

The needs of education (license) in the management of changes in schools

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Abstract

Education is facing a great challenge. Even though future perspectives are yet “unseen”, changes referring to the schools’ function for effective management surely exist. The assistance in the acceptance of changes in the educational system and generally at work, presents one of the main aims of the educational management in this sphere. In this context, we posed two questions: “how much does the educational management assist in the framing of the changes in schools in general?” and “how much does educational management assist in the preparation and implementation of the principals’ agenda (plan)?” The main aim of our research is through studying the principals’ thoughts and attitudes to examine the actual needs in educational managing in the realization of modern school functions. As research instruments, we have used the descriptive-analytical method, interviews and a paper-survey concerning primary and secondary school principals. In our article, the needs of educational management of the principals’ will be studied through the usage of eight indicators: the schools’ culture, the technology development in schools, human resources, leadership with financial tools, the progress of the educational aspect, the coping with the changes, the education for changes in the system and innovations in management.

The education (license) of the principal, as a strategy for changes (innovations) in the school is needed in their job. The principals as leaders declare that managing with financial needs presents a great challenge concerning human resources potential and managerial innovations. Managerial education would gain greater effect if all the principals worked together with their potential in activities with educational continuation. Innovations in schools represent a contemporary challenge not only in our society, but in the whole modern world in general.

Key words: education, management, innovations, principal etc.

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Introduction

Taking into consideration the fact that in education at all levels, the tendency of changes in the system is moving towards modernism and contemporary teaching, the principals` training for leadership in schools is a major factor in the educational process. The definition of needs for educational management in our region should be established in the context of defining innovations in the system for market economy, state and local power.

This process of integrating contemporary management in the field of education, scientific-research and educational activity, is not at all simple nor easy, taking into consideration not having the needed tradition, resources and staff, normative-legal regulations etc. We therefore think that, parallel leadership of activities is needed for effective management involvement, the starting point being the formation and training of managerial staff, which would bear the responsibility for successful work. Management is the process of creating and supporting the conditions where individuals, while working together in groups effectively, achieve certain goals. The successful manager, during his optimal management, should necessarily manage with both work and himself, in order to gain the trust of the staff he is working with. The staff knows the manager very well and can distinguish whether he is a person which has his "SELF" (UNI) or "NOT". When conducting with oneself, the manager is required to plan and is estimated on the basis of the achieved results.

1. The necessity of education management

Determination of needs in educational management in our country should be done in the context of the new determinations in the systematic market economy and the local government. In this context, the needs for educational management, should at first hand be determined as a qualitative category, then as a quantitative one. Employment opportunities, namely achieving labor market, itself will regulate the number of candidates to be enrolled in training to acquire the licence for the director. On the other hand, the administrative and managerial staff worldwide and in our country are regulated from two large groupings:

* by order of the professional profiles, that after being hired have shown relevant skills and interest;

* by order of staff with managerial education (C.Smilevski, 2001 f.155-156).

Regarding staff resources, which are very complex, each and every organization joins:

* people that will perform the work and which are tied with each other (interactive relationships), relationships which have to be described in a structure. Every person in the organization sees the opportunity for realization of personal goals. .(K.Petkovski,M.Aleksova2004 f.15)

Having in mind the above-mentioned suggestions, the following findings are possible:

* In qualitative views- management framework is needed, with education and relevant certificates or to have passed the required exam for managers (directors), that is held in some higher education institutions in our country.

