THEORETICAL ASPECTS OF IMPORTANT FACTORS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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Abstract

This present article examines the principles of effective management of general secondary educational institutions, various theories related to the management of educational institutions. In particular, the analysis of scientists from the USA, Europe and developed Asian countries regarding the characteristics and qualities of a school director as a manager are given. According to him, it is justified that modern management should be focused mainly on educational results, and organization of processes is a tactical action to achieve results.

Key words: Management grid, Management behavior, Successful school leader, Management qualities and Result-based educational management.

1. Introduction

The development of the country depends primarily on the development of human resources. If there is no development in human resources, the social, economic, political and cultural development of any country will remain at a low level, and the dependence of such countries on countries that can effectively use human resources will increase. The development of human resources depends on education both quantitatively and qualitatively.

The role of education in the development of the individual, society and the state is undoubtedly incomparable. At the same time, the effectiveness of reforms in the field of education depends on the knowledge, skills and competence of teachers and managers working in local educational institutions. There are various management theories that influence educational institutions. Many theories ranging from classical management theories to modern management theories have shown their clear influence in educational institutions as well as other fields (Deal and Peterson, 1994).

In classical organizational theory, management (management) focused mainly on efficiency and productivity, tried to operate the organization based on established technical procedures and did not take into account the individual and social environment of the organization. Neoclassical organization theory tried to manage the organization with the help of behavioral sciences and paid attention to the relations between people (employee-employee) and informal organizations. With the emergence of the system theory, its application in management began. According to systems theory, management refers to the coordination and management of all components (components or units) in an organization, emphasizing their interdependence. A change in one component in an organization can affect all other components (Kıvanç Bozkuş, 2014).

2. Analysis and Results

In modern management, organizations are viewed as open systems that are flexible and adaptable to the environment, and the good functioning of the system is assumed to work well together with its subsystems and side

structures. If the efficiency and productivity of one component (unit) in the system is low, it slows down the development of the whole system or does not give the expected results. In educational institutions, different departments (for example, the main school directorate, departments within the school, clubs) can be considered as a subsystem. By building healthy relationships with surrounding systems, these units are expected to work together to accomplish their specific goals in a way that serves the common goal.

Getsels and Guba (1957) studied the school as a social system in the 1950s. This model is based on organizational and personnel dimensions of school system performance. In the 1980s, important research work was carried out on the organizational characteristics of schools, not only at the theoretical level, but also in the field of practical application. These studies have brought previously less effective concepts such as organizational culture, motivation, transformational leadership, symbolic leadership to the organizational thought dimension of educational management.

Rapidly changing organizational theories will have to create significant changes in the structure and functions of organizations. Similarly, based on these theories, there is a need to train strong managers in educational institutions for the needs and expectations of today and the future. The demands placed on the management of educational institutions are many. The administrator of an educational institution is a person who tries to achieve an effective and successful level and results in the school by establishing communication between employees, coordinating teachers, monitoring their activities and finally evaluating all the activities carried out. In his study of school principals in the United States, Bredeson lists the roles of school principals and states that one of their most important responsibilities is to use a continuous decision-making mechanism to achieve school goals (Bredeson, 1985). While Bredeson emphasizes the importance of assessing the situation correctly when making decisions, he also advocates the importance of

not procrastinating. Another important aspect of Bredeson's research is that in a survey conducted as part of the study, 90 % of school principals reported that they had completed "management programs" that were equivalent to a master's degree in universities, but were not satisfied with this, and at times went to universities to take courses related to their fields. Of course, while Bredeson's research is not generalizable, there is no doubt that it is important for school principals to study and/or be trained in regular professional development courses.

