

Management Activities and its Practical Implications on the Educational Process

Maksimović Jelena

University of Niš, Serbia

Simonović Nikola

University of Niš, Serbia

Abstract

Purpose: *The stronghold of management, as a scientific field, can be originally found in the postulates of economic science. The aim of this paper is a theoretical analysis of management activities with practical implications for the educational process. The democratic era has created new environments in schools, where there is an increasingly pronounced transformation of school management, which is becoming the main focus of education reform and the educational process. Based on that, there is hope that this research will make a modest contribution to shedding light on this extremely current and extremely important issue in the future.*

Keywords: *Management in education, leadership, managing human resources, competences, professional development*

JEL Classification: *I21*

Corresponding author: Jelena Maksimović, jelena.maksimovic@filfak.ni.ac.rs

1 INTRODUCTION

The essential determinant of management, which is probably most often found in the literature, is that it represents a universal activity and process and that it is present in various and numerous social spheres. It is necessary to mention that its stronghold, as a scientific field, is originally in the postulates of economic science, given that it was created by solving problems, primarily of business organizations. However, giving prerogatives to such a narrowly oriented point of view, outside the epistemological context, cannot be justified, because management is a universal activity and process. The definition of management as the art of achieving things with the help of other people" certainly speaks in favor of that. Relying on such a broadly formulated definition, this paper is focused on the analysis of the management process in education.

2 THEORETICAL FRAMEWORK

The term management is most often translated as organizing or managing something and it is necessary for the normal functioning of various types of organizations, starting from family, school, faculty, hospitals, sports clubs, cultural and

artistic societies, business organizations, the state and the army (Bahtijarević-Šiber et al., 2008; Lekić, 2018; Sikavica et al., 2008). Management is the process of planning, organizing, managing and controlling the work and members of the organization using all available means of the organization in order to achieve the stated goals, coordinating work-related activities so that they are performed efficiently and effectively with people and with the help of other people (Robbins & Coulter, 2005; Vilotijević et al., 2011).

On the other hand, a concept that emerges under the auspices of management, school management is a relatively new discipline within the syntagm of management in nonprofit management education that is an integral part of it. This is evidenced by certain synonyms in the concept of school management, especially in the Anglo-Saxon literature, so often the terms educational management, school leadership, education management (educational administration) and school management management (Staničić, 2006). School management is viewed as a form of school management and administration with a special modern form of management that starts from the basic principles of organizations, as well as advanced forms of interpersonal skills of managers, is precisely the model of management based on the needs of the school.

The school-based management model is a more advanced type of school management that has greater powers and responsibilities and significantly exceeds classical management. Since the late 1980s, the development line of school management has become an important trend in many countries, in the context of finding a causal link with school efficiency, better decision-making that would enable schools to implement necessary strategic and operational changes in building effective school culture (Bush, 2008; Yin & Mo, 2007). This is supported by research (Robbins & Coulter, 2005), which analyzes a theoretical model that describes the process through which SBM (School-based management) can generate improvements in the decision-making processes used in school. Better decision-making will enable schools to implement the necessary strategic and operational changes, and together they will help build an effective school culture.

School management viewed as a form of school management and administration with special emphasis on the implementation of school obligations, financial resources and working conditions, which is based on the basic principles of the organization, as well as advanced forms of interpersonal skills of managers, it is the management model based on the needs of schools (Bandur, 2012; Barrera-Osorio et al., 2009), and it can be observed at three levels at least: at the level of education system management; the level of management of the educational institution; and the level of education program management" (Vilotijević et al., 2011).

