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### Management of Change in the Context of the School Organization, Development and Adaptability

Timeea-Alexandra SIMIONESCU (SAVU)

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International Conference « Global interferences of knowledge society », November 16-17<sup>th</sup>, 2018, Targoviste, Romania

## Management of Change in the Context of the School Organization, Development and Adaptability

Timeea-Alexandra SIMIONESCU (SAVU)<sup>1</sup>

### *Abstract*

*Education is the main area in which a civilized country invests to ensure the sustainable development of society based on the transfer of knowledge. The correct education policies promoted by the state ensure technical and scientific progress in all socio-economic spheres.*

*This is a broad theme with multiple substrates, it aims at finding solutions, generating school success in changing environmental conditions, changes that will contribute to reforming the whole educational system and ensure its functionality and viability.*

*Under the new challenges of the millennium, which are primarily global warming, food security of the planet's population, combating incurable diseases and those causing pandemics, modern states focus their efforts on solving these problems by supporting education and research - pillars of broadcasting knowledge, on the basis of which a civilized, democratic society can be built, generating ideas, technologies and solutions for the future.*

*The Romanian society is in a process of change in which all economic, social, political, civic elements have experienced a new dynamic in trying to adapt to the present conditions. The importance of learning becomes more and more evident in Romanian society.*

*The education system must reflect the specific needs and traditions of education of the society it serves. The fundamental function is to provide the company with an adaptable, mobile and easy-to-use workforce able to apply the skills required by the local, regional and national labor market.*

**Keywords:** *Management; school organization; education; change; society.*

**Classification J.E.L.:** *D83; I21; M12.*

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<sup>1</sup> University "Valahia" of Târgoviște, Romania, [alexa\\_timeea@yahoo.com](mailto:alexa_timeea@yahoo.com) .

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Corresponding Author: Timeea-Alexandra Simionescu (Savu), [alexa\\_timeea@yahoo.com](mailto:alexa_timeea@yahoo.com)

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## 1. Introduction

The school is a social organization aiming at the permanent optimization of its global and sectoral planning structures, methodological orientation of the educational process, improvement and innovation of the educational and teaching actions and instruments in order to increase their efficiency.

The school organization evolves as an open structure towards the external and internal environment, committed to learning continuously through its strategic mechanisms of efficient functioning at the level of correlation: pedagogical objectives (general, specific, concrete); training activity in the context of the educational process; pupils with the knowledge and skills that ensure their promotion and integration into new school, professional and social levels. [1]

In the current context of the development of society, each school organization undergoes a dynamic evolution, under the pressure of internal and external factors, suffering different changes of intensity. The term adaptability should be seen from the perspective of "organizational change" as a result of phenomena with effects on organizations, regardless of the activity they are undertaking, and to undergo new and complex measures and effects such as: innovation, transformation, variation, reforming, renovating, replacing, transfiguring, metamorphosis, transformation, adaptation.

## 2. Theoretical foundation

The evolution of school management is accelerated in recent decades by the reconsideration and repositioning of the theory of social organization as the theory of organizational development.

Organizational development is the strategic vision specifically designed to increase the efficiency and effectiveness of the activity in the field of reference (economic, political, pedagogical etc.) through rigorously planned but flexibly planned approaches, which are inherent to the changing information society: efficiency, of existing resources, effectiveness, confirming the fairness of the proposed objectives, evaluated in terms of process and product. [2-4]

The main source of development of the school organization is the capacity to adapt it to a complex and contradictory external environment, specific to the information society, based on knowledge. The optimization

of relations with the external environment gives the school organization opportunities for optimal development at normative and cultural level:

- at the normative level, through the functional-structural balance pursued in terms of organizational health;
- at the cultural level, through the evolutions that transform the school into a learning organization, the symbolic stake of the two objectives being assumed by the post-birocratic school organization.

The culture of the school organization develops especially through the use of the subjective resources of the psychosocial climate generated by the mode of action of all "school actors" (managers, teaching staff, pupils, administrative staff, parents, other representatives of the local community, etc.).

In relation to the school culture, the health of the school organization is a result of the existing or projected unity between the pedagogical values promoted (managerial, didactic, administrative, community, etc.) and the existential behaviors demonstrated by the actors of education in different situations, internally and externally. The synthetic expression of the school culture, favorable to organizational health, is that of the moral cohesion of the reference groups (managerial management structures, teaching staff, pupils' classes, teachers' council, parents' council, etc.). [5]

Ultimately, organizational health reflects the quality of the psychosocial climate as part of the school culture, generated and developed at the intersection of several variables of objective character (pedagogical space and time, organizational forms) and subjective (pedagogical styles promoted by school actors, pedagogical initiatives of teachers).

