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***MANAGING CHANGENS IN SCHOOLS***

**Abstract:** To plan, lead, organize, control, in a word – to manage, means to make decisions and implement them; it means to be with an open mind and determined in various situations, to be a democrat, but a dictator as well, even a manipulator.

Management as a modern, universal process requires managers to properly use the maximum power and responsibility that are given to their function, to gain authority in the institution that they are managing, use their ability to influence the employees in the institution they are managing, to use their power properly and never forget their significance.

Whether we see the management as a science, a profession or a skill, it is a continuous process that is constantly moving and changing. Troughout its development there have been various schools, but all of them are based on the same thing– the basic functions that the successful functioning of the institutions in the society depends on, and the civilization in general.

The society changes, especially in the recent decades, and coping with these changes does not mean slowing them down, but on the contrary – it means learning the most effective and efficient way to exceed the problems that are an inevitable part of changes.

Changes in society are changes in education, and changes in education change the place that the educational institutions have in the country, and this inevitably leads to changes in running and managing educational institutions. Only a modern management is appropriate to modern times.

The director, as a lead character in the implementation of management in schools, has the responsibility of coping with the needs of modern times, and setting goals because living means solving problems, and growing means greater ability to solve greater problems.

**Kew words:** management, changes, principal.

***УПРАВУВАЊЕ СО ПРОМЕНИТЕ ВО УЧИЛИШТЕТО***

**Апстракт:** Да се планира, управља, води, организује, контролише или, једном речју, менаџира, значи да се одлучује и да се имплементира.Треба бити отвореног ума и одлучан у различитим ситуацијама, треба да се буде демократа, али и диктатор, чак и манипулатор.

Менаџмент као савремен и универзалан процес тражи од менаџера да правилно и максимално користи овлашћења и одговорност који су му дати да би стекао ауторитет у институцији којом управља, али и способност да утиче на друге субјекте, да правилно усмери своју моћ, али и да поштује и искористи утицај и моћ запослених у институцији којом управља.

Без обзира да ли на менаџмент гледамо као на науку, професију или умешност, то је непрекидан процес који је у сталном покрету и постојано се мења.

Мењају се и друштва, посебно током последњих деценија. Хватање у коштац са променама не значи њихово успоравање и треба да нас води ка проналажењу начина како најефикасније да се превазиђу проблеми који су неминовно део промена.

Промене у друштву значе и промене у образовању, а оне пак очекивано мењају и место образовних институција у држави, а то неизбежно води променама у руковођењу и управљању образовним институцијама. Само модеран менаџмент одговара модерним временима.

Директор као носилац менаџерске функције у школи носи одговорност за хватање у коштац са потребама новог времена, постављајући циљеве и остварујући их, зато што живот значи решавање проблема, а развој значи значи већу способност за решавање већих проблема.

**Клучни зборови:** менаџмент, промени, директор.

The knowledge has never had greater importance and a more significant role in the life of the modern individual as it has nowadays. In the past, learning was a luxury for the elite, but now it is a national need of the people. Global changes of today established mostly on the usage of knowledge are an indicator and a factor of a nation’s development.

We were led to this formulation of education by many analyses, studies and research in this sphere which characterize the time we live in and the efforts that Europe and the world make in order to take education to the deserved level.

Knowledge is the most important human resource and capital, and if we add to this the need for possessing information (knowledge) in order to endure in this changeable environment, we can call our society “the society of knowledge”.

Only an educated person can be in the centre of attention in this kind of society.

If learning means gaining new skills and knowledge it will result in relatively durable changes in an individual’s behavior. If training leads to new practical knowledge and skills that are needed for working and for conducting organizations by given rules and standards but the training results with changes in the skill, then the knowledge development which is connected with gaining new skills will enable the individual to take over more complicated activities and this will make him/her ready for the future and its demands.

Development goes hand in hand with constant changes in the point of view and the values of each individual.

Knowledge is individual and silent, and it aims towards an action that is based on rules, but at the same time it is under constant change.

The complexity of knowledge leads to competitiveness which is an ability to answer to the demands that a certain profession or job require from an individual.

Education should enable acquiring knowledge and its constant enlarging, especially from educational studies and the work practice that are performed by individuals and are harmonious with the aims of the work organization.

In the forthcoming period, learning becomes a personal responsibility. Every individual has to take responsibility for his/her personal knowledge and the quality of the work that he/she does or will do, and in the meantime they should not wait for the initiatives for gaining knowledge to come from the upper levels of the management.