HUMAN RESOURCES: As management itself is strongly influenced by the behavioral sciences, because, among other things, it focuses on the human dimension, it is important to emphasize the importance of human resources for the successful functioning of any organization. The possibility of developing these potentials, which are characterized by complexity and individuality, presupposes the existence of an efficient and comprehensive human resource management system, which is certainly one of the important fields of management in general (Blašková, 2011; Dubois & Rothwell, 2004; Sikavica et al., 2008). The specificity of human resource management is reflected in the fact that this discipline first appeared as a practice, and then developed into a scientific discipline (Koryak & Nicolaou, 2016; Masud et al., 2018; Milojević & Đorđević, 2012; Noah, 2006; Torrington et al., 2005). The goal of human resource management as a scientific discipline could be defined as determining the regularity of human behavior at work and creating basic scientific assumptions, principles, methods and procedures for successful integration and development of human resources to achieve organizational and individual goals (Stefanović & Milutinović, 2008; Sućeska & Pržulj, 2019). In this regard, it is created by combining knowledge related to man and work, and they have developed and are based on different sciences - psychology, sociology, economics, andragogy, occupational medicine, labor law (Hanić, 2017), and since man is in focus, considerations must also have an ethical dimension of reflection on the theoretical concept of human resource management (Bogićević, 2004; Dessler, 2007). It is, therefore, an interdisciplinary phenomenon because it encompasses educational

determinants, psychological-sociological characteristics, as well as managerial-marketing characteristics.

The general and most important goal of human resource management is to achieve organizational success with the help of people and their potentials (Dubois & Rothwell, 2004; Robbins & Coulter, 2005; Torrington et al., 2005). Precisely, with a kind of transformation and metamorphosis of the personnel function (i.e. personal function) into one of the crucial functions of management, management activities related to human resources have finally become part of management activities (Lojić & Kulić, 2009), which are the subject of this paper, gaining exceptional strategic importance for the organization and business of any team. Human resource and resource management refers to leading people and managing them and today it becomes a good feature of every manager (Armstrong, 2006; Blašková, 2011; Turk, 2016). In postmodern society, human resource management is unequivocally one of the key problems of school management.

SCHOOL MANAGEMENT AND PRINCIPALS:

Consideration of management in education as a dual process is reflected on the one hand in the specifics of shaping the management process in schools and the implications of its practical application, and on the other, in the specifics of various activities that make this process different in school. Due to the fact that the educational process is one of the most complex socially oriented services, lately, the transformation of school management has become the main focus of education reform, which has prompted various investigations into assessments of different national school management strategies according to their contribution to quality school system development.

Education and continuous professional development of school principals within the concept of lifelong learning, development of social skills training, leadership training, teamwork, based on interactive teaching methods, but also the emphasized need for institutional education of principals before taking over, defining competency standards, precise, clear and measurable criteria for their selection must be highlighted as very important. All with the aim of raising the role of school principals to a higher level of professionalism, and making efforts to identify requirements whose fulfillment would increase the efficiency of the work of principals and thus the quality of education in educational institutions. The following domains are crucial in relation to the professional competencies of school principals and their career development (Teodorović et al., 2019): leadership and management in schooling and education; leadership and management based on values and vision; human resources management; organization management; personal and professional development. A kind of transformational leadership skills of principals can be seen in forming ideas, building a shared vision, sharing power, gaining trust and experiencing success, so transformational leadership of school principals plays a key role in school development (Yang, 2014).

The democratic era has created new environments in schools and, as a consequence, reflected on the expectations related to school principals as admirable and recognizable leaders, which further implies that it is necessary to make even greater

efforts in the future in terms of education and their continuous professional development (Staničić, 2006; Teodorović et al., 2019; Vilotijević et al., 2011; Yang, 2014). In this context, Bush (2008) argues that managers as recognizable leaders of self-governing schools must be able to develop and implement a cyclical process that includes seven management functions: goal setting; necessary identification; priority setting; planning; budgeting; implementation and assessment. The enormous success of principals and their undeniable ability is reflected in how to motivate and get the best out of their employees (Smith & Riley, 2012; Townsend, 2011). All of the above speaks in favor of the importance of principals as key figures, in ensuring the efficient functioning of the educational institution and running the school in a way that allows teachers and all employees a high level of autonomy and participation in decision making, as well as reaching full work potential.