A similar study of school principals was conducted by Peterson. According to Peterson (1973), if you have to point to one person for the school's success, it is without a doubt the principal. Terrence Diehl and Kent Peterson consider the school principal to be the person who creates and shapes school culture. In fact, school culture is formed on the basis of behavior, behavior, knowledge and professional skills of school principals and deputies. The taste, cleanliness and comfort of the school depends on the person who runs the school and his team. This has been scientifically and practically proven many times. It has been proven that school culture has a great influence on the psychology, social life, learning and interest and worldview of growing youth. Based on these theoretical views, it would be appropriate to study the activity, qualification, outlook, behavior and management ability of school principals and deputy principals, without denying the lack of qualified teachers in more than 1,400 schools with a low level of education in Uzbekistan today. was If the problem lies with the school principal and deputy, any qualified teacher will not be able to work effectively there. Therefore, this aspect must be taken into account. In this case, measures may be taken to train the school director and deputies in retraining courses or remove them from their positions.

At this point, a natural question arises: what characteristics should a school director have as a manager? Of course, this question has been the focus of many researchers. However, it should be mentioned that school management

did not emerge as a separate discipline, but was studied within the framework of a component of management science.

The science of management is the oldest science that has existed since ancient times and is being studied as state management, community management, and organization management. School management is studied within the framework of organizational (sometimes community) management. However, there are features that generalize management. According to him, management (from the English word "manage") is the act of attracting and directing resources to fulfill clearly defined goals and tasks (The Management Handbook: For UN Field Missions, 2012). A manager is a person who has the responsibility and obligations to effectively and successfully manage people who are united in a group and are

formed in harmony and cooperation for a specific purpose.

When describing a manager, it is usually divided into two, as a traditional manager and a modern manager. When it comes to the traditional manager, the concept of commanding, obedience-based authoritarian management comes to mind. According to this understanding, the success of administration is based on authoritarianism. And the success of the modern manager is based on being efficient and productive and based on mutual respect. The modern manager is an innovator who not only follows existing values and principles, but also creates new ones, thereby improving the survival of the organization and the lives of its employees (Stephen Skripak, 2016). Structure and management of educational administration in Indonesia showed in Figure - 1.
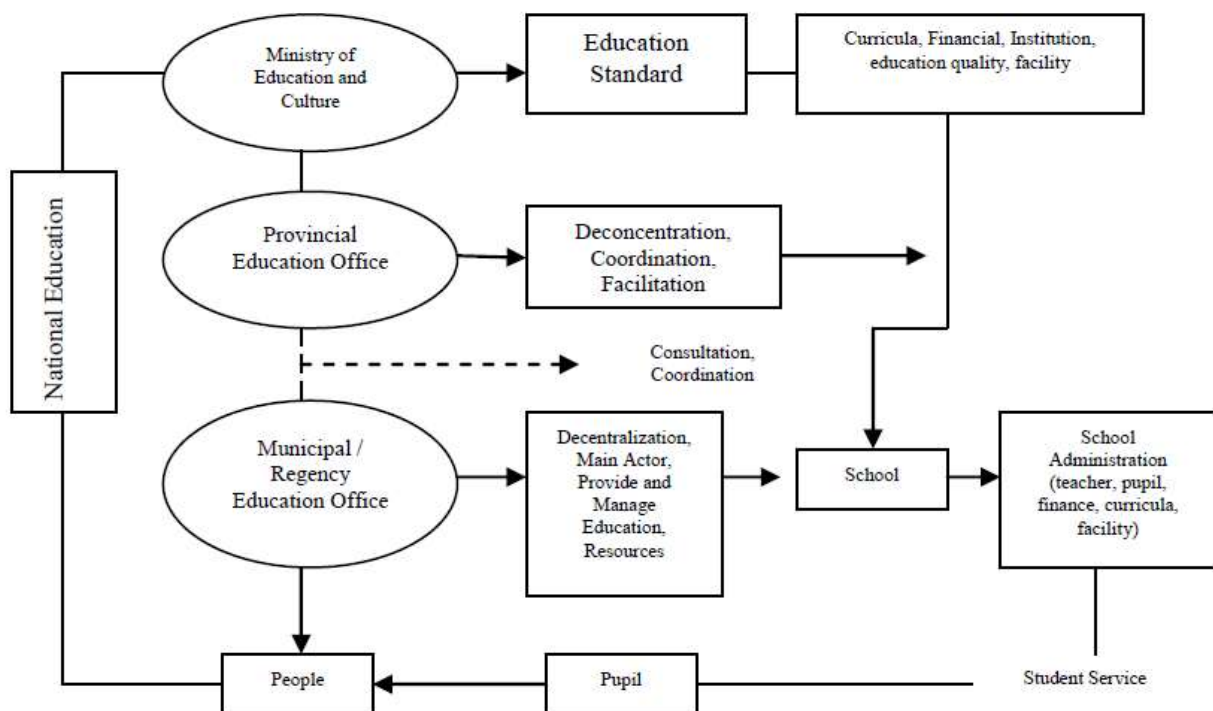
Figure – 1: Structure and management of educational administration in Indonesia