The operational definition of the organization's health concept emphasizes precisely the ability of the school to continuously and adequately adapt to the changing educational and social needs of the pedagogical and social environment, with relevant short, medium and long-term development trends. The criterion of efficiency is that of optimal decisions taken over time that consist in orienting resources to address the core issues of the school, focused on its overall objectives. [2]

Analyzing the organizational phenomenon through the theories elaborated by the theorists and practitioners of the field, we can ask: to what extent are the organizations capable of change?

Judging from the perspective of the institution-organization report and the fact that every organization is grafted on institutional support, characterized by rules and procedures, rigid behavior, routine, we are tempted to believe that the change is either not accomplished, or requires a long time and should to primarily target the restructuring of mentalities.

If we guide our analytical approach to the various perspectives that the organization approached, the conclusion would be: yes, any organization is capable of change. It remains to be seen what this change is triggering.

The results of the research undertaken by sociologists of the organization are paramount in trying to explain the mechanisms of change at the organizational level. [6]

What we consider to be obvious is that the strict delimitation of the external environment from the internal environment to provoking a change can only be achieved at a purely theoretical level, in reality between them there is a relationship of interdependence. Organizational development is not possible without collaboration between the agent of change and the members of the organization.

The concept of learning organization is decisive in the organizational development process that the school goes through. Although it may seem that it is an exaggerated social pressure, in reality the need for change-development is felt today from within. It can be preventive or corrective, as Emil Păun believes, or it can be strategic, an ideal situation to which the school has not yet reached. [7]

Another basic concept in the development of the school organization is staff development. This component focuses on the human resource, on the need for continuous training and improvement. There is an interdependence between staff development and school development (school improvement): the school offers opportunities for developing and asserting teachers' skills and capabilities, while staff development provides support for progress.

What is important in the development process of the school organization is the review of managerial strategies, training and motivation of human resources for acceptance and promotion of change, communication, and expertise in the process of designing, developing and evaluating change that decision-makers have to take into account for the success of the action. [8]

Managing change in education calls for a management based on creativity, which exploits experiences, motivates and finds solutions to problems that are difficult to overcome. Change must not become an end in itself, but a factor generating progress.

The progress of the organization is not only determined by structural and technological changes, but also by the individual, by his degree of participation, by his affective investment, but also by his / her skills and ability to assimilate the values of change and impose them on the organization.

Organizational development implies that the responses to new requests are made by members of organizations, being situational and contextualized, a new managerial optics, replacing the pyramid vision, separating leadership from execution, with a holistic vision of the organization, made up of parties which is characterized by autonomy and complementarity, organizational changes made in a structured and guided manner. Development projects involve changes in two major and interdependent plans - both structural and behavioral - of the members of the organization. Most change and development projects have a staff development section that indicates the types of changes and improvements needed in this area. First of all, it is the need for the members of the organization to assimilate new values and practice the associated behaviors.

### **3. The methodology used in the scientific research process**

The research starts from a fundamental question whose answer can be found only through various analyzes and debates: "What is the importance of a manager's role and what the implication implies in the context of development and adaptability to change of the school organization."

We can say that this question does not only take into account the degree of understanding of the professional judgment judge and the judges but also the beneficiary of the decisions, taking into account the dynamic evolution of the changes that can occur in the educational system and the external influences. However, it is necessary to know the provenance and usefulness of the concept of a manager (not only theoretically, but also practical), in order to understand the multitude of meanings associated with it. [9]

The school organization reflects the functional requirements of significant managerial leadership through the overall, optimal, strategic and innovative design of the training activity carried out in a context specific to the system and the learning process.

The normative dimension of the school organization becomes more and more flexible by completing the formal principles of planning the main activity (education / training) with informal ones, spontaneously asserted as a result of teacher creativity, so necessary in an open context. On the managerial level, the school management becomes more efficient and innovative by combining the decisions taken at the level of the hierarchical structures, vertical ones with those assumed contextually by the horizontal, technical and community structures, developed in the network. [10]

The flexibility of the normative dimension becomes a characteristic of the management of the school imposed by the requirements of the information society, but also by the axiomatic of the paradigm of the curriculum, which provides a pedagogical explanation for the tendency of combining the formal, hierarchical and spontaneous principles.

Research is a deductive one and starts from generalities related to the concept of leadership, manager, education, change; elements that help in defining and explaining this topical phenomenon of the overwhelming importance that distinguishes between success and failure.

#### **4. Arguments to support the scientific work**

Education has become one of the fundamental dimensions of contemporary society, not only through its domain but also through the variety of content. Approached when a process, when as an objective, action or outcome, subjected to analysis by increasingly complex and demanding methods, education has become an interdisciplinary subject, offering suggestions of educational practice.

Change is a process that includes a sequence of steps of a generally valid nature: the action of internal and external forces that require a change in the school organization.

