ABSTRACT:

In the global network of modern societies, it is considered that the organization of an effective permanent education is the key factor of economic development, and here are human resources much more significant in comparison with other resources. In fact, they are crucial factors for innovations and applicability of public activities and institutions with (these) new conditions. Moreover, the quality of education of employees and their capability for responsibility for their own professional development is key success of every institution and organisation. In specific social, economic and education context, there is as well as need for the school management. It is coincided (equated) with the management which wholly covers upbringing and education activities. The objective of this paper is exactly to point out specific features of management and management in education as a more contemporary approach to school management.

Key words: management, education, school

INTRODUCTION

It became pressingly nowadays to acquire consistently new knowledges and skills in order to keep momentary position or open new exciting professional possibilities for every individual. Organizations and individuals that are at present in best positions are the ones which have achieved competence and expertness because they had comprehended that the key of such success is in permanent studying. Therefore organizations and institutions need managers in education, capable to create creative atmosphere for active learning.

Management revolution has launched onto the surface of business / world career people possessing power, knowledge and characteristics of special, élite layer of society. It is considered that a manager ought to have aptitude, if he wants to go in for that job. That talent is innate or not, although I do not deny the importance of pains taken in education and persistence of an individual trying hard to achieve his / her aims. The mentioned talent appears as a substantial factor in moulding a manager with leader properties. A manager is a person which is capable to influence the others – individuals, groups and organizations.

MANAGEMENT DEFINING

Management in its historical form exists from the beginning of human civilisation, but its modern concept can be connected to the middle of 19th century. To the very affirmation of management have contributed new knowledges from the fields of science, technics and technology. We can also, by means of management, connect and reconcile different functions, various professional skills, efficiencies and experiences. All above mentioned will help to be realised the common objective – favourable results of organisation. F.W.Taylor. is held to be the architect of contemporary management (Stanićić, 2006).
It is, first of all, an interdisciplinary, complex scientific field which consolidates many elements of psychology, technical and social sciences. It can be applied to nearly all aspects of life at all levels: management of organisation, district, town / city, state, people, family, industry. Management is in broad interpretation divided into marketing, entrepreneurship, management of finance, production, human resources and development, management of information and administration systems and management of economic laws. Management is also defined as the process of planning, organising, leadership and controlling endeavours of all members in organisation, using all organisation resources in order to achieve designated aims (Andevski, Arsenijević, 2010:11).

M.P. Follet defines management as a capability (skill, handiness) to do jobs with people, or shorter: performing jobs by other people. P. Drucker thinks that management is a generic function and a specific and typical means of every organisation, irrespective of its mission (purpose). Also, according to Drucker, management is giving knowledge in order to find how to apply one’s know – how to the best of his / her knowledge in order to produce results. Isaac Adižes defines management as the process of making decisions and their fulfilment. (www.singidunum.ac.rs).

THEORIES OF ORGANISATION AND MANAGEMENT IN EDUCATION

One of the most prolific authors in the field of management is without any doubt Peter Drucker. He emphasizes that management deals with management and application and controls on results, so it is consequently a technology. Meanwhile, management deals with people, their values, success and development, and considering it, management is a humanistic discipline. Managers are the people who use their knowledges and inventions of the humanities – psychology, philosophy, economy, pedagogy, in order to concentrate them to efficiency and results. (Staničić, 2006).

Education becomes today an imperative of our subsistence. Postmodern society based on science and technology considers the acquirement of new knowledges, skills and competences as an instrument of sustainability at all levels, Education of individuals, organisations, nations and societies on the whole, therefore gives an viable advantage in more changeable conditions of life and work. Managing one so important developing process, therefore gets its significance and represents a scientific discipline called management in education. Here is understood managing education of wider society: district or state (consequently education planning, creating strategy and policy of education), managing the work of an educational institution (leading a school or an informal educational institution either in public or private sector), management of education and training employees in a company, management in education, and eventually as well management of some processes, projects or activities in educational background. Good purposeful labour, planning and education leading can contribute to its greater efficiency: better results of pupils at the level of institutions and processes “greater competitiveness of company at the level of organization, greater employment and competitive position of nation at the level of society. In view of it, great importance of headmasters is pointed out more and more in most distinct discussions all over the world. Headmasters are considered a main link in the chain of values in educational institutions, so they are requested to advance their skills and competences permanently. (Andevski, Arsenijević, 2010:3).

As in all other fields of management and leadership, so in the field of management in education, there is discrepancy between theory and practice. There are theories to give us some general explanations and to direct researches. They are generalized and abstract, therefore we can not say for a theory is it true or false, but we can only use it or not. Every theory is useful if it creates right anticipation of some events and if it helps us to comprehend and influence both them and their participants. (www.azoo.hr).