LEADERSHIP IN EDUCATION: Leadership is a key variable and a dominant feature in the management process in various social organizations, companies, etc. and in contemporary political and economic literature has the status of the most striking and propulsive development process (Nikezić & Dželetović, 2016). Leadership is the ability to inspire people and create a desire for cooperation to achieve business goals (Lojić & Kulić, 2009; Smith & Riley, 2012). It is the leaders who are the people who shape the goals, motivations and actions of others. They often initiate change to achieve existing and new goals (Bush, 2008; Hackman & Johnson, 1991; Townsend, 2011). In the literature one can find a description of a leader through five dimensions - a professional, an expert who is a leader in his team: he has passed alonger period of professional training and has experience in the relevant field; he is controlled by a code of ethics and professional values; has a strong philosophy and a clear vision; is dedicated to the basic work of the organization, ie. the quality of student learning; he is politically agile and aware of the external environment (Ribbins, 1997). A manager is by definition a leader, and a good leader should know the group dynamics and types of leadership in order to adapt his style to the relationships in the team he works with. The purpose of leadership is to deliberately influence people to contribute as much as possible to the achievement of organizational goals (Lekić, 2018; Torrington et al., 2005), and it is a significant segment of the functioning of any organization. There are certainly some terminological differences between leadership and management (Bush, 2008; Robbins & Coulter, 2005; Stefanović & Milutinović, 2008), and in this respect we underline, that of great importance for understanding the subject matter of the paper, it was necessary to make a precise distinction in the scientific definition of these terms.

MANAGERIAL-ORGANIZATIONAL-LEADERSHIP COMPETENCIES: Education as one of the most dynamic professions requires metacompetence of constant self-examination and finding ways to respond to the always new needs of the future society. Under the competencies some authors (Leburić & Zec, 2008), mean a complex mosaic of traits, knowledge, beliefs, abilities, skills, experiences, motivation, values, habits and self-regulation as

interdependent and related elements that enable an individual to act actively and efficiently in a specific situation. Competences are increasingly a dynamic and multidimensional category subject to constant change, enrichment and upgrading, which is influenced by various factors that are causally related. They are the core of every professional success and achievement, regardless of what they have done in life, because we live in an age of „learning civilization“, at a time when no degree is enough for a lifetime. Managerial-organizational-leadership competencies include: possessing the ability to express innovation through encouraging the free expression of ideas; motivating associates to participate and openly share and use available useful knowledge to make important decisions; shaping the cooperative atmosphere and collaborative climate; facilitating the dissemination of knowledge through organizational culture and initiative; possession of leadership skills, ie. leadership without disturbing group cohesion and team spirit; organizational capacity to utilize available material resources; emphasized leader traits and propensities for leadership (Bush, 2008; Chiriac & Granström 2012; Duignan, 2007; Dunhan, 2005; Fairman & Mackenzie, 2012; Noe, 2006; Spendlove, 2007; Xu & Patmor, 2012). These certainly include interpersonal competencies as indispensable (Englefield et al., 2019), human resources and resource management competencies as the main feature of every manager in managing people and employees (Turk, 2016; Tapani & Salonen, 2019), and competencies for pedagogical leadership (Armstrong, 2006; Evertson & Weinstein, 2006), i.e. leadership that includes school management.

3 SUMMARY

The task of every country that wants quality education is that it must inevitably permanently improve the educational policy aimed at the field of education and professional development of all employees, especially principals as managers and leaders. Leadership, as an inseparable part of management in education, certainly represents one of the fundamental issues when it comes to well-organized work at a high level, in and out of teaching, successful and efficient dealing with the educational process which is very dialectical in nature.

Educational leadership and management are areas of study and practice that deal with the work of schools and other educational organizations. It is necessary to distinguish management from educational leadership, which is basically responsible for policy formulation and, where necessary, organizational transformation and deals with the internal functioning of educational institutions, as well as their relations with the environment. Management is defined as an executive function for the implementation of agreed policy, which is also a set of activities aimed at efficient and effective use of organizational resources in order to achieve organizational goals. Management is the maintenance of an efficient and effective current organizational arrangement, and it can be seen as a process that connects teachers and all other employees with the success of students and the school. On the other hand, leadership in education is gaining in

importance, becoming the backbone of the entire education system. Built into the foundations of modern society, leadership also exerts its influence in the field of education and thus imposes requirements related to the necessity and inevitability of implementing reform changes in order to respond to the needs of modern society. It is often associated with improving the school.

