

MANAGEMENT OF EDUCATIONAL EFFICIENCY AND EFFICIENCY

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Abstract

Numerous specialist studies allow managers to find accessible answers on how to develop and increase the autonomy of educational establishments in the type of management model. Every school head has to have a clear vision of the school and of its connection with the society it is part of. The vision of the manager must be shared with both the institution's staff and the local community. It should be pointed out that there is no effective school if the manager can't express this vision with the rest of the people who come into contact with the unit. Vision is the starting point for a mission assigned to the school unit by its manager. In general, the mission of the school is to integrate each pupil in society, to continually improve the performance of the educational act in good conditions and to the required standards. The purpose of this article is to outline the new challenges of the modern world and to highlight effective management methods.

Keywords: effectiveness, efficiency, management, mission, vision.

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1. Introduction

Each school principal currently carries out a refinement of the educational act, sets clear goals that he can achieve and has expectations from both the teacher and the pupils. We can't say that we have a clear model that can be applied to each unit of education and have maximum results. Managers need to know both the theoretical part that helps it in making decisions and the malleable side, which can be adapted to the situation present at a particular moment in each institution. For the development of school efficiency, they can implement the self-knowledge model of schools. The present article aims to

outline several managerial models that can help the leadership of a school institution.

Apart from the theoretical elements of the educational management, we can say that for the quality of the educational act there must be a quality of communication. The manager should be aware that the quality with which the data is transmitted is useful in order to develop relationships both within the school institution and between the school institutions and the present society. Communication is present in each institution, being specific to each and having its own system. With the help of communication, we not only provide information to pupils, parents or people interested in certain aspects of the school, but also form characters. It is known that every child walks into the school with a luggage of knowledge and language, usually taken from his environment. Thus, in order to form a person who can integrate easily into society, it takes a lot of tact and much information that can be provided to him in his meaning.

Cucoş (2006, p.333) defines pedagogical communication as "complex, multiphase and multiple channels of information between two entities (individuals or groups) who simultaneously or successively assume the roles of emitters or receivers, meaning desirable contents in the context of the instructive-educational process. "

So it can be seen that this communication can be done with the help of several channels, not just orally. Another essential element for communication is the quality of this, no matter what form it is used for.

Fich develops seven myths of communication in 2015, among them the fact that "communication is a logical process, and logic improves communication efficiency." So, communication is not an area in which we can know all its sides and have fixed rules for each act of communication. Communication evolves with the logic of every person and with daily practice. Just as a child learns to talk gradually, so does the teacher learn to communicate with his students with every step he trains, more and more efficiently. Similarly, for the manager, the experience he has and his ability to develop is important.

For an improvement in the act of communication it is important to put ourselves in the posture of the other, to be able to deduce the meaning that our words have for us. We do not have to focus on what we think and express at the moment, we must perceive the message that other people receive from us.

Longenecker says that "managers positions can be described as communication centers," which indicates that the manager is the one who "tones" communication within an organization. In order to make communication more effective, it needs to possess certain essential qualities of communication, to be able to develop communication at the highest level. In his turn, Adler

(2013, p. 21) considers that "managers send a message just as they would send a package by mail".

Concluding, we can say that for the development of the education system and an efficient and efficient process, it is important both to know the management methods and to know the myths of communication.

2. The state of the art

For a better understanding of educational effectiveness, it is important to analyze the meanings of a few notions: effectiveness, educational effectiveness, school efficiency or efficiency.

When we say efficacy, we think about being effective, what is the quality of one's personality to produce positive effects. Educational effectiveness is, in terms of effectiveness, the quality of the educational act, ie to what extent the objectives proposed for the achievement of the educational goals have been met. At the same time, school effectiveness is the extent to which the activity of the school institution has succeeded in achieving the proposed objectives.

In turn, efficiency is expressed in terms of the above definitions, but this is the extent to which the ends of low energy education have been achieved.

