

*Review*

# The School manager's role in promoting moral values nowadays

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**We cannot overlook the fact that educational management is one of the main factors of progress and innovation in the education system. Without managers able to produce the desired changes and to stir the development of educational services, the genuine reform would not be a viable process. The decisions principals have to take should target efficiency and effectiveness in the management process. The school is committed to provide students with a challenging and stimulating learning and practical training environment, generated by the needs, learning style and individual aspirations, creating thus a lifelong desire to learn and improve. From the stand point of the position, the principal is always in contact with various categories of staff (students' parents, students, teaching staff, principals of other schools, health professionals, businesses, etc.). This fact facilitates a feedback on how the establishment the manager represents is regarded within the local, regional community.**

**Key words:** Educational management, profession of a manager, education, training, leader.

## INTRODUCTION

Our current context makes the managerial activity to go beyond highlighting certain personal qualities of the manager, appraised in terms such as communication, vocation, talent, craftsmanship, knowledge of a legal system, developing some skills, capabilities, competences, qualities, assuming certain roles in a rigorous and controlled manner, which would define professionalism and the art to project, coordinate, implement, monitor, assess and remedy.

Bearing in mind the specialisations that focus healthcare and keeping people healthy, within the context of educational partnership, the Sanitary Post-HighSchool Piatra-Neamț, through all its activity, aims at developing the students' skills and competence alongside their real motivation for the general nursing profession. This was the starting point in such an approach to the issue.

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## PROFESSIONAL MANAGER TODAY

Acting as a manager, teacher, support personnel, etc. within the school is subject to many influences and pressures, sometimes contradictory ones, excessively stressful, which result in a set of "role expectations", produced either by organisational factors or partially regulated by institutional ones.

Preparing for the profession of a manager is not simple should one consider factors such as the market conditions, post-graduate concerns with respect to the training of the teaching staff, training of managers, etc.

We can say that the elements of a school principal's training are of three kinds: scientific (referring to her speciality), pedagogical (focusing her on the special mission as an educator striving to form the whole person), and managerial or form and substance requirements. Any person who occupies a leading

position should master an appropriate set of skills, knowledge, aptitudes and skills. Following numerous investigations, researchers have reached the psychosocial professional profile of a leader, which consists of the following features: professional training (knowledge of the theory of management, experience, moral and volitional traits), entrepreneurship, innovation, courage, energy, perseverance, mobility, physical and mental resilience, wide outlook, humane attitude, the ability to understand people and the desire to work with them, intelligence, flexibility of thought, motivation, cultural horizons, etc. (Chelaru, 2011).

### MORALITY AND MANAGERIAL STAFF

Given that society has a completely different set of criteria to assess performance and role-model imitation, defining moral values today seems an increasingly difficult task.

With regard to moral consciousness and conduct, the role of consciousness in the principal's teaching and managerial activity, the moral conduct rules – their role and impact on improving the education and professional training of young people, I believe that it takes both initial training in the field and a continuous training focused on moral education, promoting the authentic spiritual values and the genuine successful role models in public and private life. The eternal values such as kindness, dedication, devotion, happiness, work, judgment, tolerance and respect in today's society, altruism and ways of cultivating it, the limits of fairness and justice seem increasingly obsolete and replaced with malice, subservience toward personal and group interests, ignorance and intolerance to others, etc.

An important aspect in life-long training, professionalization of the school manager is an absolute necessity (Țircă, 2011). Improving the management of organizations is a dynamic process subject to the managers' promotion of the science of management. In order to promote genuine moral values, the manager should prove integrity (creating and maintaining appropriate professional relationships, unbiased conduct, trust), honesty (day-in day-out fair exercise of actions, from thoughts to actions, expressing esteem of others, acting and talking honestly and fairly), respect (being tolerant, caring and understanding with others, accepting their views and values, being aware that the relationship with students and their parents should be built on mutual respect, trust, and, whenever necessary, on confidentiality), responsibility (giving priority to education and care of students, engaging in continuous professional development activities and in improving teaching strategies, collaboration and cooperation in the interest of their students' education and welfare), trust, etc.

