity of command.* Each man should receive orders from one superior.
- *Unity of direction.* One head should plan for a group of activities with the same objectives.
- *Subordination of individual interests to the organizational interests.* Interest of organization must take priority all the times.
- *Remuneration.* This should be fair to both employer and the firm.
- *Centralization.* This should always be there.
- *Scalar chain.* A clear chain of authority from top to bottom of an organization.
- *Material and social order.* A place for everything and everything in its place; materials and people should be in the right place.
- *Equity.* A combination of kindness and justice towards the employee.
- *Stability.* Employees' turnover should be minimum.
- *Initiative.* All employees to be allowed to be innovative.
- *Espirit de corps.* Team spirit should be promoted by management (Okumbe, 1998).

Speaking about Educational Management we should especially emphasized the role of Educational Manager. S/he is a person, who performs professionally his (her) functions of educational management on

different levels of pedagogical system. To be a successful manager one should be aware of managerial competence.

The concept of “competence” is connected with synonymous terms like: fitness, skill, qualification, authority, aptitude, capability and preparedness. The term generally mean an individuals’ ability that makes them recognized to be able to perform certain tasks or fulfill certain functions (Cohen 1999).

The term “competence” is understood in various ways; especially its scope, structure and everyday use vary. The word “competence” means “appropriateness, adequacy and authority to act”.

In the literature, competence is most often understood as the ability and skills letting a person undertake activating steps in their environment. They are a component of personal characteristic features, motivation and acquired knowledge and experience.

In didactic activities it is not enough to possess certain psychophysical features, intuition and experience; it is indispensable to have an adequate system of knowledge and skills. Knowledge is a material that can be used to develop skills but acquiring knowledge does not always result in the possession of skills. Thus, a teacher should first of all acquire practical skills that are obtained through participation in various situations an next, based on that, develop theoretical knowledge (Strykowski, 2007).

It can be assumed that a teacher’s competence is an integrated structure of knowledge, skills and attitudes, which makes it possible to get activated others to materialize a proper hierarchy of values.

Methodological competence is an ability to act in accordance with rules defining the optimal order of actions. The content of the new rules is a prescription for acting that states what should be done and in what order it should be done in order to achieve the intended goal. Such prescriptions for actions are usually called methods, although it is necessary to add that they are methods in the strict sense of the word only when they guarantee a repetitive efficiency of actions. Methodological competence, like the postulator one, depending on the stage of progress, may result from imitation conscious perception of acquired rules of conduct or one’s own idea.

Conclusion

The contemporary, dynamic labor market requires that employees (teachers) have bigger knowledge, can obtain process and use new information and can make use of modern tools and technological solutions. This makes employers expect that employees have such personality qualities as: an ability to organize one’s own work, fast adaptability to new circumstances, being innovative and persistent in striving to achieve goals and being efficient. That’s why it is necessary to learn management in education as new theory.

Educational management is extremely important as it provides for:

- setting directions, aims and objectives;
- planning progress that is to be made;
- organizing available resources, so that goals can be economically achieved in a planned way;
- controlling the processes which take place in an organization;
- setting and improving organizational standards.

All these aspects can be realized by competitive specialists who have theoretical and practical knowledge, skills and experience.

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