As Staničić emphasizes: “Management in education and upbringing ought to be considered as an integral part of wider social movements and educational – political efforts on the way to school reform. If schools want to be directly included into their own changes, they ought to be asked both for the changes that are being undertaken in educational scheme, as well for the forms of management of educational scheme and school, too. They will support best the transformations which ought to be realized through the changes. Such transformations are threefold challenge for the educational management on the whole. First, it has to lead the changes in education in the time when the character and mission of school are redefined. Second, it ought to be the integral part of new concept of state administration of the educational scheme that is totally removed from bureaucratic way of system guidance, and according to the efficient direction of public institutions in the service of its users. Third, it has to find ways and
Strategical management requests inspection of everything at school including as well all activities and widened hourly rate. Purpose defining is the central aspect of management, and in education (it) is expected to be focused on learning. Creating self-managing schools are opened greater opportunities for leaders, so that they can adopt strategical approach to management. Proactive access in management requests considering future during longer period of time with clear vision of future. If management is reactive, it is difficult to accept long – dated prospect. The difference of strategic thinking over from the operative management can be seen in:
1. Focus on long – dated period;
2. Creativity, capability of innovation and cancelling of out – of – date praxis;
3. Scanning of external background (surrounding);
4. Scrutinized accepting from helicopter outlook. (www.ssmb.hr)

The educational management appears considerably later than in some other fields of economy. The cause is first in social position of education. Education as an activity which was not long ago managed in a centralized way in most of countries. The role of managers was to transfer decisions made at the level of central state politics. Through decentralization and greater autonomy of decision making greater responsibility is passed on to lower levels of decision making. Leaders are asked to decide independently in interest of school and its pupils, as well to take care of the qualitative realizing of those decisions. The importance of good management is stressed. Contemporary concept of good management emphasizes as first the care for human resources, because manpower potential is a specific feature which contributes to the quality of the achievement in all fields of human work, as well in education. Such kind of development has determined desirable profile of a good manager. He ought to be more a leader than a manager. So, where is the difference between management and leadership, a manager and a leader respectively? Insisting on the difference between a manager and a leader usually is cited that “a manager maintains systems, relies on control, considers things in short terms, accepts status quo; a leader motivates, gives an incentive and energy, watches things in long ranges and has a vision; he challenges and changes status quo. Management is performed on things, leadership on people. The function of management is to command and control, and the leadership function explains the direction of changes and wins the members of organization over to take part in the process of changing. Leading means the existence of an enlightened vision about the fact what an institution is now, and what it can become, but as well the capability to convince the others to accept that vision. (www.azoo.hr).

The educational management is an important innovation in the 20th century educational system. When school had only one classroom, it was (being) led by a teacher. Meanwhile in schools with many classrooms in industrial developed towns and consolidated rural districts, there was necessary work coordination. Thus, then appeared the need for a specialist with full working time – a manager responsible for financial, educational, human and physical school potential (Staničić, 2006:20). Staničić writes that “management mostly is connected to the phenomena of organized life as planning, analyzing, organizing, financing, supervision and similarly, while leading is connected to people, their behaviour, work style, communicating, motivating and the like” (www.azoo.hr).

School management occurs in a specific social, economical and educational context. Because of economic competition, demands on schools become from day to day more strict and greater. Governments press and give in control over curriculum and its valuation and inspection supervision. They centralize and decentralize educational system, and give as well school wider control over resources, include budget as well, management of teachers, all this within competition among institutions which are described as “quasi - market” (www.ssmb.hr).

MODELS OF MANAGEMENT IN EDUCATION

Modern authors most often connect themselves on Cuthbert’s, Bolman’s and Deal’s as well Margan’s approaches to the theories of educational management and guidance. Cuthbert (1984.) resumes models into five groups: analytically rational, pragmatically rational, political as well the models that point out bilingualism and phenomenal and interaction models. As criteria for design, he takes the levels of dialogue among employees about their objectives, the manners that value efficiency and concepts of structure of their institution / organization. Bolman and Deal give four aspects or scopes: structural,
political, symbolical and human resource. Morgan (1997.) offers metaphors for organizations. He names them as: mechanical, organic, contemplative, cultural, political and the like. The integration of their views has realized an English theoretician of management and guidance in education, Tony Bush in his well – known study Theories of Educational Leadership and Management (2003.). In his distinction of theories and models, the author starts from the objective, structure, background and guidance in cultural organizations. The models preferred in some institutions differ in insisting on the importance of organizational objectives, against the individual objectives of employees. The emphasis on structure within educational organizations indicates comprehension and acceptance of individuals through their roles. The relation between an institution and its environment is recognized through intensity and quality of collaboration. Organizations differentiate as well according to strategies of guidance. Buch has established a classification of six models of management in the institutions of upbringing and education: formal, friendly (cooperative), political, subjective, bilingual and culture (ones). He connected these models together with adequate guidance models. These are models of management, participation, transformation, transaction, contingency, instruction, as well as postmodern, moral and interpersonal models. The models of educational management and guidance are diverse conceptual accesses. Each of them almost never „cover“ reality of some educational practical experiences, so in certain situations one can recognize many of them – in different percentage. Proportion of some models in educational institutions depends on their magnitude, organizational structure, the time that can be given to management, ability of resources procuring and institution background (www.azoo.hr).

CONCLUSION

Education is one of substantial factors of efficiency and speed of economical development. It presents social value for itself, because operations improvement and changing of social relations depend at the most of people’s knowledge and education. Schooling qualifies a person to be an active agent of economical changes. The management of the organizations of economical type is similar as the management in school system.

The management function is assigned to managers, leaders respectively. Leaders and managers with their management, guidance and planning ought to create positive working climate, so that the participants in school system would take pains and as well invest more greater endeavour in it. People like to be motivated and led, and, of course, they dislike to be controlled and frightened by sticky forms of management.

In spite of some critics' opinion that management can not be applied in the field of school system, there are very certain opportunities for it if general observing of governement participation in school managing changes. Pedagogical – educational institutions have to become more independent in the process of decision making connected to management of their systems, because they know it at the best.

Because of these purposes, it is necessary to develop managerial cadre specialized for school management as a peculiar system and to invest in it. It has not be forgotten that from our educational scheme quality depends also our future, as well the future of the following generations.

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