

THE INFLUENCE OF THE DIRECTOR-MANAGER ON THE PROFESSIONAL DEVELOPMENT OF THE TEACHERS IN THE PRIMARY SCHOOL

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Abstract

Rapid technical-technological progress exposes the constant changes in the world, setting new norms and rules, and with it come innovations and reforms in education as a key factor. The stakeholders of the educational process need to be constantly updated with the innovations, in order to be able to properly implement the principles of modern education. In order to have a successful organization and work in the school, it is necessary to have good cooperation between the director-manager with the professional service and the teaching staff, and this will provide a pleasant school climate for work.

In this paper the emphasis is on the professional development of teachers and their connections with the managerial skills of the director-manager. Basic functions in good management and the pedagogical-managerial role of the director-manager will be considered. By analyzing the already obtained data, the connection of the school management with the professional development of the teachers will be perceived, the influence of the director-manager in that process and the enjoyment of the teaching staff from the implemented activities for upgrading the professional development.

Keywords: director-manager, professional development, teacher, motivation, implementation of activities.

Introduction

In the last decade of the last century and in the beginning of this century, the education system and institutionalized schooling are exposed to a number of innovations, which are caused by changes in society. This raises the inevitable need to acquire new knowledge and skills and imposes the need of using modern educational technology. There is a require for new organizational set-up for schools, and for the management of each school there is new requests.

As we can see, the development of management in schools is not just a trend, but a real need. Schools now need a real leader, i.e director-manager, who will be able to realize the mission of the school and will have a vision for further development.

The teaching profession is in inseparable, close relationship with the school as an institution, and the school has the task to support the professional development of teachers. The aim is to build an appropriate policy for the professional development of the teaching staff. From here, the main mission of the director-manager is to be constantly up to date with innovations and new trends, in order to be able to provide efficient and effective work in the school institution. The personal satisfaction of the employees, the quality of the professional development of the teaching staff, the relationship between the teachers, as well as the rating of the school on the market of the educational policy depend on the management of the director-manager. In order to achieve this, first of all, it is necessary to create a mobile, safe, dynamic environment, which will ensure the school climate and culture to incorporate tradition, modern requirements and future expectations.

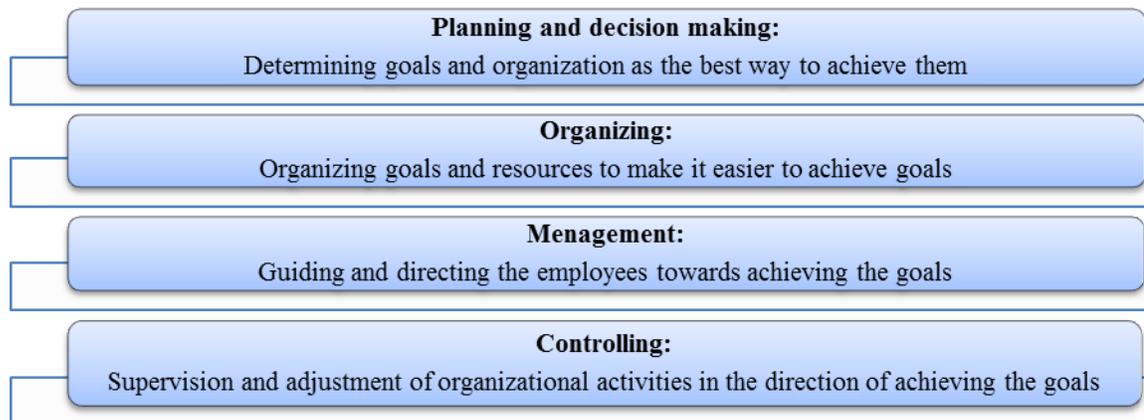
Management as a term

The term management is "domesticated" in our literature and has gained great popularity. The term management comes from the word **manage** (the etymology or root is in the Latin expression **manu agree** - to lead by the hand), with radiation manages, supervises, manages, succeeds, makes decisions to demand the needs. (Петковски, Пелинова, 2009, 62)

Management is an universal process of effectively performing the work with the help of other people and engaging resources for achieving the predefined goals of the company. From this synthesized definition performed by several authors we can see that management is a complex of functions, that in one organizational system is responsible for defining goals and leads for achieving this goals (Гоцевски, 2007, 19). Management is fully focused and takes care of achieving results, and the existence of results implies the establishment of a set / system of values for the nature of those results and their significance why they should be achieved. To become a successful manager it is necessary to develop the capacity to understand the nature of results and achievements and to link them to appropriate value systems (Петковски, Алексова, 2004, 77).