In terms of education, teaching and professional

training (Drucker, 1972), the renowned researcher and theorist, highlighted the major characteristics of management: management is general, standing out in all economic and social fields; developing the spirit of innovation is an essential feature of modern management; management is oriented towards the continuous growth of intellectual and physical work productivity; management is grafted onto the cultural, social and political traditions, onto the requirements for development of each country; management is the main factor to increase the efficiency of the activity conducted.

A true manager should advocate for harmony, balance, seriousness in institutional development and the moral values are to define the team so it will want what is best for the organization and society (Chitpin, 2014). Managerial skills are highlighted by the ability of leaders to fulfil their specific activities to the standards adopted by the organization. The complexity, diversity and intensity of the manager's activity differ depending on the manager's position in the hierarchy, department/field of activity, on the profile, characteristics and size of the organization.

From the stand point of the position, the principal is always in contact with various categories of staff (students' parents, students, teaching staff, principals of other schools, health professionals, businesses, etc.). This fact facilitates a feedback on how the establishment the manager represents is regarded within the local, regional community.

According to *Standards for the training for the position of school principal/deputy principal* approved by the Ministry of Education, Research, Youth and Sports, the success of the managerial approach is ensured by the following categories of skills: *communication and relationship skills* (selecting the appropriate ways and means of communication in order to improve the managerial approach, adapting to unforeseen situations in order to solve problems, resolving conflict situations, after investigation, mediation and negotiation, to ensure a climate of trust and responsibility), *psychosocial skills* (valuing the individual and group skills of interlocutors in order to establish effective communication, adopting appropriate behaviour in relationships with interlocutors to achieve a climate of cooperation), *computer literacy skills* (synthesizing information to create a database useful for the management act, valuing the information in the database with a view to making decisions consistent with the peculiarities of the educational environment, the use of information technology to increase efficiency of the activity and ensure the quality thereof), *leadership/coordination and organisation skills* (designing activities to achieve a quality educational approach, organizing activities with a view to achieving the objectives of the management plan, coordinating the educational process to achieve academic progress, managing decision-making by undertaking or delegating responsibilities within working groups),

*assessing/evaluating skills* (setting the objectives and assessment criteria in compliance with the principles of total quality, using assessing/evaluating techniques and tools specific to education, assessing the educational approach in order to identify training needs of the staff), *resources management skills* (management of human, financial and material resources according to the priorities set by the management plan in compliance with the general and specific legislation, management of decision-making by undertaking and delegating responsibilities within the working groups, selecting human resource according to the specificity of the school, etc.), *skills pertaining to the development of the educational facility* (analysis of the educational context in which the facility operates in order to design a strategy appropriate to institutional development, design the institutional development strategy, promote national and European values in education through programs and partnerships), *skills pertaining to the management of personal development and professional career* (assessing their own work in order to increase the quality of management, selecting their own training route for career development in line with personal aspirations and the specificity of the facility they manage) (Bush, 2015).

Following extensive specific research, Katz (1955) found that there are three categories of skills to be required for a manager: technical skills (the ability to work with specific tools and technique), interpersonal skills (ways to work with diverse people, teamwork, communication strategies, networking, motivation, etc.), cognitive skills (critical analysis, diagnostics, problem solving, creative thinking, finding solutions, developing strategies, liaising with the external environment).

The organization has to continually improve the effectiveness of the quality management system by using quality policy, quality objectives, audit results, data analysis, corrective and preventive actions, and management review. Thus, the school has to identify the processes needed for the quality management system and apply them across the organization, to determine the sequence and interaction of these processes, to determine the criteria and methods needed to ensure that both the operation and control of these processes are effective, to ensure the availability of resources and information necessary to support the operation and monitoring of these processes, to monitor, measure and analyse these processes and implement actions necessary to achieve the expected results and the continuous improvement of these processes.

A chief feature for any educator, especially for a head of an educational facility, is morality. It must be carried at all times in life; a manager should stick to their words even in their simple everyday gestures.

In order to promote the true moral values, the first quality is their unwavering faith, their Christian belief. To assert with their own example what they teach, to their souls permeated with the shivers of faith so as not to

*“build with one hand and destroy with the other”* (Grigorie de Nazianz, 1935). The sender of the message should be a good persuader, but first s/he needs to be convinced, to have a warm heart, their thinking and feeling to be dedicated to God, to confess their new state as the Apostle Paul: *“... I no longer live but Christ lives in me. And my life now, in the flesh, I live by faith in the Son of God ...”* (Gal. II, 20).

