

Methodology of assessment of social-functional management of a general educational institution

La metodología de la evaluación de la gestión socio-funcional de una institución educativa general

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Abstract

The article deals with the actual theoretical and methodological problem of organization and technology of experimental stage of the problem research of a social-functional management of a general educational institution (GEI). The results of the study calculations confirmed the pedagogical expediency and practical significance of the methodology, concept, technology and criteria of the effectiveness evaluating of social and functional management of the GEI activities.

Key words: General Educational Institution (GEI), correlation analysis, personality, social-functional management, philosophy of education

Resumen

El artículo aborda el problema real teórico y metodológico de la organización y la tecnología de la etapa experimental de la investigación del problema de una gestión social-funcional de una institución educativa general (GEI). Los resultados de los cálculos del estudio confirmaron la conveniencia pedagógica y el significado práctico de la metodología, el concepto, la tecnología y los criterios de la efectiva evaluación en gestión social y funcional de las actividades de GEI.

Palabras clave: Institución educativa general (GEI), análisis de correlación, personalidad, gestión social-funcional, filosofía de la educación

1. Introduction

The study of the problem of social and functional management of GEI is urgent and opportune. This is due to the objective increase of the education role in solving of socio-economic problems of the country in the conditions of its entry into the world educational space.

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The managing process of social systems is objectively divided into a series of operations (stages) that consistently change each other: the development and adoption of managerial decision; organization; regulation, coordination; accounting and control. These managerial stages are inherent in the management of a general educational institution in which a personally oriented paradigm has been cultivating in recent years, which is based on the wide-ranging differentiation of learning, that is, the orientation on each student in view of level of his/her education, development and civility and educational needs. Under these conditions, there is a problem of the education quality improving on a national basis in the context of a new scientific direction the "philosophy of education quality" which is intensively developing in countries of Western Europe, America, Japan.

The main obstacle in understanding of the relationship between the education philosophy and educational theory is the constant changes in their definition. We proceed from the fact that most researchers in the education field were philosophers, because many their researches initiated the development of modern philosophical courses. It should be noted that they also raised educational issues (or issues with the possibility of application in the educational sphere) (Berezniak , 1977).

Its topicality is caused by the fact that in the last decade new value systems have been formed in the country on the background of the education deideologization, the crisis of the former systems of values that cultivated knowledge (volume, depth, consciousness, strength), rather than the formation of a viable, life-giving, competitive personality. This fact led to the emergence of another logic of education understanding not only as an external one in relation to the activity of the child, but as a process and result of the child's activity. In this approach, the concept of "education" changes to a new one – "the education of personality" as a process and the consequence of the student's activity in relation to the formation, creation and development of his own personality.

At the same time, the result of education is the personality itself, its social orientation, understanding of its role in self-development, in the development of the "society of knowledge", its culture, high international status in the conditions of continuously progressing integration processes, the socially significant role of professional orientation and the formation of a competitive personality.

A significant part of scientific publications both in foreign and in domestic practice is devoted to problems of the methodology of the study of the management of GEI. Meskon et al., (1994) associate the effectiveness criteria of the organization, first of all, with the performance of the control function by the chief. They note that the control procedure has three stages: the development of standards and criteria, the comparison of real results with them, the need for corrective actions (Mescon et al., {1994).

Among national scientists Ye.S. Berezniak is one of the first to develop complex effectiveness criteria for the school management (Berezniak , 1977). He cautioned against assessing the school's activity by one indicator, stressing that evaluation should be deep and comprehensive.

In the aspect of our study the analysis of the final results of the school's activity, which were developed by P. I. Tretiakov, is interesting for us. He proposed ten directions, which include some indicators that together give a complete picture of the results of the school's work: the level of health and healthy lifestyle; level of civility; level of education; level of readiness to continue education; level of preparation for work activity; level of readiness for life in the family and society; work with pedagogical personnel; interaction with family, society; material and technical and financial support; management of achievement of optimal results (Tretiakov , 1997).

Luniachek V.E. analyzed a number of scientific works on the problem of assessing the effectiveness of the managerial activity of the chief of a general educational institution. As a result, he made the following conclusions: "Unfortunately, most of the proposed criteria in these works, as a rule, are not provided with tools and technology for their implementation" (Luniachek, 2005). In particular, N. M. Ostroverkhova and L.I.

