

Education of School Managers in Universities

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Abstract: The problem of education managers in higher institutions is determined by the necessity of transformations of the school and demand for a new type of managers in modern conditions of socio-economic development of the society. The lack of basic professional training of education managers is one of the reasons hampering the development of the education system. Training of education managers with basic vocational-managerial education becomes an urgent necessity for renovation and qualitative development of educational institutions in modern socio-economic conditions. This training is possible in conditions of the integral socio-pedagogical system at the university based on competence approach as a special form of cognitive and practical activities, which combines methodology, theory and technology of pedagogic and leadership education of the prospective specialists. This article is to provide the essential characteristic of the definition of “education management”, describe the necessity of fundamentally different type of a manager- an effective manager in the Republic of Kazakhstan. In addition, the article presents the materials of experimental work on training of the school managers.

Key words: Management in education • Manager • Education manager • School manager • Competence

INTRODUCTION

Education is recognized as one of the priorities of the long-term strategy “Kazakhstan-2050”. The overall objective of education reforms in the Republic of Kazakhstan is the adaptation of the education system to the new socio-economic environment. The President of Kazakhstan has posed the task to achieve the rating of the 30 most developed countries in the world by 2050. Improving of the education system plays an important role in this process [1].

Nazarbayev N.A., the President of Kazakhstan, has noted that “the nations are competing not only in goods and services - they competing in the systems of social values and education system”.

Republic of Kazakhstan, as in many other countries, intensively develops the education according to the challenges of time by the constant and systematic measures strived for expansion of international cooperation in the education and entering the international educational space.

The general tendencies of education renewal over past years are humanization, humanitarization,

democratization, decentralization, differentiation and individualization of education. In present, there is an active process in the formation and approval of the national model of education occurs, which the general principle is the creation of education system, capable to self-development according to demands of society and based on the ethno-cultural values. The formation of a cohort new generation of the heads is important in conditions of profound qualitative changes occurring during development of education. In fact, the fast developing education requires a fundamentally different type of the heads-an effective manager.

There is a great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes [2]. The connection between the quality of leadership and school effectiveness is demonstrated by researchers elsewhere in the world including Europe [3]. The Commonwealth Secretariat [4] also refers to this issue: “the head plays the most crucial role in ensuring school effectiveness”.

The link between high quality leadership and school effectiveness is also fully acknowledged by England's National College for School Leadership (NCSL), launched in November 2000: "the evidence on school effectiveness and improvement during the last 15 years has consistently shown the pivotal role of effective leadership in securing high quality provision and high standards effective leadership is a key to both continuous improvement and major system transformation" [5].

General: Manager is a person who determines the success of the joint activity of the people in achieving the objectives of the organization. A manager of any level, according to his functions, must meet the following requirements: learn a theory of management; strives for continuous learning the knowledge; be able to make quick and correct decisions in extreme situations and be prepared to take some risk; have developed communication skills and easy understand the psychology of the subordinates and follow to the cooperative style of leadership; adjust the functions with the strategic objectives of development of the company and the consequences of own decisions.

The professional dictionary describes an education manager as an employee professionally performing the functions of management of education based on modern scientific methods of management. There are three groups (level) education managers. The first group (the highest level) includes the administrative employees of educational institutions and education authorities; the second group (interim level) is composed of the heads of methodological, legal, financial, economic and other services of the education system; the third group reveals the teacher as an organizer of the educational activities of the students [6].

Bolam R. [7] defines the educational management as "an executive function for carrying out agreed policy". According to Kozybayev E.Sh., the management in education is a dynamic system of theoretical and practical interaction, focused on improving of the quality of educational services and functioning of all parties, aimed at the needs of internal and external environment and ensuring of the optimal functioning and compulsory development as a separate educational institutions as educational systems in general [8].