Another important moral trait of the teacher manager is Christian humbleness. S/he should be a good teacher and a Christian teacher imbued with the spirit of the supreme teacher who is Jesus Christ, the only Teacher who sent us the true light. *“I am come a light into the world, that whoever believeth on me should not abide in darkness”* (John XII, 46). Looking permanently onto Christ, s/he will be a good guide and will overcome all the difficulties in his mission. S/he does not do her/his work and all managerial achievements in order to be praised by people but to help the human soul to be pleasing to God. Let us not forget that the great Swiss educator Johann Heinrich Pestalozzi said in a letter of March 1808 that all his teaching does not belong to him but to God.

Love for those we train, educate and coordinate makes any problems – be it fatigue, boredom, etc. – disappear. We must show our love even when we have to be stricter with some but enemies to none. *“Omnibus mater aliis blanda, aliis devera, nulli inimica”* (Fer. Augustin, cap. XXII). The soul of the manager should be permeated by Christian devotion which should also emanate the devotion of those whom s/he leads.

To the foregoing we should add the aspects of substance that define the role of the leader and the major coordinates guiding her/his endeavour, namely:

1. A managerial position is binding. Due to their leading position, managers are always in the spotlight, is continuously observed, studied and analysed, judged and criticized. Through their behaviour and reactions, leaders demonstrate whether they justify the expectations invested in them, whether they act properly and competently in all situations, whether they meet the requirements of the position they occupy. Leadership requires both having innate qualities and acquiring specific managerial skills.
2. The leader is a “model” – from a professional, behavioural and attitude point of view – for many of their subordinates. Most often, a leader imparts, unconsciously, to the group members 'something' in their thinking, action and behaviour.
3. The coordinator of a group or organization leads, above all, people. In view of this essential fact, the success of management success and the affirmation of the leader's personality are subject to compliance with basic requirements in their relations and work with people: respect for everyone's personality and dignity, accepting the others as they are and not as they believe to be, treating everyone individually, as a person,

ensuring security and clarity in assigning tasks, ensuring firmness in demanding results, creating a climate of mutual trust within the group (Sabău, 2010).

4. Each leader has a personal style of leadership, determined by the characteristics that make up their psychosocial and professional portrait. The authoritative position available to the leader confers them the "image" which, in the eyes of their collaborators, faces the image of their working team or organization. In their relations with the staff, the leaders simultaneously wear two hats: the hat of a team member and of the guide of such team, being both the drive and the engine of the team, initiating and directing actions, engaging people in achieving them. The activity of the leader and how they work is decisive; like leader, like the team they lead. Most often, the personality of the team is identified with the personality of the leader, and the results of latter's activity are conditioned by the quality of their leader.

5. Given that management positions are not eternal, the manager should be constantly aware that s/he has been temporarily assigned an investment that requires great responsibility, but that one day s/he will leave the managerial position, remaining only with what they themselves are: the man and the teacher.

If approached from the perspective of the motivations of such a role, we can group them into three broad categories: professional (corresponding to ensuring the existence, security and personal independence), social (corresponding to the desire to better adjust to the social environment and obtain a convenient status and role), intellectual (corresponding to the desire and need to know) (Benchea, 2014).

## CONCLUSION

Synthesizing the multiple roles that a manager has to play within the organization, we can conclude that such a manager should be both a creator, a decision maker (the one who decides), a (cautious) visionary, a planner, organizer, entertainer, controller, selector, assessor, mentor, educator, "commander", judge, counsellor, negotiator, a good reader of people and not least, a fellow.

Leaving aside the purely theoretical aspects and summarizing the above, we conclude that any leader should possess the following important professional qualities: emotional balance, logical-verbal thinking, organizational, administrative and communicative skills, capacity to make operational decisions, ability to work in groups, auditory memory, visual memory, attention/focus, ability to work, ability to negotiate, intelligence, ingenuity, intuition, sense of observation, judgment, prone to risk, taking personal responsibility, verticality and transparency, kindness, tolerance, objectivity, etc.

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