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*Development of Management Competences
of an Educational Manager in the Effective Organization
of the Educational Process*

Rozwój kompetencji zarządczych menedżera oświaty w skutecznej organizacji procesu edukacyjnego

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ABSTRACT

The article substantiates the role of improving the managerial competence of the education manager in ensuring the effectiveness of the organization of the educational process. The purpose of the article is to determine the role and importance of managerial competence of the education manager in ensuring the effectiveness of the organization of the educational process. In the process of research, the following methods were used: theoretical analysis – to determine the main conceptual approaches to the development of managerial competence and its role in the organization of the educational process; structuring – in order to identify and characterize the components of management activities; generalization – to formulate conclusions on the pedagogical conditions for the development of managerial competence of the education manager. The managerial competence in the structure of professional activity of the manager of education as possession by the expert of scientifically substantiated means of the decision of administrative problems is defined, the main component of which is the possession of cultural means of identifying and solving organizational and managerial problems. Systematized universal functions (development and management decision-making [planning], organization of certain tasks, adjustments, accounting and control) and components of managerial activity (diagnostic, prognostic, projective, organizational, communicative, motivational, emotional-volitional, comparative-evaluative) have been outlined. The pedagogical conditions for the development of managerial competence of education managers are identified: the relationship between the content of improving the management training of education managers with the peculiarities of the implementation of regional educational policy; remote support of the educational process aimed at the development of managerial competence,

in which purposeful indirect or partially indirect interaction between the education manager and staff is carried out regardless of their location; building individual educational direction of students, which is carried out on the basis of personality-oriented approach, as well as taking into account professional difficulties and professional needs.

Keywords: education manager; development of managerial competencies; organization of educational process

INTRODUCTION

Education is becoming one of the broadest and most important spheres of human activity, which is closely intertwined with all other spheres of social life: economics, politics, spheres of both material production and spiritual life. The peculiarities of the management of the modern education system are fundamentally determined by the fact that in recent decades the field of education is accompanied by acute socio-economic crises.

Ensuring the development of educational organizations and institutions in modern socio-cultural conditions is determined primarily by the effectiveness of the organization and management of all its elements. The central place in the process of solving organizational and managerial tasks belongs to the manager of education as a professional who is able to provide professional management activities not only on the basis of self-development, but also the development of professional competencies of subordinates. Therefore, the problem of the activity of a competitive education manager with the formed complex of professional competencies in the field of organizational and managerial, pedagogical, research, scientific and methodological activities is important. The effectiveness of the organizational and managerial activities of the education manager depends on the level of his managerial competence.

Investigating the problem of managerial competence of the education manager and its role in the organization of the educational process, we turned to the scientific works of Ukrainian and European scientists. In particular, we paid attention to such issues as: the ideas on the competence approach (Khutorsky, 2005), the substantive essence of professionalism of managerial activity of the head of educational institution (Sorochan, 2005), competence-oriented management of professional training of future specialists (Drach, 2014), leadership and managerial competencies of the head of the educational institution (Gyurova, 2009; Kubeš, Spillerová, Kurnický, 2004), conceptual approaches to education management (Veteška, Tureckiová, Trojan, 2017) and others. The purpose of the article is to determine the role and importance of managerial competence of the education manager in ensuring the effectiveness of the organization of the educational process.

In the process of our research, we used different methods: theoretical analysis – to determine the main conceptual approaches to the development of managerial

competence and its role in the organization of the educational process; structuring – in order to identify and characterize the components of management activities; generalization – to formulate conclusions on the pedagogical conditions for the development of managerial competence of the education manager.

MANAGEMENT COMPETENCE IN THE STRUCTURE OF THE PROFESSIONAL ACTIVITY OF THE EDUCATION MANAGER

Due to the socio-economic crisis, the question arose as to what competencies an education manager should have in order to work effectively. First of all, we note that the concept of “competence” is very ambiguous and can mean:

- 1) the range of issues in which a person is well aware, which can adequately reflect and work effectively in a particular field (Khutorsky, 2005),
- 2) unity of knowledge, skills, professional experience, ability to act,
- 3) adequacy, or quality to be functionally adequate, or to have sufficient knowledge, judgments, skills and abilities in a particular field,
- 4) a set of powers, rights and responsibilities, which may mean pedagogical, managerial, organizational and other competencies.