The manager performs a number of activities, but they can be subdivided into four groups, which represent the basic functions of management. Analyzing picture no. 1 it is perceived that these so-called connected functions actually shows us what directors should do as school managers. (Диздаревик, 1998, 52)

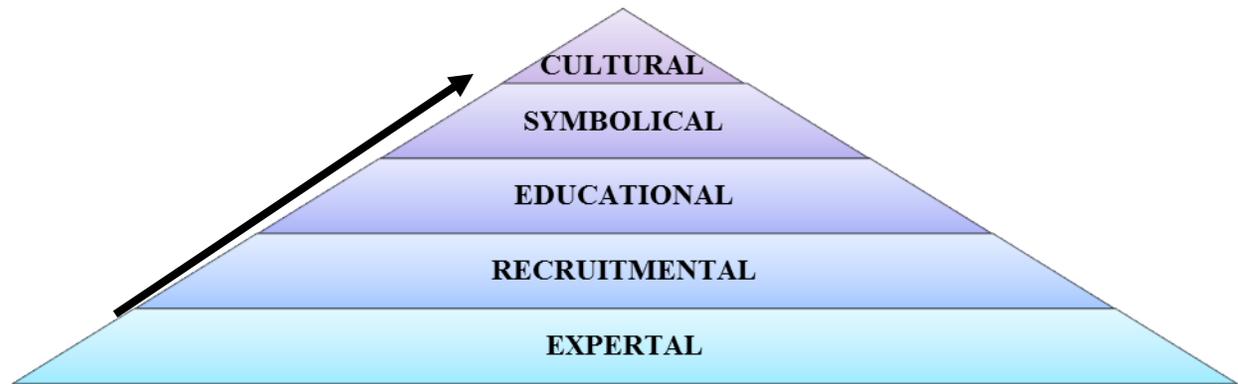
Picture no.1 - Basic management functions



The director-manager in the primary school

The school as an educational organization itself is a complex, dynamic and expedient organizational system. The main links of this system are: the school director (governing body), teachers, students, parents and the local environment.

The term director should be understood as a function that is performed by an individual in one organization, i.e a title that a person holds when performing a certain leadership function as one of the higher management levels. Performing this function, the given person is essentially a manager. The manager performs some of the managerial functions or plays a managerial role on a daily basis, all in order to achieve a good organizational set-up in the work team. It should be noted that this is legal right i.e the representation of a person in the position of director is a decision made by state institution. It is a mistake to think that with this act, the person becomes a guide in that environment. In order for the director to be able to perform his function successfully, it is necessary to have certain characteristics. According to Sergio, there are five important characteristics that every successful director should possess, and we will see that in chronological order in picture no. 2. (Петковски, Алексова, 2004, 211)

Picture no. 2 - Characteristics of the director

The director-manager as a leader in the professional development of teachers

The professional development of teachers is inextricably linked with the school as institution. The task of the school is to support the professional development of teachers and to build a policy of professional development. This needs to be raised to a higher level, so certain reforms can be achieved. But only can be achieved through good cooperation between: director-manager - teacher - state institutions. In this process, the role of the principal-manager as a pedagogical head of the school is of great importance, he is the one who represents the voice of the teaching staff.

The director, in addition of planning, organizing, leading, evaluating and creating the work of the school, is increasingly appearing as an instructor in the work of the teaching staff. It is necessary to train the new employees and other teachers, so he will direct them to the use of new techniques, modified teaching methods, forms and strategies for learning, use of new modern tools and pedagogical forms of work. Through this, the principal-manager will show the teachers the change of position and the role of the subjective factors in the teaching process. Teachers are constantly looking for opportunities to develop and reflect new approaches for teaching. To enable this, it is necessary to organize various groups for learning and working in groups, participation in seminars, trainings and workshops, action research, various meetings with community associations, meetings with professional assets, cooperation with colleagues from other schools. (Мирасчиева, 2015, 5). In order for the director to achieve all this, it is necessary to permanently professionally improve and be in constant progress with the contemporary domestic and world pedagogical and scientific-professional literature, to attend

appropriate seminars, trainings and workshops related to the management of education and other various sources for informal upgrading.

In this context, the main roles given to the director as a leader in the professional development of teachers are: **constructor** (preparing the capacities of the community in which he learns professionally); **designer** (professional development planning); **implementer** (takeover of actions) and **reflective leader** (evaluation of results) (Lindstrom, 2004, 12). In order for the director to make progress in the collective work and professional development of the teaching staff, first of all it is necessary to know how to motivate the employees. This can be done through a variety of procedures, such as: praising or discreet suggestion / critic, delegating a problem, leaving room for teachers to perform their tasks more independently, seeking feedback from teachers, defending teachers, creating a sense of affiliation of each teacher as part of the school team, etc.

How successfully the principal-manager implements the activities for professional development of teachers

All activities implemented by the school management for professional development are based on a number of manuals and programs. Since 2016 in our country is made a significant progress in professional development of teachers by publicizing "Manual for monitoring the work and planning the professional development of teachers and professional associates in primary and secondary schools". It stands out from the composition of the professional development team, where the head is the director as a faculty manager, professional activists and professional associate. The goal of the team is to establish a system for planning and realization of the professional development of teachers, identifying their needs, need for personal development, grouping teacher according to individual needs, planning joint professional development with other schools and so on.

The success and influence of the director-manager is best seen by examining the opinions of the employees (teachers), in comparison with the prominent opinions of the directors. Therefore, in the continuation we will analyze the results obtained from the latest research, conducted in 2021. We will see how successfully the director-manager implements the activities for professional development of teachers and how much the opinions of the teaching staff and the director-manager matches. The research surveyed and interviewed 150 teachers and 5

principals in primary schools. The obtained results refer to the school management and the development of the employees in the primary education (АТЕМОВСКА, 2021).