Danylenko developed and experimentally tested scientific approaches to the evaluation of the school work (systemic, aspectual, fragmentary) and disclosed their contents (Ostroverkhova & Danylenko, 1996).

G.V. Yelnykova has developed criteria for assessing the possibilities of general educational institutions for educational activities in the framework of their certification, which are divided into modules: the establishment of a school management system; organization of educational process; organization of work in the system "School-family-social environment"; assistance in solving the problem of social protection, adaptation, preservation and strengthening of students' and workers' health (Elnykova, 1999).

Unfortunately, in these publications there is not enough attention paid to the practical implementation of these directions, namely, the experimental verification of the proposed approaches and criteria for evaluating the social functional management.

The purpose of the study is to determine and experimentally verify the system of parameters and criteria for evaluating the effectiveness of social and functional management of GEI, technology for its levels determining.

Task:

- 1) to determine the system of parameters and criteria for assessing the effectiveness of the social and functional management of GEI;
- 2) on the basis of correlation analysis data, to check the validity of the theoretically developed parameters for assessing the effectiveness of the social and functional management of GEI as a pedagogical system integrating classical management functions;
- 3) to prove pedagogical expediency of the use of variational technologies for assessing the indicators of increasing the effectiveness of social and functional management in the process of its analysis.

2. Methodology

The fulfilment of the tasks and testing the hypothesis at various stages of scientific research led to the need for use of such research methods:

theoretical: system analysis and synthesis of the foundations of philosophy, sociology, psychology, pedagogy and management, used in the interpretation of the concept of "system-functional management of a general educational institution"; the method of simulation of complex nonlinear socio-pedagogical systems, including management processes, is realized in the development of the structural-content model of social functional management of GEI;

empirical: interviewing, questionnaire, pedagogical consilium, conversation, brainstorming used in the process of establishing and forming experiments with the aim of finding out the views of the pedagogical community concerning the nature and pedagogical social functional management of GEI; "Pilot" experiment was used in order to find out the validity of the developed system of estimating parameters of the effectiveness of social and functional management of GEI and its main subsystems;

mathematical and statistical methods of sampling, processing and analysis of research results; studying and analysis of management documentation, in particular, control and analytical (content analysis, comparative and correlation analyzes of research results, etc.). Among the methods of the forming experiment, the test-control segment of the experimental data and the comparative analysis with the results of the statement experiment take a significant place.

12 secondary schools were added to the statement and forming experiment: 12 directors of GEI, 24 director's assistants of educational work, 38 heads of methodological associations of teachers of one specialty, 265 teachers - participants of the experiment.

3. Results

In the process of the analysis, we presumed that the effectiveness of socio-economic management of a general educational institution would increase with the determination of its essence as a phenomenon of synergistic realization of the classical functions of social and functional management of the activity of GEI, aimed at ensuring a high level of education quality and the formation of the individual as active subject of society, the justification of the methodological foundations of social and functional management of the activity of the general educational institution and organizational mechanisms for their implementation in the practical activities of school principals

The outlined topic of our research on the methodology of social-functional management of GEI and assessment of its effectiveness has caused the need to focus on the scientific and methodological achievements of domestic and foreign scientists, taking into account their specifics. That is why, we have taken a systemic and functional approach as a basis of development and testing of parameters and technology for effectiveness evaluating of social and functional management of an educational institution, that determines the need to assess the classical functions of management of GEI from the standpoint of its socialization - that is management decision making, organization, regulation and correction, accounting and control. For each of them, the parameters and criteria for evaluating the status of implementation in experimental GEIs have been developed and tested.

Management decision in the system of social and functional management of GEI activity and evaluation of its effectiveness. To make a management decision in the system of social and functional management of GEI activity a technological map for evaluating the socio-pedagogical effectiveness of the management decision making in GEI is developed, which includes:

- comprehension from the standpoint of the socio-pedagogical significance of modern policy and normative documents about the system of education in the country and GEI in particular, organizational mechanisms of its implementation in their practical activity;
- provision of the necessary information from various sources about the achievement of psychological and pedagogical, socio-economic sciences on the issue of management decision;
- awareness of the principle of GEI in the achievements of best practices in socialization of the management of the education development in the country, educational space, neighbourhood of the school;
- obtaining, if necessary, of consultation in the relevant education management bodies, in scientific and methodological centre on this problem, which is the subject of management decision making;
- availability of reliable and optimal information about the state of problem solving of the social and managerial decision in GEI;
- knowledge and observance of the principles of managerial decision developing and making, such as socio-pedagogical expediency, democracy, humanity and practical significance;
- technology of managerial decision developing and making in GEI: problem statement, information about the state of its solution, analysis, systematization and generalization from the point of view of socio-pedagogical expediency and practical significance;

- rationality of the forms of managerial decision making: a pedagogical council, a methodological council of the school, meetings of the labour collective, trade union meetings, school conferences, orders, commands, recommendations, recommendations.

