

## THE IMPACT OF THE NEW EDUCATIONAL MANAGEMENT IN SCHOOLS

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**Abstract:** *The transformation processes of society in recent years, the transition to post industrialism and the knowledge society are all challenges for the education system and training. Along with providing access to education, to gain a highly qualified level, the relevance and quality of training of learners has become significant. In this context, quality assurance in vocational education and training, acquires new meanings and involving new institutional roles. Education more than any other area involves opening and to include social and cultural systems in all their complexity, their knowledge and analysis, comparison between forms of training between different educational systems, association and dissociation operated with lucidity and objectivity. Being a teacher means having a major awareness of responsibilities, shaping the young generation for the study, discovering their personal way, their vocation, their own sense in relation to world, profession, becoming the a human for society. The teacher cannot be trapped in an unique formula of education and cannot ignore the diversity of pedagogical approaches in teaching.*

**Keywords:** Educational management, impact, literature, modern society, reforms.

### *Literature Review*

Education management is a field of study and an operating activity aimed at how educational organizations run. The field of education does not have an universally accepted definition because it derives from a range of disciplines such as sociology, devoted sciences, politics, economics and general management [1].

Bush (2011) argues that education management should especially consider the purpose and objectives of education. They are the subject of some debate and disagreement, but the principle of connecting activities and tasks management goals of schools remains vital. These benchmarks provide fundamental support for education institutions while the management considers it can achieve

certain educational goals. If the connection between the purpose and management is not clearly defined, there is always the danger of skidding in “bad management”, with “an emphasis on procedures at the expense for goals and educational values”. Some approaches to the educational management concern especially the objectives of the institution, while other models emphasize individual goals. Between these two, there is interposed a range of optical opinions from those who claim that “institutional” targets could be members imposed by leaders with decision making powers within the unit school, to those who say that individual objectives should be specific themes for the organization in order to be relevant for its members and stakeholders [2].

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): e.g., developing consensus on school goals focused 3 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). In terms of educational management, Bush (2011) links leadership values with purpose and management Leadership and management are equally important, given that schools want to be effective and reach its goals. If a clear view can be crucial in determining the nature and the direction of change; of equal importance is to ensure that implementation of innovations is conducted effectively, while some elements are subject to change.

### ***School management – developing the modern society***

The quality management is which the role of management is included, is a mastery activity, which aims to maintain and develop a social system, expressed through different forms of institutional organizations at a micro and macro level. Management, the science which organizes

and manages existing institutional units, based on the respective human and material resources, is the process of producing social values. In this social process, in which the human being (being the appropriate human resource) acts in order to work and to create material goods.

The manager is personality who builds leadership skills to the demands imposed by the evolutionary development of the human intellect and the needs of social life. Social life, changing in content under the influence of educational and instructional processes, requires the manager or school manager, to adapt to the conditions and obligations in relation to the conduct of shares, dependent on the existence of human phenomena. The manager, the person who adjusts and stimulates the functioning of a system, which needs to change its dependence on the uninterrupted skills in need of the human factor and the development of social media. As these social and human needs develop, the manager is the one who must capitalize its own intellect in all theoretical and practical functions integrated in the school field [3].

The role and the model of a leader must operate on the basis of fundamental principles, on which he/she is based and which consists of a noble cause to their rules of conduct and developed capabilities, according to scientific theories about this function of management. Continuous improvement of its own leadership model operates in terms of responsibility towards themselves and the institution he/she manages. This is a process by which the manager establishes himself in time as a personality and this, in turn, forms directly the personality of institutional unit, focused on values, thus influencing human development in relation to social and human needs. Social and human needs generated by knowledge processes, updates its presence through science.

The school manager with multiple obligations and responsibilities, is a personality representing reality through

concrete forms of educational institution. A school manager takes diversity of responsibilities, manifested by the interaction of educational services achieved through the latest techniques of organization and institutional management. The complexity of managing, joins with the direct participation of school managers in training and beneficial educational processes; the action of proper communication with subordinates, students, parents of students and other community members; design and management of the educational quality and financial management of the institution; the formation of a healthy psycho-social environment within the school unit and, not least, the „actor” who must fulfill the role of a friend and true teacher of the pupils.

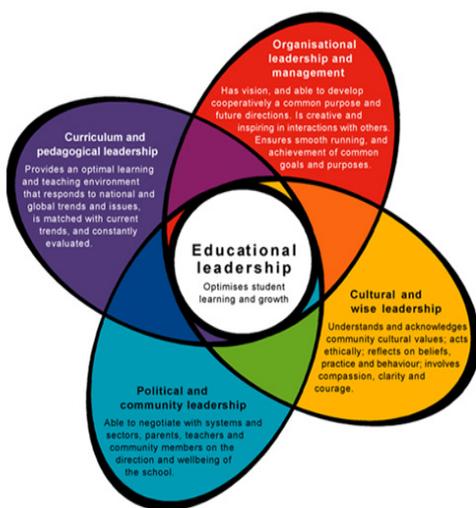


Figure 1: The educational leadership functions

The institutional communication, depending on needs and requirements, forms the educational system of values by which the manager school is a stimulating positive energy that develops and creates the perfect picture of an educational management. Eventually, a manager orients students, teachers and other educational

staff and provides technical value to those activities that unite the distinguished role of the educational process, making it more qualitative and competitive. A school manager, aware of his actions and his personality, promotes dignity in schools and shapes the school’s image.

