

THE MANAGERIAL PERFORMANCE IN THE EDUCATIONAL SYSTEM

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ABSTRACT

Performance has always been a controversial concept and also a coveted reality. The concept of performance is rather large due to the meanings which it may have. The concept of performance can refer to: an enterprise, a management system, a team, a person, etc. Although the concept of performance at work is commonly used, in terms of the definition it is still considered to be defective. The most commonly used understandings refer to how well a person does in a specific job. Despite the difficulties associated with an accurate definition, performance is an extremely important criterion being related to organizational outcomes and the success of the organization in all domains, since all the organizations and persons aim at a high level of performance. As far as school is concerned, performance means good and very good academic results, social outcomes (the social integration of the graduates, percentage of success in entrance examinations), curricular material, teaching aids, and social education programs.

KEYWORDS: *performance, academic efficiency, competence, manager.*

JEL CLASSIFICATION: *F19, B19, M12, M54.*

1. INTRODUCTION

When we talk about performance we mean the achievement of goals. Performance in profit organizations is associated with achieved profit and in non-profit organizations with the *degree of satisfaction*. To determine the performance of schools we need to analyze the two dimensions of performance (effectiveness, efficiency) from two perspectives: the administrative and the instructive-educational one, the concepts of efficiency and effectiveness being complementary (Nicolescu & Nicolescu, 2011, p. 137). During the 1960s and 1970s, studies have attempted to *isolate and identify the factors that increase school efficiency and student achievement* (Normand, 2006, p. 33-44).

Defining the concept of school effectiveness is considered difficult because it is not neutral, but implies the reference to clearly defined criteria in relation to each of the levels that are functional in a school and is qualified by reference to each school unit. A relative consensus was reached on the need for emphasis on the students' results and in particular on the concept of value added by the school (an effective school adds value in training its students compared to other schools serving the same general purposes) (Gherguț, 2007, p. 151). Effectiveness is rather defining since a company that does not realize the objectives and does not develop the processes by which they are met, is doomed to failure and bankruptcy (Nicolescu & Nicolescu, 2011, p. 137).

Educational practices confirm that the performance indicators within a school should specifically refer to four areas that determine quality:

- management and structure,

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- teaching and learning,
- student support and school culture,
- student performance.

2. REVIEW OF THE LITERATURE

Since the beginning of the 20th century, several studies have attempted to identify the factors influencing student achievement (Coleman et al., 1972). Chevaillier states that the main factor for the performance of school is the principals' expertise (Chevaillier, 2006, p.3). This recognition of the importance of the school manager aroused in researchers and government organizations the need to clarify and define the role of school management in setting the standards, the expected competencies that are or will be used for training, recruiting and evaluating those responsible for the school management (Chevaillier, 2006, p.3; Adams-Rodgers et Johnston, 2008; MELS 2008). The effectiveness of management activity within the institution focuses on criteria including two complementary directions: the criteria reflecting the actual management task and the criteria which refer to the dynamic pedagogical processes of the institution - Figure 1.

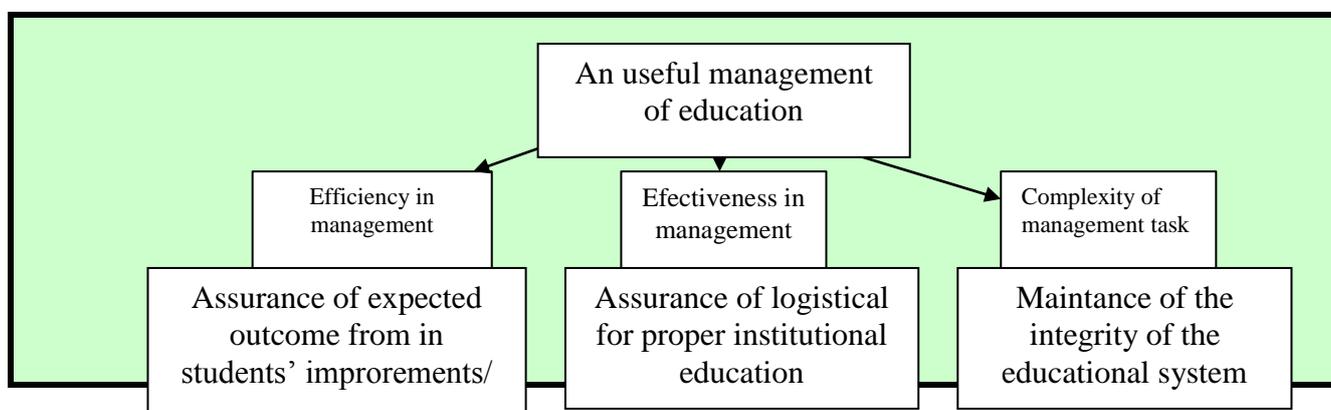


Figure 1. The influence of management

Source: Gherguț (2007, p. 151)

- (1) *The criteria that reflect management by assessing the quality of the operation / development of the education institution*, the implementation of management functions (informational-analytical, motivational-purpose, forecasting-planning, organization, control-diagnostics, alignment-correction) and actions on areas: curriculum (development, implementation, development), human resources (recruitment, training / development, evaluation), non-human resources (material, financial, informational, time), organizational development / organization performance, leadership skills, especially communication, decision making, practicing leadership styles.
- (2) *Criteria referring to the dynamics of the pedagogical processes within the educational institution* (given that management is not an end in itself), the changes that have a positive influence on the personality development of each student.

