Educational Leadership and School Management

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ABSTRACT

This paper deals with different theories of educational leadership and school management. The research suggests that successful school management requires developed managerial and leadership skills and high social skills represent their core competency. In the modern social system, a good leadership becomes fundamental component of successful organization or institution. The principal is responsible for shaping the school's vision, for planning the development professional development of the employees. The key of the school strategic management success lies in common communication and work which will help the principal to achieve the success with all of his associates. This work will discuss the duties and competence of the principal in regulations and in school practice, whether the school principal is the manager or the leader.

Key words: Leadership, School Management, The Principal and School.

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INTRODUCTION

In the literature, there are two dominant direction concerning the terms: first, taking the terms management and leadership as synonyms, and another one that is based on the distinction between management and leadership. The concept of leadership can be interpreted as guidance   that is, the management. The leaders are expected to successfully operate the organization, convey to employees the basic assumptions, beliefs and values, so that they are able to accept and adopt them, in order to build a desirable model of behaviour of employees. The leader is oriented towards people; they inspire others with their values and ideas; they motivate and convince, therefore the leader has to have passion and skills for emotional impact on people and their activities (Mendez – Morse, 1992). A leader is a person who, with their words or personal examples, strongly influence the behaviour, thoughts or emotions of a significant number of human individuals (followers or the general population) (Gardner, 1996).

The power of Leadership comes from the vision and ability to influence, or driving energy that encourages a commitment on the part of people to overcome the obstacles in the future. A modern understanding of the leadership makes us believe that the ability of leaders to influence is related to their personality, as well as the effects of interaction with co-workers (Seifert, 2011). Mendez - Morse (1992) lists six key leadership characteristics that help principals to carry out changes in schools: you need to have vision, believe that schools exist for student learning, evaluate human resources, have good communication, be proactive and always be prepared to take risk. The leader must be able to feel and understand the point of view of each person in the group and to carefully take into account the feelings of employees, together with other factors important for making intelligent decisions. According to research results (Seifert et al., 2011), the most important characteristics a manager should have are: effective communication skills (27%), strategic planning (32%), creativity (24%), teamwork skills (11%), and negotiation skills (6%). According to Aleksic (2007), his study on the impact of gender differences in leadership, found out that behavioural differences that exist between managers are not fully conditioned. This author states that men give

more importance to setting goals as a key characteristic of effective leadership, while women give more importance to the provision of adequate interaction with people. Management becomes humanistic disciplines, that is, skills of working with people, and the only meaningful resource becomes knowledge (Bahtijarevic - Sunroof, 1999; Staničić, 2006; Jukic and Krznarić, 2010). School management starts with management function in education and can be monitored through four key functions: administration, management, leadership of employees and the school as an organization. The model of management is based on the needs of schools (school-based management or SBM) and it is a more advanced type of school management, which has a greater responsibility and significantly exceeds the classic management. In order to achieve SBM model, we have to set up autonomy and decentralization first, and afterwards we can talk about professionalism in school management. Strategic management is the skill and knowledge of formulation, implementation and evaluation of functional decisions that enable the school to determine its course to meet targets. The strategy is a Greek word, borrowed from military terminology, where *strategos* means general or soldier, that is, "general's skills" (the art of the general) (Richardson and Richardson, 1989). Implementation of the strategic plan demands development and improvement of organizational structures, composition and culture (Vidovic et al., 2009). Building a vision is an important and crucial concept in educational management and leadership. Ability, skills and performance of managers is based primarily on their ability and knowledge to continuously possess the necessary information about the middle of the organization (school) and to successfully face the changes in the middle.

Knowledge management as a phrase has been first mentioned in the late 1980s, as an interdisciplinary business concept that has its focus in organizational learning. Knowledge management is most often described as a process in which knowledge is created, overwhelmed, preserved, divided and implemented. Intellectual capital includes all knowledge of employees in an organization. It can be defined by three components: process, people and information technology. Unlike real or tangible assets, consisting of land and equipment, intellectual capital is intangible. It comprises the knowledge of the employees that is, human resources (Masic et al., 2006).

MANAGEMENT OF SCHOOL POTENTIAL-THE ROLE OF THE PRINCIPAL

Election of Principals is carried out in schools, principals are elected on the basis of a work program he or she offers, which is internally and externally verified and, after being accepted, it is implemented by the entire school staff in the planned period. The principal is a highly educated person who is trained and prepared for a complex role, and they have to be permanently and continuously professionally developed. The evaluation of principals is a specific component of the evaluation of the school. According to recent research, the principals should be pedagogical leaders, those who are well acquainted with the nature and organization of the teaching / learning process, suggesting an association between school management and student achievement (Education Development Strategy in Serbia until 2020). The Principal is also responsible for creating a positive climate, stimulating team work, constructive conflict resolution and the development of self-evaluation. As a rule, principals should be competent and professional enough to use appropriate styles of leadership in order to manage their credibility by doing their work and thereby influence the others, motivate and inspire the pupils, teachers, parents and wider community(Education Development Strategy in Serbia until 2020).