This kind of assumptions makes it clear that only those individuals, organizations and even societies that possess the inevitable knowledge and skills that will enable them to take over the powerful and connected processes such as the speed of changes, the complex environment and the unstable time we live in will have perspective future.

The future will belong to those who will successfully learn to think creatively tand will be able to study more quickly

Only those who adjust to the changeable conditions the time brings and those who continue learning and revising can hope for a good and safe job.

There are a lot of unsolved and opened questions that lay in front of faculties, primary and secondary schools, but also in front of state institutes and parents. Among these is the question “Where is our country in this trend of the development of education? “.

Our school headmasters will succeed only if they build windmills and if they see challenges and collaborators in the changes, not enemies.

The purpose of our research is to find how this global changes influence the managing structures of education (especially in secondary schools), what kind of influence the headmaster has upon the implementation of changes and how this whole process of changes influences the school as a unit of the educational process in our society.

The trend of fast changes as an inevitable phenomenon goes hand in hand with the necessity of serious approach and conducting of certain educational policies that touch the key determinants of every society. Improving our education means that we actually improve our future and the whole perspective of a society. Creating the life of a young person is an imperative for all of us, but also an obligation that has to be passed on to the future generations.

Experts from many countries around the world search ways to enlarge and improve the efficiency of education and, at the same time, they give tasks to the teachers and the management who, because of their complexity, delicacy and the social responsibility of the work they do, must keep up with the changes and the achievements, and keep on studying.

The education must be coherent with the man’s needs for development. The modern tendencies in education nowadays, in times of world globalization prescribe that we follow the achievements in all spheres in order to implement them successfully in the process of ensuring healthy, modern and attractive educational institutions as desirable working environments.

The changes in the educational sphere, such as the reforms of the higher education all over Europe, the objective education on one hand and the implementation of the nine year primary education on the other hand, as well as the changes in secondary education are in the public eye of the professionals and experts of every civic and democratic society that holds onto its basic values – quality upbringing and education of the new generations established on a healthy and positive foundation.

That is exactly why we have focused the research on the changes in education and put the headmaster in the centre of all the activities connected with the introduction of changes in schools.

All of our presumptions are about the headmaster’s activities and he/she is the one who controls planning, coordination, motivation and organization of changes in school.

It is not a mere coincidence that of all the headmaster’s activities, we chose the ones that are connected with the introduction of changes in school.

The fact that schools in our country need changes is well known and it does not have to be proven.

When talking about changes, we talk about single changes in the technical – technological facilities of a school, changes in curricula, in the way teachers work, or in the relation teacher – student.

The headmaster, the manager of changes in school

Knowing what management is or what conducting education is, and knowing what the pros and cons of introducing changes into this sphere are, is not enough for a successful function, progress and existence of an educational institution or, in this case, a school.

The leading team in an educational institution has the main role in introducing changes, mostly the headmaster.

His/her role is to notice the institution’s position: where it needs to be, which are the best ways to get there, which actions need to be taken, and how to see if the plan is successfully realized.

In order to answer all the temptations, the headmaster of the school as a manager of an educational institution should possess the knowledge that will define his/her expertise and competitiveness, skills, characteristics and qualities that will enable him/her to become the leader of the institution and establish the basis for accomplishing the aims of the institution as well as his/her own aims related to the institution.

The headmaster should be capable of quick thinking, making quick and effective decisions and be able to do the right thing in respective situations.

Manager’s working obligations are numerous, but we will put an accent on the activities which are connected with the plan for the school’s development and the responsibility that the manager has in planning and conducting the changes in the school.

Planning is a controlled thinking process with which the activities are being turned into the right or the projected direction.

The process of planning the changes inevitably goes through a certain logical turn in which we firstly look at our situation and we make a diagnosis or we evaluate the need for change and identify the cause for that need, where we are and why.

In the following phase we predict in which direction this situation leads us and the new aims about where we should go are established, and the decision about changing the direction is made.

The next step is to establish the new strategy about which are the best ways to get to the set aim and choosing tactics for the activities that need to be done, who will do them and when.

The next step is setting the new strategy about the best ways to get to the appointed aim and choosing tactics for the activities that should be taken, and who will make them and when.

The last phase is control over the results from what we have achieved, or we could say realizing the success of the plan.?

The process of conducting changes in education claims from the manager, or the headmaster of the school, to plan, organize, motivate, conduct and control the changes that would be initiated for the school’s development. In order to respond to these claims, he/she must work on identifying of the necessary changes, evaluating the situation, planning and making the changes and evolving its effects.

In order to successfully realize these tasks, the manager has to possess skills for presentation, communication, negotiation, solving problems, making decisions, planning etc.