Organization in the system of social and functional management of the activity of a comprehensive educational institution is an integral part of any management activity. Its purpose is to provide conditions for the implementation of the management decision, for the solution of specific tasks aimed at achieving the stated goal of the school activity, for the achievement of socially significant performance of all participants of the educational process.

It includes the following subsystems:

- organization of activities of the teaching staff;
- organization of activity of the student collective;
- organization of methodological associations of teachers of separate educational subjects;
- members of the administrative and managerial staff and accessory staff of the school.

Adjustment in the system of social-functional management of a general educational institution. This function is to maintain and improve the state of the administrative staff of the school, the pedagogical and student groups, the provision of business communications and the human-democratic microclimate in the Ministry of Education and Science. The regulation function provides adaptation of external influences on the school and their neutralization. Regulation of internal factors of influence on the activity of the school is carried out through the coordination and adjustment of the actions of the management department of GEI, and through it – the pedagogical and student stuffs. Consequently, regulation is an integral part of each management function of GEI, at the same time it has its own purpose and features:

- political regulation (implementation of the political course of Ukraine in the system of education, observance of the Constitution of Ukraine, implementation of the content of State Basic Education Standard, taking into account external socio-political processes);
- economic regulation (implementation of innovative ideas of economic development in Ukraine, improvement of socio-economic status of education, schools);
- ideological regulation (explanation of the Ukrainian mentality, the embodiment of the ideas of ethnography, socialization and nationalization of education and upbringing of the younger generation);
- operational and technical regulation (rational placement of teaching staff, timetable of classes, prevention and elimination of conflicts in the team of schools).

Accounting and control as a function of socio-functional management of GEI. Control is the final function of the management cycle. Accounting is carried out in the process of control, that is, the collection, processing and analysis of information on the state of the educational process, which can be expressed by quantitative indicators or judgments. Under these conditions control is both a means of information obtaining and a way of feedback in management activities.

The purpose of the control is to prevent possible disadvantages and eliminate the existing disadvantages in the activity of the teaching and student staff. It is predetermined by the peculiarities of the object of verification, by the tasks of GEI activity in the given period of time. During the implementation of internal school control as part of social functional management of GEI, the following general requirements should be observed: compliance of the content of the control with the curriculum and the school programs, implementing the State Standard for General Elementary and Secondary Education; ensuring a systematic approach to the control of one or another object, that is, coverage of all its parties and mediations; transparency of control and its results; provision of objective and reliable information about the state of the object of verification; purposefulness and planning of

control; scientific validity of control and its results. Forms of control: preventive, personal, thematic, class-generalizing and frontal, which are used as needed and pedagogical expediency.

An important place in the control system of teaching of subjects is given to theoretical and theoretical level of teaching; mastering of school curriculum by the teachers within the State standard of general secondary education, mastering of the latest methods and technologies of teaching; rational use of educational and developmental potentials of the content of the State standard of general secondary education, ensuring the development of students' inclinations, interests and abilities in the process of learning; the formation of the student's creative personality and the desire for self-perfection; democratization and humanization of the process of mutual influence of teachers and students in the educational process, national orientation of education and upbringing of students.

The result of the educational process is the level of educational competence of students: reproductive (knowledge of students acts as a conscious reproduction of recorded information in the memory about subjects of cognition); constructive (students' knowledge is manifested in readiness and ability to apply them in standard conditions or in variational situations); creative (pupils can effectively apply knowledge in practice).

The evaluation of the parameters of the social-functional management (SFM) of GEI, as a result of the experiment, was carried out on a three-point scale: "2" – the parameter is implemented, "1" – the parameter is partially implemented, "0" – the parameter is not implemented; this scale allows the use of computer processing and analysis of experiment data.

The assessing criteria of the efficiency levels of SFM of GEI have been outlined by the efficiency coefficient (C_{ef}) of SFM as the relative value of the sum of the realized parameters to the maximum possible one.

According to the indexes of technological chart for the estimation of management functions, C_{ef} of SFM has been determined before and after the experiment (Table 1).