Leading educational institutions is a complex process that involves using certain types of influence and knowledge to a group of different people, processes and situations. The most important thing that certain persons must possess in order to meet the requirements of the job is the basis for success in work and job satisfaction. "Competences of principals are defined as functionally integrated knowledge, abilities, skills and value system which are the basis for the successful performance of duties and tasks in pre-school, primary and secondary education" (Regulations on standards of competence directors of the institution of education - Republic of Serbia , 2013). Standards are related to: management of the process of education and learning of the child in pre-school, or managing the educational process at school; planning, organization and control of the institution; monitoring and improvement of employees; development of cooperation with parents / guardians, the Managing Authority, the representative trade unions and the wider community; financial and administrative management of the Institution; ensuring the legality of the institution. Weiss and Kolberg (2003) compare competencies to an iceberg. They notices that skills and knowledge are above the surface while below the surface are social roles, self-image (self-concept) and people's motivations. Common principals' mistakes are related to human relations, due to the fact that they have built social competence and do not understand that communication does not mean their monologue but a dialogue including listening. Emotional intelligence of leaders as a complex phenomenon is the ability to observe, recognize and "control" their own and others' emotions. It includes a high level of self-awareness, combined with the ability to control every emotion, which enables leaders to demonstrate self-confidence and

Table 1. SWOT analysis (Karanac et al., 2009).

Internal School Analysis	
(Strengths)	**(Weaknesses)**
The strengths and benefits of schools; Why is it good to be a student of selected schools; What should be developed in schools? (For example ...); Tradition; Competent teachers; A variety of extra-curricular activities; Professional training; Cooperation with.... School In Relation To Environment	What are the drawbacks, deficiencies, weak points in the work of the school; What would be removed or changed? (For example ...); Incompetent teachers; Professional training; Cooperation with ...; Information; Inadequately equipped facilities; Quality work.
(Opportunities)	(Threats)
What opportunities schools should use more efficient; Which resources could be used for school development; What should be encouraged? (For example ...); Networking; Support media; Professional support; Social partnership; Professional improvement - motivation.	What are the real problems of schools; What are threatens and obstacles to the development of the schools? (For example ...); Insufficient support of social partners; Lack of financial support; Motivation of employees; Lack of information.

attention followers. An emotionally intelligent leaders have a positive vision of the organization and hey contribute to better and more efficient organizational growth, learning and development, supporting equality and team spirit and creating a relationship of faith and respect, thus allowing each worker to take risks and contribute to the positive work of the organization (Goleman, 2008).

An emotionally intelligent leader has the ability to motivate other people to understand others and their feelings and respond appropriately to everyday life situations. Cooper and Sawaf (1997) believe that possessing emotional intelligence is an initial indicator of leadership ability and one of the key factors that define leaders for the application of transformational leadership style. In Goleman's model there are five key components: self-awareness, self-control, self-motivation, empathy and social skills (Goleman, 2008). Education managers should use different strategies to motivate staff. Each strategy aims to meet the needs of members of the organization, through the appropriate organizational behaviour (Bajraktarević et al., 2013). The first basic strategy of motivating is communication; another one is the attitude of managers towards employees of the school, creating and enrichment of the job and work modification. According to Bajraktarević et al. (2013), Herzberg (1968) defined two types of motivation: *internal and external motivation.* Internal motivation involves independent factors that force people to behave in a particular way that include: responsibility, autonomy, the level to which it is possible to use and develop knowledge, skills and abilities and the possibility of career advancement. External motivation includes rewards (salary increase), praise, promotion and penalties (disciplinary action, reduction in salary or criticism). In order to assess the capacity of school management and

leadership, human resources, equipment, technology and communication, it is useful to use a SWOT analysis (Table 1). SWOT analysis is a tool for assessing the schools. This analysis provides a detailed insight into the areas in which action should be implemented in order to improve the quality of work. Advantages and disadvantages give a full picture of the current situation. Operational management functions are reflected in the alignment of human, material and financial resources in the school in order to achieve the objectives of the school.