As mentioned earlier, for the development of professional development, teachers need to attend seminars, trainings, workshops and other various courses, which will be organized by the school management or other activities by paying their own registration fee. The research provides information from the surveyed teachers, that the school management conducts a large number of seminars and trainings (65,33%) for the professional development of teachers. (12,66%) stated that workshops are conducted, as well as online courses (1,03%), which are quite common in the past year. In this context, it is most important to ask the question about the quality of the implemented activities, i.e: How much activities implemented by the school management have a positive impact on the professional development of teachers? The majority of respondents (58,06%) believes that the activities have a positive impact, (10,03%) that their work experience has an impact, not the activities implemented by the school management.

From this we indirectly come to the conclusion that most of the respondents implement activities aimed by professional development of teachers. However, we do not leave out the option that the schools do not carry out any activities for the professional development of teachers. This is a big shortcoming in our educational system, because we still have a large percentage of teachers who have remained on the acquired knowledge from the fundamental formal education, acquired in higher education.

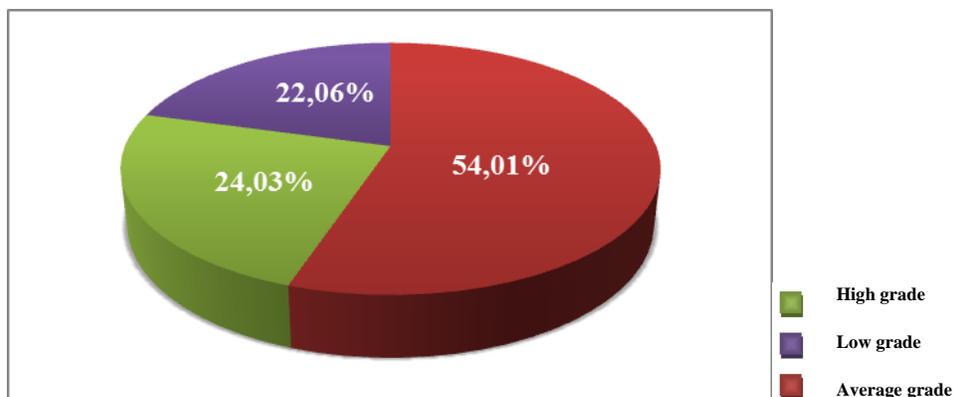
The implementation of the activities and their content largely depends on the interest of the teaching staff. The school management (directors) thinks that the majority of teachers, about 70%-90% are interested and participate in the activities. This leads to the conclusion that the school management implements appropriate activities, despite the small percentage of negative opinions. So with that we can indicate that there is no difference between the views of the two subjects involved in the research. It cannot be expected that all the individual requirements of the selected ones will be satisfied, because they are professional training and are usually grouped with certain/close interests.

The school management is obliged to satisfy the interest of the teaching staff and to correct and motivate their engagement, by following the latest educational trends and constantly introducing innovations in the educational process. There is a number of factors that affect professional development. In this research and in many other conducted researches, motivation is

considered for the most important factor, because the teacher should be inspired and motivated by the school management. The director as a pedagogical-manager should know exactly what method should be used to raise the motivation of his staff to a higher level. The most commonly used method is the method of conversation, so that directors organize frequent meetings with employees, discuss problems and obstacles at work, give directions, and in this way the flexibility and availability of the school management is emphasized, which strengthens the communication, not only in the relationship between director-manager and teachers, but also between employees. This provides a pleasant positive climate for work and preserves the school culture.

From the data that Atemovska received from the research, an assessment is clearly formed for the commitment of the school management for the professional development and the satisfaction of the teaching staff from the work of the same. There is an average grade (54.01%), because there is a match between the high grade (24.03%) and the low grade (22.06%).

Chart no. 1 - Assessment for exposure of school management to the development of teacher development



Conclusion:

Success in the work of teachers is directly related to their professional development. Therefore, it is necessary for teachers to be more motivated and everyone actively participate in the implementation of activities for their professional development. The management of the professional development should serve as an example for achieving high results. This is why it is necessary for the director-manager to be constantly involved in the professional development of

all employees, because this not only create the image of the manager, but also builds the image of the school as an institution.

In organizing and realizing the professional development, the director-manager needs to be especially careful about the content of the activities. They should be in line with the needs, shortcomings and requirements of teachers. In order to be able to meet the individual needs of teachers, it is necessary to regularly evaluate and diagnose the acquired knowledge, which will provide information on the current readiness of the teacher to lead the educational process.

The director-manager needs to pay more attention to the cooperation and interaction with the teaching staff and to give a greater opportunity for the teaching staff to approach the preparation of the programs for professional development of the teacher, because in that way the needs of the teachers will be met to a greater extent and the existing obstacles in the education system will be overcome, and the students will be enabled to achieve better results.

From all this we could conclude that only good communication, teamwork, positive working school climate, support and high motivation in relationship director-manager and teacher are the key of harmonious cooperation and progress in professional development of teachers and creating an effective modern school.

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