Table 1
Technological chart of the dynamics of the efficiency indicators
of social and functional management of GEI (comparative analysis)

The main functions of social-functional management of GEI	Score in points	
	before experiment	after experiment
Managerial decision making in the system of social and functional management of GEI	0,44	0,69
Organization of socio-functional management of GEI	0,57	0,71
Adjustment in the system of social and functional management of GEI	0,63	0,88
Accounting and control of the effectiveness of the socio-functional management of GEI	0,64	0,73
C_{ef} of SFM =	0,57	0,75

Source: Own Computation

Before the experiment C_{ef} of SFM = $(0,44 + 0,57 + 0,63 + 0,64) : 4 = 0,57$ corresponds to the nominal level of SFM, and after the experiment C_{ef} of SFM = $(0,69 + 0,71 + 0,88 + 0,73) : 4 = 0,75$ corresponds to the average level of SFM. The difference between the value of C_{ef} of SFM after and before the experiment is equal: $0,75 - 0,57 = 0,18$, which does not contradict the statistical requirements for sampling, processing and analysis of the data of the pedagogical experiment, and also confirms the positivity of the results of the study with the coefficient "plus 0.18". In order to investigate the probability of the methodology and technology of the experiment, we

determined the level of significance of the correlation coefficient (that is reliability coefficient). With this purpose, a table of critical values of the correlation coefficient (r of Pearson) has been used; its fragment is given in Table 2.

The line that corresponds to the sample size is selected in this table. In our study $n = 88$. Since in table 2 $n = 80$ or $n = 90$, a value is defined in the corresponding lines that is smaller or more than empirical one.

These values (0.286 and 0.270) are highlighted in table 2 in bold, and the real critical value of the Pearson correlation coefficient is the intermediate number between the two table values that belong to the column with the value of the reliability level $p \leq 0,01$, that is 0.278. This fact allows concluding that the significance level of the correlation of experimental data of the SFM of GEI is reliable.

Table 2
A fragment of the table of critical values of Pearson correlation coefficient
(to check the wrong alternatives, n – sample size)

n – sample size	p – level of reliability			
	$p = 0,1$	$p = 0,05$	$p = 0,01$	$p = 0,001$
80	0,185	0,220	0,286	0,361
90	0,174	0,207	0,270	0,341
130	0,145	0,172	0,225	0,285
140	0,140	0,166	0,217	0,275

Source: From the Table of Critical Values of Pearson Correlation Coefficient

The final result of the socio-functional management of the activity of GEI is a graduate as a cultural educated, self-sufficient, hard-working, humane person who seeks for self-improvement and determination of his place in society, deliberately chooses an educational institution for education continuing in order to acquire a profession. In this regard, we have developed parameters for assessing the formation degree of socially significant features of senior pupils of experimental GEIs (Table 3).

Table 3
Technological chart of the evaluation of the formation of a socially oriented personality of pupils of upper classes of experimental schools

Personal qualities of a senior pupil:	Self-esteem	Evaluation of class managers
- the integrity of the worldview and perception of the world;	1	1
- value-semantic competence, self-determination of the role and place in society;	2	2
- the formation of synergetic thinking;	1	1
- a harmonious combination of own interests with universal ones;	1	2
- the manifestation of humanism in relations with peers, the humanity of own actions;	2	2
- the desire for self-improvement by means of mastering of the content and methods of physical and intellectual self-development	1	2
$C_{ef} =$	0,67	0,85

As we see, the self-assessment data of the formation of socially-oriented personality of senior pupils (Table 3) is somewhat different from the evaluation indicators of class managers.

4. Conclusions

According to the presented criteria the manifestation of personal social-oriented qualities of senior pupils is determined by the average level. At the same time, the evaluation indicators by class managers are slightly higher than those of respondents (by 0.16). It should be noted that we did not expect high indicators. After all, the formation of socially-oriented personality requires a long time, at least the period of school education of a child. However, the results of the research confirm the pedagogical expediency and practical significance of the methodology, concept, technology and criteria of assessing the effectiveness of the social and functional management of general educational institution.

The presented results do not exhaust all aspects of the outlined research problem and do not claim to be complete. We are aware that problem of social and functional management has prospects for further research. In particular, one of its possible aspects is the theoretical and methodological foundations and technologies of formation of the student's socially oriented personality as the final result of the oriented socio-functional management of a general educational institution.

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