The school manager, always has to be in step with modern society, is followed by great responsibilities with character to reform methods of continuous education and training, thus forming human dimension with authentic personality. This major role in the formation of people, the educational manager conceives using school policies and educational techniques (complemented the traditional and contemporary techniques) to content identity motivation and personality, which includes all factors that contribute to a student's authentic behavior. The manager of the school, while being also a teacher, must appear as a factor of production of curricula, having an explicit and clear notion of real training, thus becoming a model of knowledge both for himself and for students and the entire team of teachers. Being a person with high intellect and extensive knowledge in various subjects and fields, the manager contributes substantially to the formation of an intellectual balance that motivates and develop all forms of performed school efficiency and actions.

The intellectual capacity of manager results in positive school activities, with the decision to support a system that sets the correct direction of administration of the institution. Using appropriate decisions, a manager with its own personality can establish and secure the achievement of solidity and evolution of the school.



Figure 2: School vision – a manager perspective

The authentic relationship between school managers, teachers and students synchronizes the multitude of actions with positive results and requires the qualification of true personalities, which is an indispensable condition to influence the administration. The school manager, the person who determines the reality of the school environment influences the social process by which it merges the human relationships with the action to produce values, effects and impressions [5].

To have a positive influence on the entire social environment, a manager school is obliged to meet certain requirements and conditions as logical thinking, strong mental attitude and right moral level of knowledge, the ability to be an entrepreneur and moderator to take appropriate decisions, the quality to be competent in all actions performed. To produce a real example in managing school, a manager is obliged to master the theory and practice of fundamental processes of training and education or educational management features. With intellectual qualities, professional, entrepreneurial, and interpersonal, a manager is one who promotes quality educational processes, the image of the school, the student and the teacher's individuality. In essence, the action is the result of a successful manager

to have the ability to lead, guide and motivate the student and the school's entire teaching staff, while creating performance in the educational institution.

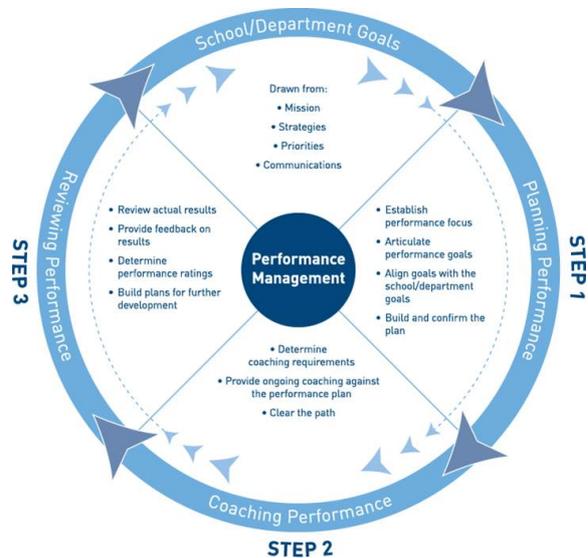


Figure 3. Performance management in schools

### ***When educational reforms fail – Romania's case***

After joining the European Union and NATO, Romania's modernization is made under the influence of sociocultural Western institutions, whose rules and influences cannot always be applied to Romania's education [4].

Analyzing international university rankings (eg. ARWU, THE, QS), the administration of world-class universities and Romania's psycho-cultural profile (see figure 4 – Hofstede), it can be seen that competitive universities seem to be the expression of western values related to "individual autonomy" and "power sharing". In a modern and competitive educational system we need:

- Powerful personalities / In Romania, in a collectivist culture, individualization / differentiation based on personalities is not encouraged;
- Innovation/ Innovation is the engine of competitiveness. Innovation often involves change, risk and uncertainty. In Romania, in a culture with a high level of uncertainty

avoidance to future, innovation (the new / change) is not encouraged;

- Participation in decision-making and power sharing/ In Romania, in a culture with high concentration of power, this is not encouraged. Indeed, this strong size does not encourage Romania for example, in creating small academic units, flexible and autonomous;

- The judicious use of rewards and punishments/ In Romania, in a culture that does not appreciate gratification / indulgence, this is not encouraged. On the contrary, in Romania rewards and punishments seem to be managed undifferentiated and illogical, not enhancing performance and differentiation, but homogeneity;

- Immediate effects/ In Romania, in a culture with a slight overall focus on the long term, this is not encouraged. But people can build on this trend, to show the importance of long-term paradigm shift. In addition, it appears that the Romanian educational environment, however, is more focused on short-term;

- Constructive Competitiveness / In Romania, in a culture with a consensual dominant trend, this is not encouraged. Indeed, in Romania, the focus on maintaining the relationship is more important than focusing on tasks.

Overall, though the competitive educational environment - especially at a university level - most countries/ cultures / societies are created on Western values. In this area, it is hard to have a competitive environment, without these values. Even traditional countries/ cultures/ societies

become competitive in education in this environment with a different organizational culture, often guided by western values.

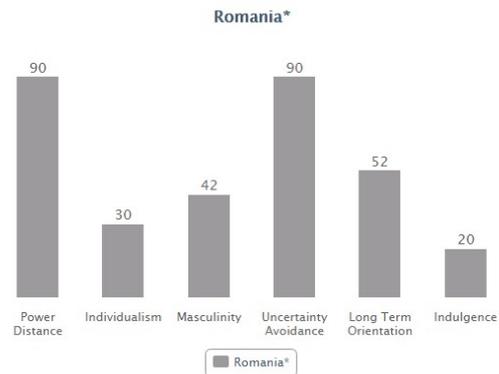


Figure 4. Hofstede for Romania

### Conclusions

The role of the educational management will become very important in the democratization of the student-teacher relationship, involving the creation of a positive climate. Lifelong learning becomes very crucial in the dynamics of a society, and knowledge is the main driver, whose presence promotes key skills, a high occupancy rate, and fulfilment on a personal level. Educational management, training, leadership, are actual concepts more than ever in the present in reality. The manager's role is to permanently analyze the evolution of demand in the labour market, to systematically consult and modify strategies in order to benefit students under existing and future situations.

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