According to Blake and Mouton's model of management styles called Managerial Grid, there are two dimensions that distinguish the characteristics of managers. One of these dimensions is people orientation in managerial behavior and the other is production orientation.

Blake and Mouton (1991) describe five different management actions using different combinations of these two dimensions:
   i) Managers who are very careless both in carrying out the work they are responsible for and in taking into account the wishes and needs of sub-ordinates.

ii) Managers who direct all conditions and resources in the workplace to achieve the organization's goals to the maximum, but do not take any measures to satisfy the wants and needs of people and make them happy in the workplace. Such managers are called "authoritarian".

iii) Managers who prioritize satisfying human wants and needs and ensuring human happiness in the workplace, but who take minimal managerial initiatives and actions to achieve organizational goals in the workplace. Such managers are described as "humanitarian".

iv) Managers who moderately satisfy the wishes and needs of employees and, accordingly, ensure the effectiveness of the organization's activities at a moderate level. Such managers are called "middle passengers".

v) Managers who fulfill the needs and desires of people in the organization as much as possible and, at the same time, implement activities that ensure maximum achievement of the organization's goals. These managers are described as "democrats" and are ideal managers according to this model.

If in the past only factors such as planning, organization, coordination (coordination), directing, staffing, auditing and budget formation were important in management, then decision-making ability, communication, influence, creativity, leadership, motivation, evaluation, change-innovation and activities such as community work have also been added.

An effective school principal must first of all provide an optimal learning environment that allows the student's comprehensive development in terms of cognitive (knowledge), emotional, psychomotor, social and aesthetic aspects (Spencer *et al.,* 1983).

Good leadership (principal) is the key to success in any school. The best schools have an effective school principal or leadership team. Not only do these leaders create a foundation for long-term success, but stability is maintained long after they are gone. In a school setting, a leader (principal) must be versatile in dealing with other administrators (classroom leaders), teachers, support staff, students and parents on a daily basis. it is not an easy task, but many classroom leaders are also small group experts. The relationship and sincerity between them and the principal can serve for the efficient organization of work and the support of every student in the school (Jeremy Sutcliffe, 2013).

Although, there is no consensus on the requirements for school principals and the qualities and characteristics of successful school principals in general, many scientific proposals and recommendations have been put forward in this matter. One of these is Jeremy Sutcliffe, author of the book "8 Qualities of Successful School Leaders: The Desert Island Test", based on interviews with the best school principals in the UK, he cites eight qualities for a successful school principal (Jeremy Sutcliffe, 2013):

The question is this. Imagine someone dropped you off on an island at a school full of kids in dire need of a principal. What eight qualities would you bring to running your school on a desert island?

a) Vision

The concept of vision can be vague and confusing, but the best school principals are visionaries who clearly understand moral goals. Successful leaders "have the ability and vision to shape the future, rather than being shaped by events," says Richard Harman, headmaster of Uppingham School in Rutland.

b) Courage

Successful school principals show great determination, will and patience to get everything done. They are willing to take risks and confront unproductive activities or behavior. "There will be an undeniable mental toughness," says Madeleine Vigar, director of the Castle Partnership Academy Trust in Haverhill.

c) Passion

"We work for the children and we must never forget that," says Lynne Codling, chief

executive of Portswood, St Mary's and Weston Park Primary Schools in Southampton. Successful school principals like Kodling are passionate about teaching and learning and have a strong focus on children. They take an active interest in the work of their students and staff.