In today's schools, strong and effective leadership is seen as a key ingredient in initiating change and strategic innovation. It refers to communicating to people their value and potential so clearly that they see it for themselves and to unleashing the potential of those around you. In the context of leadership in education as undoubtedly very important and current issues, its vision of the future, further strategic, research and practical efforts to improve and promote it, emphasize the importance of principals as key figures, in ensuring the efficient functioning of the educational institution and the fact that the current legislation defines a wide range of its powers as a manager. There can no longer be any doubt that those seeking quality education must ensure its presence and that the development of potential leaders must be given high priority.

Consequently, intensifying research and making even greater purposeful efforts in the field of leadership as an essential factor for initiating reform changes in the context of contemporary social tendencies is not only desirable, but also extremely necessary.

Based on the previous postulates that speak in favor of educational policy, aspirations for changes in them, certain professional projections of future development of leadership in education, it can be concluded that complex phenomena in education, such as leadership, management of human resources and potential in educational institutions, as well as development of managerial and organizational skills of all participants in the educational process, especially school principals, are increasingly becoming a necessity of the modern age instead of being just an ideal. Certainly, there is hope that this research will make a modest contribution to shedding light on this extremely current and extremely important issue in the future.

REFERENCES

- Armstrong, M. A. (2006). *Handbook of human resource management practice*. London: Kogan Page Limited.
- Bahtijarević-Šiber, F., Sikavica, P. i Pološki-Vokić, N. (2008). *Suvremeni menadžment*. Zagreb: Školska knjiga.
- Bandur, A. (2012). School-based management developments: challenges and impacts. *Journal of Educational Administration*, 50(6), pp. 845-873.
- Barrera-Osorio, F., Fasih, T., Patrinos, H.A. and Santibáñez, L. (2009). *Decentralized Decision-Making in Schools The Theory and Evidence on School-Based Management*. Washington DC: The International Bank for Reconstruction and Development/The World Bank.
- Blašková, M. (2011). *Human Potential Development: Motivation, Communication, Harmonisation and Decision Making*. Žilina: EDIS - Publishing of University of Žilina.
- Bogičević, B. (2004). *Menadžment ljudskih resursa*. Beograd: Ekonomski fakultet.
- Bush, T. (2008). *Leadership and management development in education*. London: SAGE Publications Ltd.
- Chiriac, E. H. & Granström, K. (2012). Teachers' leadership and students' experience of group work. *Teachers and Teaching – Theory and Practice*, 18(3), pp. 345-363.
- Dessler, G. (2007). *Osnovi menadžmenta ljudskih resursa*. Beograd: Data Status.
- Dubois, D.D. and Rothwell, W.J. (2004). *Competency-based human resource management*. Palo Alto, CA: Davies Black.
- Duignan, P. (2007). *Educational Leadership*. Cambridge: University Press.
- Dunhan, J. (2005). *Developing Effective School Management*. London: Routledge.
- Englefield, E., Black, S. A., Copsey, J. A. & Knight, A. T. (2019). Interpersonal competencies define effective conservation leadership. *Biological Conservation*, 235, pp. 18-26.
- Evertson, C.M. & Weinstein, C.S. (2006). *Handbook for Classroom Management: Research, Practice, and Contemporary Issues*. NJ: Lawrence Erlbaum Associates.
- Fairman, J.C. & Mackenzie, S.V. (2012). Spheres of teacher leadership action for learning. *Journal of Professional Development in Education*, 38(2), pp. 229-246.
- Hackman, M. Z., & Johnson, C. F. (1991). *Leadership: A communication perspective*. Prospect Heights, IL: Waveland Press.
- Hanić, A. (2017). *Etika menadžmenta ljudskih resursa*. Beograd: Institut ekonomskih nauka.
- Koryak, O. & Nicolaou, N. (2016). *Sustaining growth – the HR dimension HR practices and management and leadership skills of High Growth SMES*. ERC Research Report.
- Leburić, A. i Zec, I. (2008). Metodološki aspekti istraživanja kompetencija prosvetnih radnika na prostoru Zapadnog Balkana. U N. Pantić (ur.), *Usuglašavanje programa obrazovanja prosvetnih radnika u zemljama Zapadnog Balkana* (pp. 44–62). Beograd: Centar za obrazovne politike.
- Lekić, S. (2018). *Menadžment*. Beograd: Beogradska poslovna škola i Visoka škola strukovnih studija.
- Lojić, R. i Kulić, Ž. (2009). *Menadžment ljudskih resursa*. Beograd: Vojnoizdavački Zavod.
- Masud, H., Daud, W. N. W., Zainol, F. A., Rashid, N., & Afthanorhan, A. (2018). Past and Future of Human Resource Functions: Are We Done? *International Journal of Academic Research in Business and Social Sciences*, 8(11), pp. 1149-1171.
- Milojević, R. & Đorđević, B. (2012). *Menadžment ljudskih resursa*. Niš: Ekonomski fakultet.
- Nikezić, S. & Dželetović, M. (2016). *Liderstvo u organizacijama*. Kragujevac: Prirodno-matematički fakultet Univerziteta u Kragujevcu.
- Noe, R. A. (2006). *Fundamentals of human resource management*. Whitby, Ont: McGraw-Hill Ryerson.
- Ribbins, P. (1997). *Leaders and Leadership in the School, College and University*. London: CASSELL for British Educational Management and Administration Society.
- Robbins, S. P. & Coulter, M. (2005). *Menadžment*. Beograd: Data Status.
- Sikavica, P., Bahtijarević-Šiber, F. i Pološki Vokić, N. (2008). *Temelji menadžmenta*. Zagreb: Školska knjiga.
- Smith, L. & Riley, D. (2012). School leadership in times of crisis. *School Leadership & Management: Formerly School Organisation*, 32(1), pp. 57-71.
- Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, 21(5), pp. 407-417.
- Staničić, S. (2006). *Upravljanje ljudskim potencijalima u školstvu*. Rijeka: Odgojne znanosti.
- Stefanović, V. & Milutinović, M. (2008). *Menadžment ljudskih resursa u uslovima globalizacije*. Niš: SVEN.
- Sučeska, A. & Pržulj, Ž. (2019). *Menadžment ljudskih resursa*. Beograd: Data, Status.
- Tapani, A., and Salonen, A.O. (2019). Identifying teachers' competencies in Finnish vocational education.

