

Analysis of the Effectiveness of School Educational Managers' Activity at Different Career Stages

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Abstract—The article is dedicated to the problem of the effectiveness of school educational managers' activity. The dependence of effectiveness indexes on the career stage is analyzed. The analysis data were received as a result of school monitoring in Smolensk region in 2016.

Keywords—efficiency of activities; educational manager; school; educational organization; the director of the school; the head teacher of the school

I. INTRODUCTION

For every organization, personnel are the most complex management subject as in contrast with other types of resources it is able to critically assess and give subjective estimations of manager's actions, react against influence, study own interests. Furthermore, performance effectiveness of the organization itself depends on the effectiveness of human resources management. At factories and organizations with a hierarchical corporate pattern, separate HR departments and services are created in order to manage staff and its development.

The theory of lifelong learning is becoming more and more popular over the recent years, the key aim of which is to develop the educational potential of a person throughout his or her life [6; 8; 9]. In different types of organizations, the concept of HR management is also changing. Today the formation of "learning organizations" is taking place that creates the necessary conditions and facilitates lifelong learning for the staff [11, 13, 14].

The problem of educational personnel development is one of the most topical on the stage of transformation to the information society, as education is the generation sphere of new knowledge and information. To our mind, educational organizations cannot contribute to an intensive development of the intellectual, social and economic potential of a country in case they haven't acquired the status of a "learning organization".

HR development in a comprehensive educational organization is the task of principals, deputy principals, heads of school methodological communities, methodologists. All of them perform the functions of educational managers: select and arrange teaching staff, manage the process of employees' adaptation, cooperate

with the teachers regarding questions of organizing their educational path and course of career progress, plan and organize staff training according to the organizational goals with respect to the employees' interests, fulfill informational-methodological and informational-pedagogical support of teachers. The effectiveness of this activity influences the effectiveness of "learning organization" formation, staff development, innovation and increase in workforce capacity. The problem lies in the absence of a universal methodology for effectiveness assessment of such activity of educational managers and studied factors influencing this activity.

We have already developed a system of key effectiveness indicators of school educational managers and conducted an analysis showing the influence of the informational culture of educational managers on this system (Koshevenko S.V., Silchenkova S.V., 2015, 2016). The aim of this study is to assess and analyze the effectiveness of school educational managers (EM) activity at different stages of their career.

II. MATERIALS AND METHODS

Methodological basis of the study accounts for the scientific works in the sphere of:

- educational management (T. Boydel, J. Bourgoin, B. Guetl, Ivanova E.V., Ortey F., Pevzner M.N., Pedler M., Petryakova P.A., Fedotova G.A., Fosket N., Sheraizina R.M., Shirin A.G., etc.) [1, 2, 3, 12]. A number of scientists from Yaroslav-the-Wise Novgorod State University point at the necessity of formation of readiness for "innovative activity, assuring the development of learning organizations on the basis of knowledge management concept and reflection of personal and professional development..." by an educational manager [12, p. 334];
- HR management (I.A. Epeshkin, A.Y. Kibanov, L.I. Lukicheva, etc.). The most topical for our study is the approach to the effectiveness assessment of HR work [5; 7; 10]. I.A. Epeshkin divides these indicators into three groups (financial, management and personnel loyalty and satisfaction indicators) and marks out separate indicators which can be considered as

effectiveness indexes of the activity in this sphere [5, p. 123];

- educational systems management (Artyukhov M.V., Kapustin N.P., Tretyakov P.I., Shamova T.I.) [4; 15]. Thus, Shamova T.I., Tretyakov P.I. and Kapustin N.P. distinguish the following items as analysis blocks of school principal's activity: informational-analytical, planning-predicting, control-diagnostic and correctional skills together with the effectiveness of organizational-performing activity [15, p. 89]. As the functions of educational managers in school are assigned to the principal, deputy principals and heads of school methodological communities, then the effectiveness of their activity in the sphere of HR management can be analyzed and assessed on the basis of the marked blocks.

Based on the works of the above-mentioned authors, we have developed a system of key effectiveness indicators of school EM activity. Nine blocks are marked for the assessment and for each block there are key effectiveness indicators (indicators) and assessment criteria "Fig. 1".

It is possible to get acquainted with this methodology and develop diagnostic materials in more detail in the previous works of the authors of the current article (Koshevenko S.V., Silchenkova S.V., 2015, 2016).