The quality of the organization of the educational process and its management is largely determined by the level of managerial competence of leaders in the field of education, education managers, which means the level of expertise in scientifically-based means of solving management problems. The main component of managerial competence is the possession of cultural means of identifying and solving organizational and managerial problems. The task of forming such tools is solved in the system of training and advanced training of the staff in the field of education.

The attitude of the education manager to increase their managerial competence as a strategic attitude is formed on the basis of the processes of professional self-determination, professional self-development planning, and also depends on the level of requirements in the professional sphere, self-assessment of professional achievements and their managerial abilities. The development of a strategic attitude involves the involvement of mechanisms of the subject’s strategic thinking, which should be interconnected with one’s own needs, abilities and interests, life and professional plans, as well as the peculiarities of the external situation and forecasts of its development.

It should be borne in mind that all managerial activities of the education manager are based on the relationship of communication with people. In turn, each person, manager, employee, is a person with inherent psychological and socio-psychological properties that have a huge impact on performance. If we consider management activities from such positions, we can say that the activities of the head, manager of education, each of its components have a certain psychological

and pedagogical essence. In the absence of special training of education managers, the attitude to increase their own managerial competence can be formed only at the empirical level, based on personal experience or mastered examples of professional and personal success.

The needs of managers who are able to form motives for improving managerial competence have been studied in studies on the motivation of professional activity (V. Kremen, L. Lukyanova, N. Nychkalo, O. Banit and others). Each type of activity has such obligatory components as object, subject, means of organization of activity, its result.

Management activities, regardless of position, have universal functions:

- development and adoption of management decisions (planning),
- organization of the implementation of certain tasks,
- making adjustments,
- accounting and control.

If we analyze these functions taking into account the psychological and pedagogical aspects of the essence of each of them, we can identify the following components of management activities of the education manager: diagnostic, prognostic, organizational, communicative, motivational, comparative-evaluation, emotional-volitional (Figure 1).

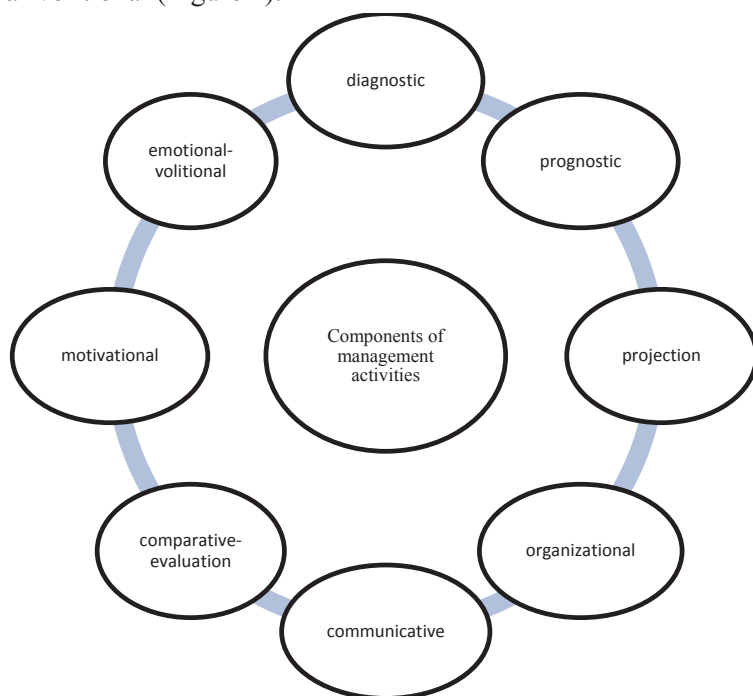


Figure 1. Components of management activities of the education manager

Source: Author's own study.

The diagnostic (or psychodiagnostic) component of the leadership process involves the study and analysis of the initial state (level) of development of psychological and psychological-pedagogical qualities of the object and the subject of management. This is a possible diagnosis of intellectual qualities, emotional and volitional sphere, type of temperament, sociometric status of the manager of education, employees.