d) Emotional intelligence

Successful principals are team builders. They understand the importance of relationships, empower their staff and students, and show great empathy. "Get the relationship right – open, trusting, humorous and much more will come naturally. Then they feel motivated and they want to reach out to you," says Roger Pope, principal of Kingsbridge Community College.

e) Judgment

The best school principals demonstrate intelligence, make sound decisions, and are wise leaders. However, the important thing is that it's not just about walking alone, it's about getting the whole school community involved and moving people forward together.

f) Resilience

Being a boss is hard and sometimes exhausting. A successful school principal is optimistic and resilient, remains calm in crisis situations, and is always energetic and positive. "The thing is, you really need to know yourself and have a personal strategy to weather the storm," says Catherine Payne, CEO of the REAch2 Academy Trust.

g) Persuasion

The best school principals are confident communicators and leaders. They are great persuaders and listeners, able to describe the "story of their school" to any audience. They are also great motivators. "Getting people to do something and go the extra mile is the foundation of good leadership," says Kenny Frederick, former headmaster of George Green's School in Tower Hamlets.

h) Curiosity

Successful principals are outward-looking, open-minded, and curious. According to Teresa Tunnadin, principal of Compton School in

Barnet, "Leadership needs to have at least one foot outside the school to keep abreast of what's happening elsewhere and gather good ideas." They are great networkers and opportunists who are always up to date.

3. Conclusions

Many other studies have been conducted on the qualities and characteristics of successful school principals. These studies put forward the qualities that school principals need in order to effectively manage educational institutions, some say they are five and some ten. In particular, Jeff Kutash, Eva Niko, etc. in their research, they emphasize that the main measure for the success of the school is to increase the activity and efficiency of the school director and teachers. For this, it is necessary to provide short and long-term answers to questions such as the level of mastering of subjects by schoolchildren, how many students are passing state exams, and how many students are entering colleges and universities. The search for answers to such questions is mainly the responsibility of the school management. Based on this, strong school principals should have the following five qualities:

Five qualities of leaders of educational institutions:
   a) They have high expectations for their students' success. Keeping plans low makes achieving goals easy, but strong leaders set high goals for themselves, their team, and their students.
   b) They are very inclusive and focus on each student's progress and personal development. One of the most difficult tasks of a school principal is to support the development of each student. An effective leader understands this and creates a respectful environment where support, intervention and progress can take place.
   c) They build relationships and collaborate with staff, parents, businesses and the community to share their vision and support student learning and development. An effective school leader understands that he cannot fulfill the

school's vision alone. Inspiring and motivating others to participate in the effort is a key skill needed by school leaders. For this, it is important to know the individual strengths and weaknesses of the leader.

d) They understand the importance of making every teacher better. Ongoing training, professional development, support and encouragement are critical to teacher success. Without effective teachers, even the best laid plans fail.

e) They are problem solvers. A strong school principal has the ability to think outside the box and can come up with ways to succeed in the face of adversity. Finding effective solutions that benefit everyone is an important skill for school leaders.

The above-mentioned factors that are important in the management of educational institutions, first of all, are based on a systematic form of management, are important in improving the quality of education and the success of the school. There is no doubt that the above-mentioned feelings of the school principal play a major role in the effectiveness of the school and in the learning of students and in the development of teachers' interest and approach to the profession. At the same time, some studies are promoting non-standard requirements and approaches instead of traditional approaches to improving school quality and success. Among such education writers are Ken Robinson and Lou Aronica, who believe that the world's current education system emerged as a result of the industrial revolution of the 19th century. Although there have been many changes in manufacturing in the world over the past 150 years, the general education system is still focused on producing specialists suited to service obsolete factory machinery. Scholars say that the school, while turning into a service and a business, has forgotten its main purpose of enriching the mind and soul, helping people to find their own way, and learning to communicate with others. There is a lot of debate about changing the education system and education policy. However, the importance of educational management in each of them is still great.

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