Due to the increasing changes and the progress of technology, the school must always redefine. In order to be able to achieve the proposed general goals and to have permanent staff ready for any situation, they need to improve continuously. For a good knowledge of the organization, the self-learning pattern of the school institutions is more often implemented. Important for this model is that it is the managerial collaborative cycle and it comprises the six main phases that are described by Gehrguť in 2007 (p. 149): Clarification of the finality and identification of needs; Design; Programming of activities; Preparing and approving the necessary budget; Implementation; Evaluation

We can easily see that for the efficiency of the educational act it is important that the activities be delineated on managerial cycles and that their organization be clear both for the decision making departments and for the execution departments.

3. Research methodology

Another important element for efficiency is the detail of design and programming, but also a great deal to implement the proposed activities. It can not be said that we have a certainty of what we propose if we do not ensure that every single activity is carried out.

The decisive element for the orientation of the future activity, which also has a diagnostic function, is the evaluation of the activities carried out throughout the educational process. The educational act has strong influences both from the inside and from the outside. Gherguț (2007, p. 152) details 11 factors that make it possible to improve the learning process.

Professional leadership - the leader must be a professional, to be firm and to focus on the ends of the educational act. A participatory approach needs to be considered, to be able to positively influence the whole team.

Sharing the vision and the mission - in each institution there must be a unity of the proposed finality, a constant of the practices, the relations existing in the unit should be of collegiality and the vision must be shared by each employee.

Learning environment - is an important factor for both teachers and students within the educational unit. In order to achieve the proposed objectives, there must be an orderly atmosphere, an attractive environment for work and learning, the given conditions should motivate both teachers and students.

Centralizing background work on teaching - learning - teaching has to have academic accents, focus on procurement (in terms of skills), and learning time to be maximal.

Teaching with clear objectives - To achieve the tasks successfully, the goals expressed must be clear, effectively organized, the lessons must be structured at each class level and the selected didactic strategies should correspond to the individual possibilities of each student, thus achieving practical relevance content.

High expectations - a decisive factor with a stimulating role for both students and teachers. Expectations must be correlated at the level of the whole school in all fields, their expression must be clear and known by all the actors involved in the instructive - educational act.

Positive teaching - each pupil is distinct, can perform in a specific field so that he / she is encouraged from the perspective of his / her wishes and potential, feedback is relevant and well used

Progress in monitoring - to improve the instructive-educational act, it must always have a visible progress, monitoring of each person's progress must be made and constant analyzes must be carried out throughout the school cycle.

Student responsibilities and rights - each student must know clearly both his / her responsibilities and his / her rights, build high self esteem for students, each of their activity being controlled.

Organization with formative effects - it should be taken into account that quality education is done only with high quality staff, no high results can be achieved if there is no permanent development of staff within the school.

There can be no clear hierarchy of ways to improve communication because, from my point of view, each element is equal and considered an important part in the chain of communication. Steers (1998, p. 400) proposes down-stream ways to improve communication. First of all, each manager must clearly explain his / her tasks so that he / she knows what is expected of him / her, explaining the reasons for the request, using as much feedback as possible on the results achieved so far, at which point both the employee and the employer will achieve the progress or, in the worst case, the regress. If it can't achieve the proposed performance, it is necessary to analyze the factors that led to the non-fulfillment of the objectives and reconsider the action plan so that positive performance can be recorded at the next analysis. Another way to improve is to repeat important messages (Steers, 1998, p.400).

On the other hand, in order to increase the efficiency of communication, there must be a favorable climate within the institution so that each person can express both positive and negative opinions, remove social and status barriers for any institutional level, either taking into account all the information that can help in making the decisions, and last but not least, selecting the messages so that only the relevant ones reach the top manager (Steers, 1998, p.400).