The organizations cannot change before the individuals in the organization change, but the opposition in people to new things has to be considered because the people are the most important educational resource. The employees of an organization can be the main force for innovations and changes, but they can also be the “stumbling rock”.

The manager has to respond to all of the individual interests of the employees, their needs and motivations, in order to successfully conduct changes.

The managers’ challenge consists of stimulating creativity and toleration towards changes in their employees.

True leaders get the best from people by stimulating them to achieve what they thought impossible.

Being a leader and putting things in order is not an easy task. It is absolutely necessary to realize the relation between education and other aspects of the society, as well as the relations between different aspects of education.

Nowadays successful organizations should goad innovations because otherwise they may disappear. The success will go to the organizations that will ensure flexibility, constantly improve their quality and beat the competition on the market with constant innovative ideas.

I believe that we all agree in one thing, and that is: change is constant. That process of changes started since the beginning of time and will last forever. The world has been changing physically, socially and economically. We cannot expect that with all those changes around us, we will remain unchanged.

The changes create problems, the problems claim solutions, and the solutions create new problems. The larger the quantity and the complexity of the changes, the larger the quantity and the complexity of the problems.

We cannot expect permanent solutions to all problems. When one group of problems is solved, a new one occurs. To live means to solve problems, and growing up means to have an ability to solve larger problems. The goal of any management is to solve current problems and to get ready for the following ones. During that process the headmaster- the manager develops, gains skills that will help him/her solve more difficult problems, overcome them and adjust to the changes.

Managing changes consists of two main processes:

Firstly, it must be decided what should be done, and then find the best ways how to do it, or to implement decisions. When there are changes, there are also decisions that must be made. None of the decisions is good if it does not include an implementation plan, and the quality of the management depends on the quality of the solutions, the decisions made and their efficiency and implementation.

If the headmaster wants to be a successful manager, he/she must be able to work with people. People are different, and he/she must be able to find the right people and to lead them successfully and achieve the set goals.

The focus of organizations such as schools should be oriented towards their function in the society, then towards the value that needs to be created and how it should be valued, and the minimization of the charges that go with the creation of that value.

The aim of this kind of organizations must be oriented towards finding out how that organization is going to be functional. It must focus on how to improve the larger system to which this organization belongs, or how the organization should accomplish its goal.

No job in the world exists just on its own because everything around us is functionally connected; this is also the case with education.

Beside the focus on why an organization exists, which its function is in the whole society, the organization must also focus on the fact who it exists for, or who are their clients and their needs.

Every organizational unit has its own clients. Those units are individuals or groups of individuals and the organization is created for them and their needs.

In his methodology Isac Adizes defines the management as a process of solving the problems that occur because of the changes.

If the headmaster of the school has the function of a manager, then it is his responsibility to deal most effectively with the problems caused by changes during his work.

Accepting the changes in due time would mean less problems and easier leadership and management of the institution. Quality decisions lead to solutions of problems and, at the same time, they include a plan for an effective implementation of the decisions that were made.

If we want to make good decisions, we must have a competent team whose members would respect the differences among them and make decisions with respect, because it is impossible for one man to posses all of the positive characteristics that are needed for successful managing.

With all of his/her qualities and characteristics the manager conducts and directs the management process, his/her energy should connect all the pieces in the functioning of any organization, including a school.

All of us sometimes think they know what and how should something be done, but without the authorization, the responsibility, the authority, the power, and the manager’s influence or any combination of these, we will not be able to do anything.

The effective implementation of decisions is an extended hand in making quality decisions. The decision would not be effective if there is not a plan for its implementation. Only a well defined decision can be implemented, which means the decision in which it is clearly stated: what, how, when and who.

A long term unity of people’s interests is needed for people’s interests about implementation, and the common interests based on mutual respect and trust.?

There is no management without a conflict. Managing also means coping with conflicts that are a natural part of the leadership process, but also a part of life.

The unity of interests does not occur by itself. It is impossible for a competent team to exist without complications. Different kinds of people are necessary because the views about the change will be different. To have different kinds of people means to have different kinds of interests.

The ability of the manager can be noticed during changes, when he/she manages to transform the conflict from destructive into constructive, or to create an atmosphere in which different people will learn from their differences. In order this kind of thing to happen, it is necessary to have communication, mutual respect and trust.

The good management is team work established upon mutual respect and trust, cooperation and communication.

In order to have quality and successful team work, the headmaster - the manager in an educational institution, it is necessary to set clear and acceptable rules of behavior during the process of decision making, “the rules of the game” which goad respect and trust. And, finally, to end this process, it is necessary to have mature people and a good organizational structure.

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