- International Journal for Research in Vocational Education and Training (IJRVET)*, 6(3), 243-260.
- Teodorović, J., Ševkušić, S., Malinić, D. and Đelić, J. (2019). Leadership in education: the case of Serbia. In S. Ševkušić, D. Malinić, and J. Teodorović (Eds.), *Leadership in education Initiatives and trends in selected European countries* (pp. 163–180). Belgrade: Institute for Educational Research; Jagodina: Faculty of Education; Szeged: Hungarian Netherlands School of Educational Management.
- Torrington, D., Hall, L. & Taylor, S. (2005). *Human resource management*. Essex: Pearson Education.
- Townsend, T. (2011). School leadership in the twenty-first century: different approaches to common problems? *School Leadership & Management: Formerly School Organisation*, 31(2), pp. 93-103.
- Turk, M. (2016). Kompetencije akademske profesije. *Napredak*, 157 (1-2), pp. 145-164.
- Vilotijević, M. Radovanović, I. i Levi, S. (2011). *Menadžment u obrazovanju*. Beograd: Učiteljski fakultet Univerziteta u Beogradu.
- Yang, Y. (2014). Principals' transformational leadership in school improvement. *International Journal of Educational Management*, 28(3), pp. 279-288.
- Yin, C. C. M. & Mo, C. M. (2007). School-based management and paradigm shift in education: an empirical study. *International Journal of Educational Management*, 21(6), pp. 517-542.
- Xu, Y. & Patmor, G. (2012). Fostering Leadership Skills in Pre-Service Teachers. *International Journal of Teaching and Learning in Higher Education*, 24(2), pp. 252-256.

SUBMITTED: MAY 2022

REVISION SUBMITTED: JULY 2022

ACCEPTED: OCTOBER 2022

REFEREED ANONYMOUSLY

PUBLISHED ONLINE: 1 MARCH 2023