In 2016, the monitoring of principals and deputy principals of schools in Smolensk region regarding the issue of educational managers' effectiveness was conducted with the support of Smolensk regional Department for education, science, and youth affairs. 116 respondents from 64 city schools and district centers schools and 159 respondents from 118 village schools of Smolensk region (275 respondents in total) took part in the mentioned monitoring. Such sample volume is considered enough for monographic research. Reliability and validity of the test are confirmed with the value of Cronbach alpha coefficient (0,88).

In order to achieve the stated goal, we have used such research methods as studying scientific literature related to the research problem, system analysis, polling with the help of questionnaire survey, statistical data analysis, graphical and tabular methods and factor analysis.

Blocks and effectiveness indicators of school educational managers' activity			
Block 1. Selection and adaptation of new employees			
personnel staffing	adjustment of a new employee to working conditions in an educational organization		satisfaction of new employees with support and working conditions
Block 2. Designing of individual educational paths of teachers			
number of teachers for whom an individual educational path has already been designed		accordance of a designed educational path with teacher's goals and aims of an educational organization	
Block 3. Staff training organization (within and outside the organization)			
number of teachers who have passed advanced training and retraining in a timely manner	accordance of training with the disciplines taught and teachers' demands	satisfaction of teachers with the conducted in-house training	readiness of employees to use new technologies and knowledge
Block 4. Designing of individual courses of teachers' career progress			
log (annual plan) of career promotion	positions substituted through inner employees shifting	number of teachers who have acquired I or higher qualification grade with an active informational-pedagogical support of the EM	
Block 5. Building of the system of cooperation with teaching staff			
fulfilled functional tasks		satisfaction of staff and manager with the work of EM	
Block 6. Creation and coordination of project groups' work and coordination of teacher's individual research work			
number of applications from teaching staff for participation in grants, professional skill competitions		number of winners and awardees of competitions of different levels, grants awarded	
Block 7. Employees database maintenance			
the fullness of employees database maintenance		the speed of background reports and records drafting	
Block 8. Public relations			
participation in different events conducted within a school	cooperation with external organizations, social partnership		relations with media
Block 9. Outreach activity of an educational manager			
participation in seminars, conferences, advanced training courses regarding EM field of activity	sharing of experience through participation in professional skill competitions	participation in experimental (research) work	publication activity

Fig. 1. Key effectiveness indicators of EM's activity

III. RESEARCH RESULTS

The analysis of the received data should be started from checking the average effectiveness indicators of school EMs'

activity in Smolensk region. The average questionnaire score is 2,63 which shows the medium effectiveness of EMs in the region on the whole. The average indicators of effectiveness blocks are given in "Fig. 2".

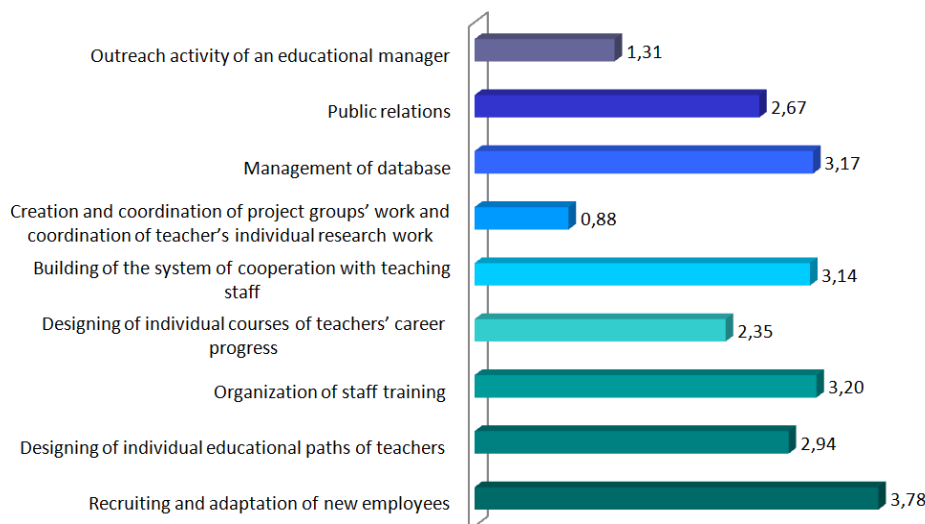


Fig. 2. Average effectiveness indicators of educational managers in Smolensk region according to the blocks.