In all school organizations the processes of change that take place have a number of common elements, even if each of them has distinct features.

In this context, managers of school organizations must:

- Identify changing needs;
- Manage the changes that appear;
- To initiate change processes that ensure prestige, quality, performance.

Change is a process that includes a sequence of steps of a generally valid nature: the action of internal and external forces that require a change in the school organization. [11]

This change of the educational act is at the discretion of each of us. Our involvement as a parent or teacher in the education of our children should be in line with the evolution of society.

These changes are an essential condition for:

- Connecting the school to reality;
- Adapting learning to context;
- Ensuring quality education.



Change is a process that includes a sequence of steps of a generally valid nature: the action of internal and external forces that require a change in the school organization. [12]

Foreign forces that can exert pressure on the school organization and can not be controlled by their managers are:

- The demand for education formulated towards school, community, society in general;
- Axiological, informational, methodological, transferable at the level of the science, technical and research school;
- Changes in the social context in which school operates, generated by the dynamics of economic and social life.

Internal forces that can exert pressure and are somewhat under the control of managers in the organization are: the processes of the organization (decision making, relationship, communication). [13-14]

For both external and internal forces, the organization's school managers must identify:

- Forces acting;
- Directions of change indicated by these forces;
- Connections between the indicated forces. [15]

The processes of change that take place within an organizational system and in particular within the educational unit can be at different levels in terms of: intensity, amplitude and effects that are attracted.

**Table 1.** Levels of change processes

Level	Description
First Level	includes relatively simple changes that have relatively minor implications within the school unit;
Second Level	includes changes that involve overcoming routine practices and have wider and more general consequences in school contexts;
Third Level	includes changes that lead to a rupture in relation to the previous situation, usually involving, as a rule, different values from the school community in which those changes are taking place.

Between the three levels there is a close connection:

- level I and II changes facilitate Level III changes,
- each change at Level III brings about changes to Levels I and II;
- awareness and recognition, the need to make a change.

School organization managers are aware of problems and recognize the need for change.

The complexity, diversity and amplitude of activities in a school are the characteristics that give a dimension to an institutional project. Identifying the key issues of the school and solving them lead to institutional change and development. [16-17]

## 5. Debate on arguments against

In recent years, the attempt of Romanian education to find a favorable evolutionary path is becoming more evident, so that the institutions in question represent a space for the educational process with consistent, resonant ideas, desired to be echoed and materialized at the level of society. Of course, the educational system has numerous connections and interdependencies with the politico-economic system of the state, which determines a wide range of influences, on the basis of which education is in a perpetual process of change. [18]

In spite of the imperfections our system poses, experiencing periodic challenges, we can not deny that there are certain advantages that it presents and sometimes stimulate even the interest of foreigners to study here. Compared to the European countries, Romania has the advantage of free of charge compulsory education, plus the scholarship system granted.

Education is the number 1 public project in Romania over the next 10-20 years, because through education, society is changing its mental infrastructure. [19]

The adaptive change of education is an open, perfectly feasible project. It is not a threat. There are education professionals who know it, want it and support it, by making available multi-dimensional expertise: non-formal education, adult education, training and counseling, international experience, change management, transformational leadership.

## 6. Conclusions

Clear and profound perception of the need for change by the managers of the organization is indispensable to the process of change. At

the same time, understanding the need for change is important not only for managers but also for the entire staff of the organization.

The development of institutional and human capital involved in membership of the European Union (EU) requires significant efforts and investments. Not only alignment with EU law is required, but also the development of legal and administrative capacity to implement and implement them. This involves creating a competitive market with private and public institutions capable of meeting the requirements of the common market. [20]

The current system of education is aligned with rapid successes implementing information technology at school level that tends to become an increasingly important place in all fields of activity. The computerization of the educational and educational process has produced an essential change both in terms of the needs of acquiring knowledge and ability to respond to them, and in the way in which study programs are offered in educational institutions. Concerns about the realization of the symbiosis between the specialization training and the general training in the personnel training process are favorable to the unfolding of the activity. These concerns largely contribute to the rapid assimilation of new achievements of science and technology, and to the achievement of increasing efficiency.

In the current stage of economic and social development, the development of education appears as a requirement for the overall progress of society. In the long run, education contributes to the economic development of a country, stimulates progress and raises the standard of living of the population. However, it would be a few conditions: education should be well-sized, rationally organized, adapted and adaptable to the present and future needs of society, led professionally and competently.

The issue of changing / developing the school organization is a subject that could cover entire pages, but above all, it has become a reality of modern times. The adaptive change of education is a profound collective-scale exercise of the whole society based on trust, honesty, competence, performance and courage, designed to generate irreversible gains - short, medium and long term for all individual and institutional actors involved.

Time will prove this.

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