QUALITY INDICATORS OF EDUCATION SYSTEM

PISA (Programme for International Student Assessment) is the largest and most important international survey of student achievement in the domains of reading, mathematical and scientific literacy, while education experts explain that PISA test does not examine the extent to which children mastered the curriculum, but it shows that they mastered he skills that help them to cope with life and that they have mastered the so-called scientific literacy. Tests are standardized international tests that assess knowledge of 15-year-old students in maths, reading and science and, they were carried out by the OECD (Organisation for Economic Cooperation and Development). 15-year-old students were chosen as samples because the majority of these students finish their primary education at that time. Students from Serbia achieved worse results than students from OECD countries, but also than students from neighbouring countries. The American system of education in primary and secondary schools is one of the most expensive in the world, while the results for their students in the standard tests are very modest. In order to improve

education outcomes numerous experiments were carried out in the USA. Serbia allocates an average level of funding for education, but also has modest results in standard tests. Schools that have greater autonomy in defining the curriculum, as well as those with good cooperation between teachers and management, show better results than schools where autonomy and cooperation are on a very low level (Pavlovic - Babic and Baucal, 2013; Perlman and Jenny, 2013). An important fact that we can learn from PISA is that the leaders in successful education systems were able to convince their citizens to value education and shape their future. According to modern research (Radeka and Soric, 2006) there is an extremely small number of employees in schools that consider their living standards as good (7.36%) or very good (0.22%), and it is indicative that 70% of employees in education is not satisfied with working conditions. The system of remuneration depends on the legislative aspects and as such, it has not been sufficiently structured and it requires correction, too (Stanicic, 2006) because it does not cover the basic principles of management, such as, for example prizes, bonuses or another form of delegation (Jukic and Krznarić, 2010).

DISCUSSION OF FINDINGS

Reform of education has not been completed with the adoption of the new Law on Education, nor will it be soon completed, since globalisation, changing society and challenges of the information age are developing very fast. Accoding to the Constitution of the Republic of Serbia primary education is compulsory and free for everybody, which is a necessary precondition for raising the educational level of citizens in the country. In the future, it is necessary to introduce compulsory secondary education. According to Bentley (2012) "state education systems may not provide high quality education in itself, but also provide full access to sources of knowledge that are offered elsewhere" (Green, 2013). As technology and information systems are constantly evolving, teachers must adapt and evolve faster than ever before. For growth and development of modern schools it is necessary to provide employment of highly qualified and professional teachers. School as an institution is focused on learning, and it is open to the community and is willing to change, and is always focused on high achievement. The local community should be concerned about the schools in its territory, their connecting and networking, improving their quality of work and long-term planning and development of education and its links with the local economy, culture, science, ecology, sports, health and social conditions. In his vision of the future of education, Frey (2007) depicts the image of education that is not related to the

school and the classroom as a physical space, but takes place everywhere and at all times, whose focus is no longer on teaching but on learning, whose contents are not required but rather individualized, and finally, whose customers are not consumers but growing population of artists (Borovića et al., 2012). A modern School can be a leader of innovation development in the future. Model Learning Network suggests learning networks based on well-developed network society. Schools have three types of documents, which should have a vision of the future direction of school development Education Strategy in Serbia until 2020 school development plan (which sets out the priorities for the next period); school program for four years (which includes all aspects of teaching and extracurricular activities and school cooperation with other institutions and the local environment) and annual plan of the school.
School is supposed to take care of the physical development of all students, therefore in addition to physical education classes; the school organizes comprehensive sports school life involving all students appropriate to their abilities and inclinations. Recommendation of the Council of Europe in connection with the popularisation of physical education and sport for children and young people in all European countries suggests the need to develop the school as a place in which we can promote health at all levels. The European Commission White Paper on sport (White Paper on Sport, 2007) announced the introduction of European awards to schools that are actively involved in supporting and promoting physical activities in a school environment (Strategy of Development of school sport in Vojvodina 2013-2017, 2013).

Conclusion

Today's students have more information in one day than their grandparents in a year. It is quite clear that new trends of world development require different students' preparation for life. Education in contemporary society is a continuous process and is the most cost-effective way to achieve a competitive advantage. The modern age is a time of rapid change; the time for innovative, open organizations and opportunities. High demands of experienced executives who have leadership skills in the modern school system have the power to create the vision, mission, objectives and strategies, entrepreneurial spirit and ability to implement and control changes. Educational institutions are undergoing the transformation of institutions for teaching students in a school that teaches (Resman, 2004). Human resource, which is significantly realized through education, is identified as one of the important determinants of economic growth. Schools that are flexible, where principals are better in acquiring knowledge and gaining

competence in these areas, will achieve great progress in improved quality among competing schools in the region.

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