The prognostic component is related to forecasting trends in the development of objects and subjects of leadership in the future, anticipating possible trends in this development, taking into account the socio-economic conditions of the country as a whole, as well as regional characteristics, conditions and traditions.

The projection component provides a transition from general forecast benchmarks to specific forms and areas of relevant practice.

The organizational component consists in informing the interested subjects of the essence of the tasks, assignments offered to them, taking into account the psychological characteristics of the performers in the distribution of responsibilities, tasks, identifying ways to achieve the goal and performance criteria.

The communicative component is manifested in the establishment of positive relationships at different levels (between manager and subordinate, between teachers themselves, etc.), in the implementation of business communication, which must correspond to the positive attitude of subordinates to the purpose and meaning of educational activities.

The motivational component is the formation of a positive attitude of each teacher to the purpose, content of work performed, to selected methods, taking into account the hierarchy of motives of each individual, individual characteristics, typological characteristics of all involved in this activity.

The emotional and volitional component of managerial activity involves the formation of subordinates and maintaining such an emotional mood, which contributes to the optimal attitude of people to the activities entrusted to them, their confidence in achieving the goal, helps to overcome difficulties.

The comparative and evaluative component includes analysis, comparison, evaluation of the work of subordinates in terms of the specified purpose of the activity and comparison of their results. In this regard, it is important to analyze and self-analyze the activities of the head, education manager, which allows him to draw conclusions about the degree of achievement of the goal, the positive aspects and difficulties in the activities, mistakes and their causes.

Investigating the problem of managerial activity of heads of educational institutions, T. Sorochan determined that “professionalism of managerial activity of heads of educational institutions is a set of competencies that allow professional management in modern socio-economic conditions, taking into account the characteristics of the object of management related to solving pedagogical problems (teaching, education, etc.)” (Sorochan, 2005, p. 171).

The substantive essence of the professionalism of the managerial activity of the education manager is manifested in the following competencies:

- functional competence, which is to reproduce the traditional management cycle and the ability to perform managerial functions,
- socio-pedagogical competence, which consists in the management of an educational institution as a social system,
- socio-economic competence – management of an educational institution in market conditions, mastering management and marketing in education,
- innovation competence – focus on the development of the pedagogical system by mastering innovations,
- facilitative competence – the direction of creative activity of teachers to create an original educational practice (Sorochan, 2005).

Analysis of normative documents (Tuning Educational Structures in Europe, 2006; National Qualifications Framework, 2011) and research on the issue of competence (Ponomarenko, 2006; Gyurova, 2009; Drach, 2014, and others) shows that the following requirements for personal competence of the manager are most common: high sense of duty and devotion to their work; ability to interpersonal communication, mastery of oral and written communication, ability to persuade people; honesty and reliability in relations with subordinates, management and clients; intelligence, creativity, ability to accept and learn new things; competences for access to information; ability to critically evaluate their activities; competencies in the field of independent cognitive activity (ability to learn throughout life, continuously improve their skills); dominance, desire for leadership; self-confidence, self-control; emotional balance and stress resistance, the ability to be aware of their own emotions and the emotions of others, as well as effectively manage them; high self-control; competences in the field of health care.

T. Ponomarenko refers to the elements of managerial culture of the education manager:

- a stable worldview, an essential part of which will be the system and disposition of personal values, positive social orientation, spiritual culture, moral qualities,
- professionalism of management, obtaining high qualifications in the field of management, which will ensure success in the development of education based on the combination of interests of customers, owners, with priority given to customers,
- psychologism of management, which involves the ability to provide psychological support for the effective operation of the organization (institution), staff, the manager himself in market conditions,
- legal competence, which determines the mastery of a set of mandatory for all social norms established or sanctioned by the state for the proper management of the organization,

- scientific management, which will explore the qualities and features of the object,
- study, determine its essential qualities, connections, use the factors that determine development,
- knowledge of modern information systems and technologies, their rational use, as well as practical skills of effective use of modern information technologies in the process of organizational management activities in an educational institution (Ponomarenko, 2006).