As in the terms of the need for educational management each employee expects from the director (manager) of his own to be successful, this means to be rational, pragmatic, practical or efficient, but also simultaneously effective, i.e. qualitative in management of the organization. (K.Petkovski,M.Aleksova2004 f.214)

An effective manager (director) should:

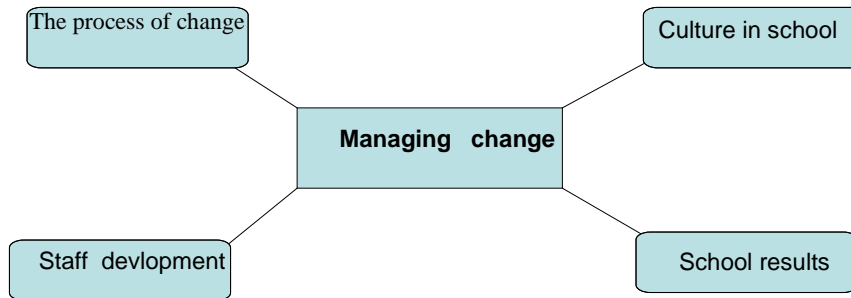
- *care more than others think he should;
- * risk more than others think is safe;
- * to dream more than others think that is practice;
- * to expect more than others think is possible.

In contemporary terms the question is not whether management is needed in educational institutions, scientific or similar institutions, but how to implement management quickly and how to become operational by these entities including market economy which the world aims at. .(T.Gocevski,2006,f.70).

An educational change is termed successful if the chronology of all these stages, including initiatives, implementation and institutionalization are surpassed.

It is important to note that change is not the occurring in events but the process which should be understood as a journey. (Hopkins D.Ainscow M.West M.1996, 35.36).

More factors affect the process of change or changes in school leadership. An interesting quote is provided by Fullani:



"The management with changes is directly determined from the process of changes. That is, until the process of change and progress has achieved a certain dynamic schedule of activities, it is completely clear that management with changes will be in an organized and disciplined manner. As a basic element for successful leadership changes in schools is school culture, and that means a set of beliefs, expectations, values and investment earned by the members of the enterprise."(David Thomas. W, 1996. P.123)

Also, according to the author Robinson, it is an investment of values, beliefs, expectations and norms acquired when it becomes part of the organization or through the organization over time. (Robinson, J. Richard, B.Johan.A., 1985, p.341)

2.The need of education (lisencing) for the management of educational changes in schools

Taking into consideration the fact that a manager is responsible for the developmental goals of the school, he therefor conducts an annual program of his own responsibility to manage the performance of employees and their refinement, monitoring, counseling, leadership and strategy, but to also systematize all this with time and continuous work. In our research, the need for educational management of directors is studied through the following indicators: school culture, the schools' technical and technological development, resources, financial management tools, progress in educational work, dealing with changes in education, education for changes in the educational system and managerial innovations. The obtained results from the questionnaire are presented in table nr. 1, in the form of evaluation points, the arithmetic average and ranking

Directors involved in the research expressed greater need for management education in relation to managing with financial tools.We assume that this need is tied on one side with the modest

budget with which schools own and everyday expenses of the schools' budget burden. Only successful managers can effectively manage with adequate consumption of tools and resource,s taking into account that the budget is closely linked to the quality of educational work. Another need for the educating managers that is required are human resources, innovations and building school culture. These indicators show that the manager's job is not only present and responsible, but is an integral part of the daily schedule of the manager-director. Also, significant number of points are given for the need of education reform in the educational system and the need for monitoring the technical and technological development. Eventhough the principals involved in the proposed research for educational managment rank the proposed needs from 1-8, however from the statement of points we can conclude that the difference between the rankings is minimal respectively 3,68% in the highest rank and 5,99% in the lowest rank. This situation can best be seen in chart nr.1. From the above-mentioned indicators we may conclude that the need for educational management of principals is multi- dimensional, where each dimension for itself but also in the context with the overall managerial performance is very important. All this emphasizes tha need for educational management, which we assume should be realized in permanent form during the performance of professional engagement of the manager-director.