Thus, the management of an education institution is assessed by a general category of quality, highlighting the activity of the management team that is necessary and useful, facilitating productivity, efficiency, complexity / completeness in achieving the envisaged goals and objectives, the organizational development of the school, improving the performance of the school, of the students, and teachers - Figure 2. The alternative model of effective school, proposed by the Canadian scientist D. Fink is present below:

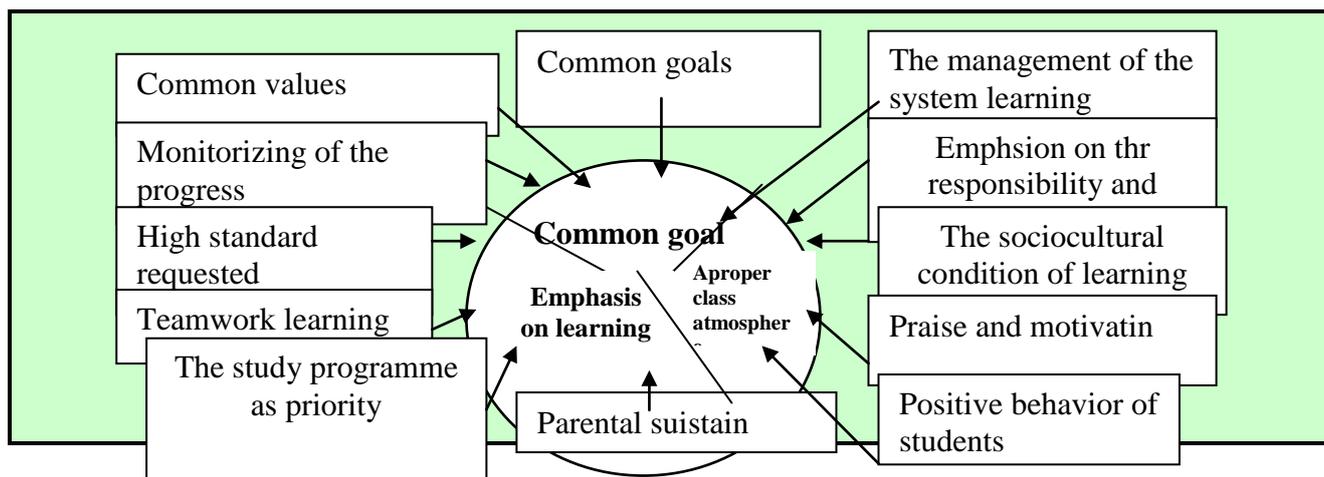


Figure 2. Extended version of the effective school model

Source: Cojocaru (2004, p. 336)

According to some researchers, school managers have more complex tasks as society has transformed with the advent of new information technologies (Bush, 2008; Dorward, 2009; Fullan, 2008; Warfield, 2009; Felton, 2006).

The directors' leadership and role have had to adapt to this new reality. Contemporary authors state that directors must change their approaches reconsidering the (virtual and real) communities in which they exert their influence (Dufour, 2005), adopting a management style that highlights the environmental resources, developing collective skills and involving in the improvement of the school system (Hopkins, 2007; Pont et al., 2008; Pont & Nusche Moorman, 2008).

According to some authors (Pont & Nusche Moorman, 2008), the “up and down” bureaucratic management system that existed prior to the 80s, is to be replaced by a public management that focuses on:

- Decentralization
- School autonomy
- Decision-making, either by the school or the local government
- Parents' control on the education provided by the school
- Parents' access to the educational outcomes, allowing comparisons between the schools, which leads to promoting schools competition.

There is a multitude of factors identified in all the studies mentioned above, impacting on student achievement:

1. The school manager, his expertise and management capacity.
2. The existence within the school of a professional learning community.
3. Creating cooperation networks of management and staff with other schools and other communities.

Ramo et. al. (2009) found that both social and emotional competencies and personality traits are the valuable predictor of job performance and also stressed that competencies are more powerful predictor of performance as compared to global personality traits. The use of competencies serves to enhance an organisation’s performance and hence a competitive advantage.

Chye et. al. (2010) found that managerially competent managers are good planners, organisers, administrators, and communicators who can enhance the performance of their organisations, whereas innovatively competent managers are designers, forward thinkers, leaders, and inspirer capable for creating better organisations.

In terms of performance – competence relationship, there is a performance management system based on skills. The implementation of this system leads to achieving the vision, the mission and

the objectives of the organization, possibly due to the increase of human resources values by augmenting its distinct and unique skills. Enriching the human capital optimizes the organizational resources, the human capital working as a landmark of the current strengths of the organization (Kandula, 2006, p. 240).

3. CONCLUSIONS

Practice shows undoubtedly that performance, achieving the high quality objectives of an action, is only possible at a high level, appropriate, proficient. When there is a low level of proficiency performance is also low.

But there are frequent situations when the level of proficiency is high, but the practical results (performance) are still low. This phenomenon is more obvious and significant when managers with low performance generate capacity losses (material, informational and human). In such cases, something does not “work”, that is the organizational and management system are wrong and thus they require a diagnosis by consulting and establishing corrective measures by outside intervention. Sometimes, the definition and the profile of the manager, respectively the assessment of his expertise, are wrong or irrelevant.

A performant school means good academic results and very good social outcomes (the social integration of the graduates, percentage of success in entrance exams), curricular material, teaching aids, social education programs.

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