Given the variety of aspects in which scholars define the essence of the concept of “competence”, it is necessary to rely on its official definition, approved by the main state and international documents for the development of higher education in Ukraine (National Qualifications Framework, 2011; Tuning Educational Structures in Europe, 2006). Competences underlie the qualifications of a specialist (National Educational Glossary, 2014). Their definitions are summarized in the National Education Glossary, where competence is justified as a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully carry out professional and further educational activities and is the result of training at a certain level of higher education. This definition most fully reflects the deontological aspect of the education manager’s readiness for professional activity.

Education manager is characterized primarily as a professional who has special pedagogical and managerial training in higher education and is able to carry out professional management activities not only self-development but also developing professional competencies of subordinates. Organizational and managerial competence of the education manager is understood by us as an integral professional and personal quality that is manifested in self-realization, which characterizes the ability and willingness of the education manager to perform professional actions of management and organization in complex transformational educational systems.

The result of the development of managerial competence is determined by the manager of education, who has knowledge in the field of education management, applies psychological knowledge in the implementation of organizational and managerial activities, who is capable of analyzing managerial problems and risks, values, making managerial decisions, ready to comprehend and evaluate their own activities, and who has the skills of effective communication, motivated by professional and personal growth, etc.

Based on the provisions of the law of unity of self-organization and training, the main provisions of methodological approaches and defining the education manager as a person capable of self-awareness, continuous professional self-improvement, we can identify certain stages of professional development of the

education manager: self-knowledge as a process of self-evaluation of a person, the ability to properly use the techniques of self-regulation, to know their abilities, to have adequate self-esteem; self-determination as strengthening motives for professional activity; self-improvement as the development of one's own individuality.

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF MANAGERIAL COMPETENCE OF EDUCATION MANAGERS

The main directions in the development of managerial competence of the education manager is the construction of an individual educational activity, which provides a theoretical direction focused on the study of material in classes from all cycles of disciplines; culturological direction, which can be traced at all stages of development and self-improvement and is characterized by the saturation of the educational environment with examples of management activities carried out during the organization and conduct of various activities; practical direction, characterized by the presence in the educational process of industrial practice for the acquisition of professional skills and experience of professional activity; research area that contains the organizational principles of research activities and is implemented in the framework of scientific and methodological work. Directions of the content of improvement of managerial competence of the education manager according to the requirements specified in the standard, allow the formation of a complex of knowledge, abilities, skills, to develop abilities to organizational and managerial activity, to promote professional, personal and cultural development, forming and developing the essence of subject activity that is possible during the integration of participants of educational process, and during realization of individual educational directions of pupils (Drach, 2014; Sorochan, 2005, Trojan, 2017).

The development of managerial competence of educational managers during the implementation of educational programs is carried out most effectively in the process of creating a special set of organizational and pedagogical conditions.

The first condition is the relationship between the content of improving the management training of education managers with the peculiarities of the implementation of regional educational policy. The formation and development of competence in education managers must be adapted to the changing requirements of modern management practice in the field of education, which is guided by the principle of conscious perspective, aimed at the variability of the educational process under the long-term goals of professional activities of students, the nearest future and is manifested in the awareness of personally significant results. In our opinion, it is important to include in the training or advanced training programs of various disciplines, such as "Risk Management

in Education”, “Time Management”, “Docimology” and others, that are characterized by multifunctionality and play a motivating, organizing, meaningful role in the development of managerial competence of education managers. Thus, the orientation of the improvement of education managers to take into account the peculiarities of regional educational policy aims to implement the objectives of continuing education, creating an educational environment for the immediate acquisition of knowledge and improving competencies, taking into account the demands of the market of modern international, European, national and regional labor markets.

The second condition is remote support of the educational process, aimed at the development of managerial competence, in which purposeful indirect or partially indirect interaction between the education manager and staff is carried out regardless of their location. This organizational and pedagogical condition is confirmed by our regularity that the development of organizational and managerial competence of the education manager occurs in the process of subject-subject interaction of participants in the educational process, because each component of managerial competence is influenced by interaction systems (student–teacher, student–e-learning system, teacher–e-learning system–student) with the ability to supplement and change the content, comprehensive counseling.