Table nr.1 The need of education (lisencing) for the management of educational changes in schools

The demand for education in educational management	point	\bar{X}	Rangu
Culture of school	404	4,12	4
Mechanical and technological development	485	4,75	7
Human resources	384	3,80	2
Financial funds	361	3,68	1
Rises in career	605	5,99	8
The direction of change	451	4,37	5
Educational system	457	4,44	6
Management innovations	398	3,86	3

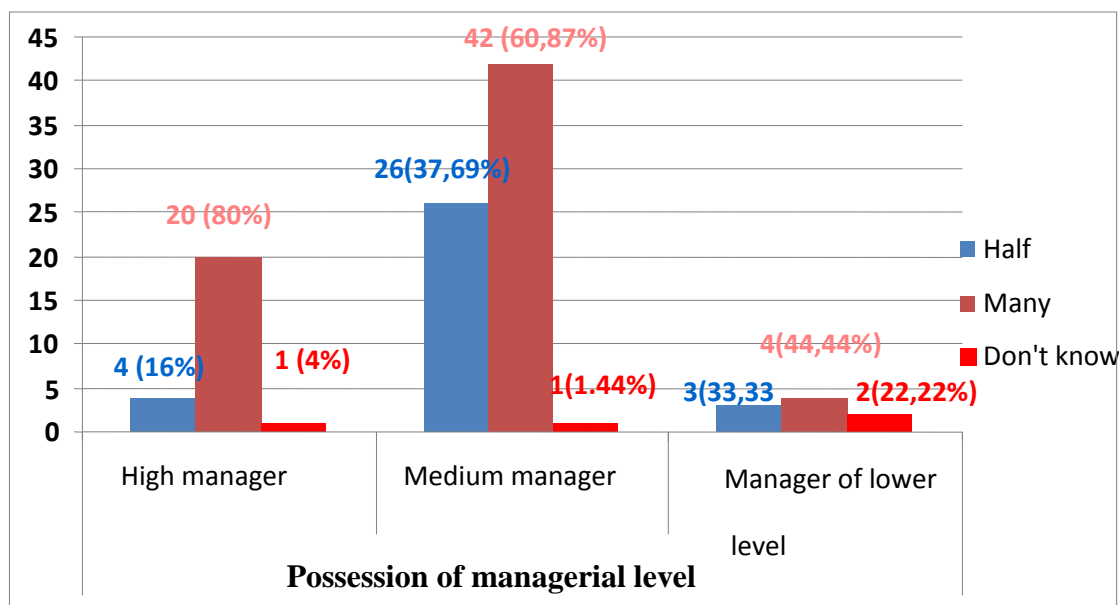
2.1. Assistance in introducing changes and managerial level possession

Possessing managerial level is also studied in relation to the fact that it has helped during the framing of the changes in the success in schools. The results are presented in table nr.2 The importance of management education in relation to aid in the introduction of changes, expressed in the greater number of respondents, thus confirmed that changes in school are not possible without appropriate education. A fewer number of respondents, being directors that have attended less educational content management do not perceive the importance of educational management and do not know how to further apply it if they get the position. This data emphasizes the need not only for greater involvement of directors with educational management, but also is concerned with the organization of campaigns which will familiarize this form. This situation can best be seen in graph nr. 1

Table nr. 2. Assistance in introducing changes and managerial level possession

Assistance in the inclusion of changes	Possession of managerial level							
	High manager		Medium manager		Manager of lower level		Total	
	F	%	f	%	f	%	f	%
Half	4	16	26	37,69	3	33,33	33	32,04
Many	20	80	42	60,87	4	44,44	66	64,08
Don't know	1	4	1	1,44	2	22,22	4	3,88
Total	25	100	69	100	9	99,99	103	100