As seen from the given diagram, educational managers showed a rather low score in several blocks (outreach activity of EM is 1,31; creation and coordination of project groups' work and coordination of teacher's individual research work is 0,88), that shows the insufficient

effectiveness of their work in these spheres. Further, we should examine whether these low scores in the above-stated blocks are revealed at different stages of career progress.

"Table I" reveals the characteristics of career stages that are universal for every field of work and profession. [7]

TABLE I. CHARACTERIZATION OF CAREER STAGES

Career stage	Age period	Brief characterization	Motivational peculiarities (according to Maslow)
<i>Preliminary</i>	Up to 25 years	Preparation for labor activity, choice of field of work	Safety, social acknowledgment
<i>Formation</i>	Up to 30 years	Profession and skills acquisition, formation of a qualified specialist or manager	Social acknowledgment, independence
<i>Promotion</i>	Up to 45 years	Professional development: improvement of skills, experience gaining, promotion	Social acknowledgment, self-realization
<i>Preservation</i>	Up to 60 years	Securing of the achieved results. The climax of qualification development, its upgrade through professional activity and youth training. Creative work	Pay rise, new sources of income. The highest degree of independence and self-expression. Respect
<i>Ending</i>	Up to 65 years	Preparation for retiring, search and training of the next generation of workers	Securing of social acknowledgment
<i>Retiring</i>	After 65 years	Moving to some other activities	Search of self-expression in a new field of activity

In order to achieve the research goal, the whole sample was divided into several groups according to age that corresponds to each career stage. As there are no respondents under 25 years in the sample, the number of groups accounts for 5. The quantity of surveyed persons in each group is not equal. Thus, the number of educational managers at the age from 26 to 30 in the region accounts for only 2 persons; their average working experience is 3 years. 78 respondents were surveyed at the age from 31 to 45; their average working experience accounts for 6 years. The next age group that corresponds to preservation career stage (from 46 to 60 years) is the most numerous – 161 persons with the average working experience of 13 years. The group of ending career stage (from 61 to 65 years) consists of 23 persons with the

average working experience of 25 years. Also, there are 10 respondents at the age of 65 and older with the average working experience of 29 years. The maximum age accounts for 70 years.

On the whole, this grouping reflects practically all stages of career development: at a young age (up to 30 years) specialists learn, gaining first working experience and not being able to perform the duty of an educational manager to the full extent, at a retirement age (older than 65 years) educational managers should keep up with the times in order to fulfill the duties and this is not always possible, thus, such respondents are in the minority.

The average effectiveness grade of educational manager's activity has been calculated for each group of surveyed both overall and for each block of indicators – functional tasks of educational managers “Table II”.

TABLE II. AVERAGE EFFECTIVENESS GRADE OF EMS ACCORDING TO BLOCKS DEPENDING ON THE CAREER STAGES

The functional task of a school educational manager	Career stage				
	Formation (up to 30 years)	Promotion (up to 45 years)	Preservation (up to 60 years)	Ending (up to 65 years)	Retiring (after 65 years)
<i>Recruiting and adaptation of new employees</i>	3,42	3,97	3,88	3,75	3,98
<i>Designing of individual educational paths of teachers</i>	3,67	3,17	2,88	3,03	2,77
<i>Organization of staff training</i>	3,00	3,57	3,03	3,22	2,92
<i>Designing of individual courses of teachers' career progress</i>	3,17	2,58	2,24	2,12	2,00
<i>Building of the system of cooperation with teaching staff</i>	3,50	3,49	3,02	3,01	2,95
<i>Creation and coordination of project groups' work and coordination of teacher's individual research work</i>	0,92	1,52	0,80	0,91	0,80
<i>Management of database</i>	3,33	3,39	3,12	3,05	2,33
<i>Public relations</i>	1,67	2,83	2,43	2,31	2,40
<i>Outreach activity of an educational manager</i>	0,38	1,67	1,12	1,56	1,12
<i>Total average point</i>	2,56	2,91	2,50	2,70	2,36

If we consider the whole trend of the overall effectiveness indicator of EM's activity, we see its increase at the stage of career promotion (age from 31 to 45 years) up to the score of 2,91, some decrease (down to 2,5 or 14% in comparison with the previous stage) at the stage of preservation, then another increase up to 2,7 at the stage of career ending and further decrease (down to 2,36 or 19% in comparison with maximum value) at the retiring stage (older than 65 years). While examining effectiveness blocks of EM's activity, we can see maximum values of indicators also for promotion stage.