4. Results

As shown above, these measures must be taken by managers rather than subordinates, and the emphasis is on the human resources department. In the education system, the highest percentage of action is put on human resources, working with people for people, for society in general. We can't have an education system that satisfies the needs and needs of society if we do not have staff trained, responsible and guided. For good communication inside the system, both the manager and the rest of the staff must keep up with the new changes, with a growing climbing technology and increasingly diverse pupils and learners. One of the methods suggested by Noël Tinchy, implemented by Intel, is that of wider sessions(Tinchy, Cohen, 2000, p289). During this meeting, the employees gather together as much as possible in a conference room. Any employee can ask a question and also answer questions by their own opinions and views. The manager can show his subordinates his / her perspective and if there are questions he / she has unsafe answers, he / she can use the income support from other employees. In order not to lose credibility, the manager must

find answers that are as well grounded as can be demonstrated and supported scientifically.

Another effective method is that of informal meetings meant to complete formal encounters. This is appropriate in exchanging information, improving the teaching or, why not, recreating employees. Interdisciplinary and the widening of the horizons of each discipline are often discussed, supported by informal meetings. These meetings can take place both inside and outside the institution, the space different from the workplace and the familiar atmosphere is a plus for communication.

At the same time, the problems encountered by each employee must be taken into consideration and a way of knowing the obstacles encountered is the technique of letters sent to managers by means of a box to which they have access only. Thus, the problems are real exposed as soon as they are encountered, their solving being direct.

We can deduct that the development of trust between manager and subordinates is in favor of the positive climate within the institution. Davis quotes a study according to which "the higher the confidence in the manager, the more subordinates have more confidence that the information he has taught is correct" (Davis, 1981, p. 433). If the confidence in the manager is at low limits, the more messy messages he gets are not taken seriously. For good faith and due respect for the information and decisions taken, the manager needs to improve communication within the organization.

A strategy that proves to be effective for several important issues in the organization is the use of several communication channels (Rossen, 1975, p.199). The method is based on repetition, message transmission and then repetition for a greater probability of reception and understanding. Some messages need to be transmitted both verbally and in written form. But it should be taken into account that too much communication can sometimes lead to errors. With a large amount of information there is a risk of overcharging. Therefore, the Baron brings to attention the dimensions of solving the phenomenon of overloading (Baron, 2007, p.334): Use of people to automatically restrict the flow of information; Filtering decisions, choosing which will be put into precision and which will not; Establish priority information arriving at a point in the organization.

By combining the most useful methods and having a positive communication, related phenomena will be created. Thus, knowing the phenomena and professional aspects within an institution maintains the authority of the manager. It can't be said that he needs to know all areas better than the rest of the staff, there are specialists in each field but the manager must

be able to predict and be able to co-ordinate so there is continuity within the institution being run.

5. Conclusions

Even if the results of the researchers focus on the emotional and social behavior of the pupils, thus identifying the contribution of the school and of the environment of origin, it is not necessary to make generalizations based on them, because there can't be neglected the considerable differences influenced by the sociopolitical and economic context of the investigated school. Differences occur both between different educational units and within the same education system. Thus one can say that a manager is effective if he fulfills some essential elements - has a clear vision of the respective school and of the entire education system, can determine the entire subordinated staff to share the same vision and organize their time so that they fulfill the mission what comes from this vision.

From the above, we can conclude that the development of trust between manager and employees comes in the good of the organizational climate. Trust provided ensures flow of information accurately without tilting or barriers. Trust must not be asked, it must be earned, as each person can be confident in the manager with the higher respect for him. Communication must not respect a single channel and it should expand and be as diversified as possible for a correct understanding of the information transmitted by both the transmitter and the receiver.

Because of the risk of overloading, each manager has to meet certain requirements from the beginning, namely: the information to be trained, the forwarding of the staff to the results, the reduction of the related stress and the streamlining of the information. Last but not least, managers need to find the reasons that are useful for some non-routine activities and which, due to lack of solid arguments, may seem inconsequential to the subordinate staff. Once exposed, people will not feel like simple performers, but will be part of the whole institution, given value. Optimization of communication can be done by respecting all other organizational aspects and is a decisive factor in determining them.

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