The analysis of the international and national studies represented in Doctoral Dissertation of Umirbekova Zh.B. [9] shows that management in education is a group of principles, methods, means and management forms of

organization of education to achieve the quality of education (the development of content, students, teachers and a system of resource allocation).

Management of educational institutions is not only an experience for anyone, this is the area of scientific knowledge and art that requires the specific skills and talent, as well as leadership qualities. A manager of modern educational institution is the position and profession because the management of educational institution possesses the characteristics of a profession: this is the priority functions, requires special knowledge, skills, special personal and professional qualities.

Unfortunately, there is no specialization "management in education" in the existing classifier of the universities of the Republic of Kazakhstan. The solution of this problem would create an effective system of management of education at all levels. Heads of educational institutions receive the leadership education only in the vocational education system through the retraining courses. Meanwhile, the number of scientists [10-13] notes that the modern manager can hardly appear by itself as a "natural talent" formed as a result of short-term training courses. There is a necessity in basic leadership education starting from higher educational institutions. In past years, there are a number of scientific studies and publications consecrated to this problem appeared. Most of them thoroughly analyzed the content of the activities of the Director of the school, developed a system of professional knowledge and skills, requirements to personality and described the experience of training and retraining of specialists in the institutes of advanced training. However, these studies consider the different management aspects (social and economic) beyond the scientific and pedagogical context.

Sapre P. [14] states "management is a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve organizational goals". The management of an educational institution is fundamentally different from the management of other institutions, enterprises, or social organizations. Bush T. [15] has argued consistently that educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction, which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Therefore, there is another, in our opinion an effective form of training of education managers to the management-pedagogical activity-the supplement of the higher professional education course of "Pedagogics"

with specialization “Management in education”. We have proceed from the specific features of the considered object-a school as a complex integrated educational institution, which combines various aspects of management: social, legal, economic, administrative and other interrelated in a complex integrated system of management. However, the main common aspect, which combines these, is the solution of educational tasks. Thus, the training of prospective managers of education should be based on pedagogical education because a specialist in the theory of management must understand the regularities of training, education and personal development. Therefore, the relevance of the training of prospective managers of education for management and pedagogical activities is stipulated by social expectations of renovation of the school activities and its leadership, demand in practical improvement of professional competence of the managerial personnel and the need to create an integral system of their training in the system of higher education.

Sociological research conducted in 2012 on the satisfaction rate of the directors of the schools of the Republic of Kazakhstan showed that more than half (65%) of the 300 respondents are dissatisfied with the work. The following problems of the directors of the schools are cited most often among others: leadership incompetence at all levels of the education system, including own; a regulatory and legal incompetence, the financial conditions of the schools; the development of innovations and other. Analysis of the results of various sociological and socio-psychological studies carried out among the Directors of the schools on the territory of Kazakhstan shows that the majority of them are not ready to tackle the new social problems at schools. Majority of the school directors operate on the basis of the legislative-executive paradigm, while their new functions require the implementation of innovation, design, communicative, reflexive-management activities. Unwillingness of the directors of schools to solve the problems of the developing management is also related with implementation of outdated psychological and pedagogical knowledge. In our study, we have investigated the educational needs of school directors, graduates of universities and pedagogical institutes. More than 76% of respondents admitted the need of basic professional management education.

The system of training of school managers should focus on identification of new objectively stable relations between the objectives, content and conditions, means and results of pedagogical and management actions.

Criteria of quality of educational results of training system are the qualities of a personality obtained through the culture of personality, socio-civic maturity, level of knowledge and skills, creative abilities, motivation, i.e. the levels of competence in professional activities.

Experimental: Experimental work on training of school managers to the management-pedagogical activities was carried out in the Master’s course “Pedagogy and Psychology” at the Faculty of Psychology and Pedagogy of Kazakh National Pedagogical University named after Abai (KazNPU named after Abai).