Graph nr.1 Assistance in introducing changes and managerial level possession



2.2. Assistance for the inclusion of changes in the directors' (managers) program and the level of managerial education

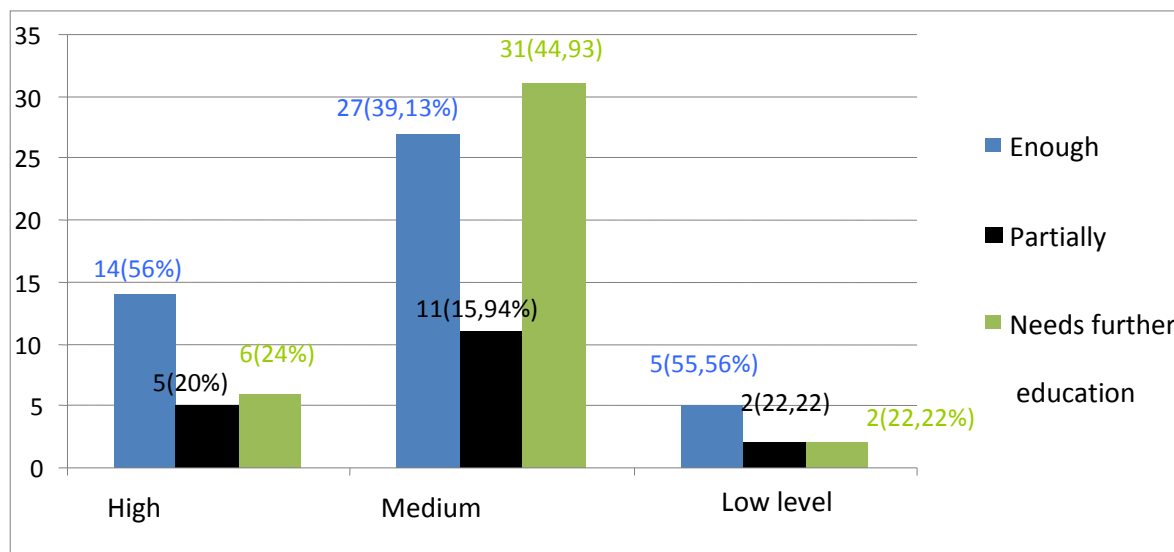
In relation to the question of how education helps in bringing managerial changes in educational programs for schools, principals that were surveyed stated as most helpful the involvement in new programs (44.66%), but also an important percentage expressed (stated) the need for further education and that being 36.90%.

Table nr.3. Assistance for the inclusion of changes in the directors' (managers) program and the level of managerial education

Assistance in the principals program	The level of managerial education							
	High		Medium		Low level		Total	
	f	%	F	%	f	%	f	%
Enough	14	56	27	39.13	5	55.56	46	44.66
Partially	5	20	11	15.94	2	22.22	18	17.47
Needs further education	6	24	31	44.93	2	22.22	39	36.90
Total	25	100	69	100	9	100	103	100

$X^2=6.74$ $df=4$

Graph nr.2. Assistance for the inclusion of changes in the directors' (managers) program and the level of managerial education



According to the value $\chi^2 = 6,74$ there is not great statistic difference between the attitudes of respondents depending on the level of management education.

Conclusion

Education management as a strategy for change in school presents contemporary trends in the implementation of the new role of managers in schools. The new role of managers is multi-dimensional and he appears as a leader, partner, observer, negotiator, translator and entrepreneur. In the work of the director many of these functions or roles are not implemented or implemented formally, dominated through it's leadership role in terms of control. Education management plays an important role in training the manager's personality except for the main role and experience of the manager.

* The need for education (licensing) of the manager as a strategy for change in schools, is an important need in the work of directors. The need for managerial education of directors is primarily directed towards the advancement of culture, education, technical and technological development, human resources, financial resources, progress in work in general, leadership changes and the introduction of managerial innovations

Besides numerous aspects of the work of directors as managers, however, according to the statement of the surveyed, management funds, represent a great challenge in work while engaging with both potential human resources and managerial innovations.

* The inclusion of changes in contemporary schools is a challenge not only in our society, but also in the modern world in general. By rating the percentage of management education through the majority of the respondents, most declared that they do possess enough education to perform new functions, but nevertheless, an important percentage of respondents highlighted the need for further education with more enhanced content. Management education will also gain efficiency if all potential directors were involved in an activity with educational continuity.

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