Rather predictable is a high score of EMs who are on the promotion stage as these specialists are considered to apply utmost efforts in work, be active in professional life, have growing qualification level, gain experience, and get promotions; they are eager to receive recognition in the staff and self-actualize.

An increase in overall effectiveness indicator of EM at the age from 61 to 65 (ending stage) in comparison with preservation stage can be explained through an increase in employees' activity, they sort of prove to themselves and their younger colleagues that they have enough experience and can do much even at this age.

Though the first and the last groups of respondents cannot be considered statistically relevant, it is characteristic that the minimal score is shown by seniors (older than 65 years) and not by their young and inexperienced colleagues at the age of 30 who are more motivated to achieve high results in professional activity.

Let's consider what problems can be marked out for each stage of career development.

For the group of educational managers at the stage of career formation, we can distinguish the lowest effectiveness level in comparison with the other respondent groups in the blocks “Public relations” and “Outreach activity of an educational manager”. Lack of experience, huge time expenditures on fulfilling current administrative, economic and pedagogical duties prevent a manager from organizing conferences, seminars, master-classes and taking part in

them as well as increasing publication activity. Nevertheless, young age gives advantages in using progressive knowledge and leading experience and low scores in positions “Participation of an educational manager in professional skill competitions” and “Participation of an educational manager in experimental work” are the indicator of the insufficient possible effectiveness of their activity. As to public relations, the school management is not interested in this issue and the media are interested only in the most active and talented young managers who can transfer progressive experience of their educational organization.

At the promotion stage, we see rather low indicators in the blocks “Designing of individual educational paths of teachers” and “Designing of individual courses of teachers' career progress”. They are lower than the same indicators at formation stage group. This suggests that EMs at the age from 31 to 45 don't pay enough attention to the career development and education of employees of an educational organization.

Average grades for almost all effectiveness blocks at the preservation stage are lower than the relevant EM grades at formation and promotion stages. Once EMs achieve the targeted level of independence and self-development as well as acquire the desired respect and recognition, many of them are likely to become less active assuming that they no longer need to prove their abilities or to strive to reach better results expecting their image to do that for them. As a result, such critical aspects of their activity as sharing the professional experience, assisting new employees in their integration into the community, supervising teachers in their research activity and career development are not prioritized by employees beyond 60, what has an adverse effect on the effectiveness of young specialists. This might be viewed in average scores for such blocks as “Designing of individual educational paths of teachers,” “Designing of individual courses of teachers' career progress,” “Building of the system of cooperation with teaching staff,” and “Creation and coordination of project groups' work and coordination of teacher's individual research work.” The scores for these blocks are lower at the preservation stage than those at preceding stages.

At the retiring stage, some effectiveness indicators of EM's activity are higher than those at other stages of career development which is determined by such factor as professional experience. The most problematic aspects of activity are those associated with the data management, project group formation, and coordination as well as the supervision of a teacher's research activity. Low scores in these blocks reflect the poor informational culture of managers of "retirement age" and lack of motivation for implementing new technologies and innovative ideas.

In the meantime, each stage of career development implies its own prospects for self-realization. Thus, for instance, young managers put a larger emphasis on assisting employees in their career development regarding this aspect of their activity as a priority. More experienced EMs, in their turn, show higher effectiveness in recruitment processes. Their professional experience and intuition allow them to evaluate applicants' competency as well as to assist them during the adaptation period.

IV. CONCLUSION

Thus, the analysis of the educational managers' effectiveness carried out at different stages of career development in Smolensk region has helped to reveal a series of operation-related flaws that have an adverse effect on the activity effectiveness.

Once being at the first stages of the career development, educational managers prove to have poorly formed public relation and outreach activity skills. At the promotion stage, educational managers pay insufficient attention to the development of employees in educational organizations. Likewise, educational managers are not involved in sharing the experience with younger generations, ensuring their integration into the educational environment, supervising their research activity, and assisting them all the way long their career development, which influences the effectiveness indicators negatively. At the retiring stage of the career development, managers exhibit a low level of information culture, the lack of motivation for implementing new technologies and progressive ideas.

The present analysis has helped to define the major milestones in the growth of the educational managers' effectiveness at each stage of their career development. It is essential to design the advanced training programs for principal and deputy principals in Smolensk schools in accordance with the stage of career development, forming the educational groups, selecting the educational programs and teaching methods adequate to the relevant stage.

This work needs to be approached with detailed elaboration and critical analysis of the data from other regions since different groups in Smolensk schools have diverse characteristics at each stage of career development.

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