In 2012, we have developed a training program “Management in education”. The purpose of the program “Management in education” is the development of professional competences and the formation of system sight of the Master’s course students of modern educational institutions as a controlled educational system; an understanding of the concept of the specific educational institution (EI) as a socio-pedagogical system; a realization of system approach to the management and system analysis of the performance results as the tools of the development of EI.

We have developed the experimental system of the integral training of prospective school managers that significantly changed all types of activities: psychological and pedagogical, research, communication and management.

Our study has involved 50 undergraduate students of the course “Pedagogy and psychology” at KazNPU named after Abai. Control groups included 27 undergraduate students of the 2011/2012 academic year of the Faculty of Psychology and Pedagogy. These students were undergone only by input and final diagnostics. Experimental course was introduced according to the program and methodology described above in the groups (by 23 students each) of the students of the 2012/2013 academic year. In these experimental groups, the input and final diagnostics were conducted using same program and technology, as for the control groups.

Using the method of self-diagnosis ¹1 “Management-pedagogic competence of the school manager”, we have determined the level of completeness of the management-pedagogic competencies. The final corrections were made using the expert evaluation method ¹2 “Management of the situation” and the results for each participant were combined in the assessment table. The average means were determined in each group and further analyzed (Table 1).

Table 1: Dynamics of development of the management-pedagogic competences of undergraduate students in the control and experimental groups.

Type of competences	Control group		Experimental group	
	input diagnostics	final diagnostics	input diagnostics	final diagnostics
Psychological-pedagogic	3,85	4,02	3,71	4,19
Research	3,16	4,12	3,46	4,34
Communicative	3,72	3,8	3,46	4,37
Management	3,59	3,98	3,24	4,35
<i>Index of competence (average)</i>	3,58	3,98	3,47	4,31

Table 2: High-quality diagnostics of the development of the management-pedagogic competences of undergraduates in the control and experimental groups

Level of formation of the management-pedagogic competencies	The students revealed the formed management-pedagogic competence, %			
	Control group		Experimental group	
	input diagnostics	final diagnostics	input diagnostics	final diagnostics
Low	60,8	34,5	61,5	2,1
Average	39,2	58,3	38,5	74,1
High	0	7,8	0	23,8

The table shows that the control and experimental group were approximately at the same level before training. The final stage of diagnosis, the experimental group was ahead of the control in all areas of the management-pedagogical competencies that demonstrated the effectiveness of the experimental training program. The indices obtained after diagnostics indicate the development level of the management-pedagogical competences (psychological, educational, research, communicative and management) and management-pedagogical competence: 1-2 points-low level; 2-3 points-average level, 4-5 points-high level. For example, the index 2,8 indicates the average level in the range of 2 to 3. This allows us to follow the transition of undergraduates to a qualitatively different level of competence. The indices of the all undergraduate students both in the control and experimental groups indicated the number of students at the low, average and high levels at the input and final stage of diagnosis (Table 2).

Table 2 shows that the percentage of the students achieved the high level of competence significantly higher than in the control group that convincingly evidences the effectiveness of the introduced content-technological model for training of in the field of the management and pedagogical activities.

Quantitative data characterizing the dynamics of development of the management-pedagogic competences within the basic types of activity

reveal a clear tendency towards increase of the quality of training of prospective school managers. This confirms the efficiency of the suggested methodology of training based on system modeling and competence approach to promote the integrated training of school managers of education.

The present study has entirely confirmed the initial assumption about the necessity and possibility of purposeful training of school managers of education in a university prospectively determining its willingness to renewal and qualitative development of the school. Universities possess the objective prerequisites and conditions for solving of this problem.

CONCLUSIONS

The system of training of school managers developed in our experimental pedagogical work to developing management-pedagogical activity can be used in practical work of the higher schools of postgraduate training to improve the quality of training of education managers.

The study enables us to consider the modeling of multilevel training program of education managers for the system of continuous professional education (in the system bachelor-master-doctorate (PhD)) in perspective that will require new interdisciplinary knowledge and new research methods.

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