The third condition is the construction of individual educational directions for students, which is carried out on the basis of personality-oriented approach, as well as taking into account professional difficulties and professional needs. The individual educational direction reflects a certain sequence of mastering the components of the content of education in the interaction of teacher and student, which guarantees the achievement of the goal, and reliance on a person-centered approach contributes to the professional and personal development of students. The planning of individual educational direction is realized on the basis of the technological arsenal of personality-oriented approach, which includes dialogic, activity-creative nature of the choice of content and behavior. Distance education technologies allow to realize in full adjustment of individual educational directions of students. Professional demands and professional difficulties that may be identified within the management activities, content and technological support of the model of development of organizational and managerial competence of education managers is determined by the demands of regional educational policy, state educational standards, which ensures the content of the process of professional development and is based on academic disciplines and courses that allow students to improve the necessary competencies (Gyurova, 2009).

The basis on which management is best manifested as an organizing force are the value orientations of education managers: worldview monoblock, a set of which are lofty goals, principles of management, ethical norms of communication. Together, they motivate education managers and managers, especially those who

have real power and, therefore, have the technical, economic and human resources to fulfill the strategic purpose of management, ensuring the humanitarian protection of people, creating decent conditions for them to exercise their rights and freedoms.

CONCLUSIONS

The activity of the education manager acquires a specific meaning only when it is filled with real pedagogical content and is aimed at solving problems of ensuring the effectiveness of the organization of the educational process, promoting the formation of organization, responsibility, sociability, and so on.

In improving the management of the education manager, one should take into account national and regional features of education, high educational demands. Additionally, the needs of the economy make demands on the ability to find non-standard solutions, ability to think creatively, sociability, critical thinking, socio-cultural literacy.

Improving the managerial competencies of the education manager involves two areas: developing conditions for the development of the ability to organize the life of the team, which contains a set of effective algorithms for managing team members or subordinates, resulting in the accumulation of experience in organizational and managerial activities; development of readiness of students to use the means and methods of influencing the subjects of management to solve problems.

The development of managerial competence in the process of professional activity is determined by the fact that the activities of education managers are multifunctional and aimed at providing guidance and coordination of participants in the educational process in the educational institution, which ensures effective organization of the educational process.

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ABSTRAKT

Celem artykułu jest określenie roli i znaczenia kompetencji zarządczych menedżera oświaty w skutecznej organizacji procesu edukacyjnego. W procesie badawczym zastosowano następujące metody badań naukowych: analizę teoretyczną w celu określenia głównych podejść koncepcyjnych do rozwoju kompetencji menedżerskich i jej roli w organizacji procesu edukacyjnego; strukturyzację w celu zidentyfikowania i scharakteryzowania składowych działań zarządczych; uogólnienie, czyli formułowanie wniosków dotyczących pedagogicznych uwarunkowań rozwoju kompetencji zarządczych menedżera oświaty. Usystematyzowano funkcje uniwersalne (rozwój i podejmowanie decyzji/planowanie, organizacja określonych zadań, korekty, księgowość i kontrola) oraz komponenty zarządzania (diagnostyczne, prognostyczne, projekcyjne, organizacyjne, komunikacyjno-motywacyjne, emocjonalno-wolicjonalne, porównawczo-ewaluacyjne). Zidentyfikowano pedagogiczne uwarunkowania rozwoju kompetencji zarządczych menedżerów oświaty: związek między treścią doskonalenia szkolenia menedżerskiego kierowników oświaty a specyfiką realizacji regionalnej polityki edukacyjnej; zdalne wspomaganie procesu edukacyjnego nastawionego na rozwój kompetencji zarządczych, w którym dokonywana jest celowa pośrednia lub częściowo pośrednia interakcja między menedżerem oświaty a kadrami niezależnie od ich lokalizacji; budowanie indywidualnych trajektorii edukacyjnych uczniów, które realizowane są w oparciu o podejście osobowościowe, a także uwzględniające trudności i potrzeby zawodowe.

Słowa kluczowe: menedżer oświaty; rozwój kompetencji zarządczych; organizacja procesu edukacyjnego