Aspects of Application of Management Meansin Education Organisation: Expression of Teachers' Opinion

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Abstract

The article analyses the opinion of teachers of education organisations of Joniskis district about the aspects of management means applied by the heads of schools (internal communication, delegation of tasks, employees' involvement into decision making, management of conflict situations).

Theoretical part of the article reveals theoretical context of management means, analysing the aspects of internal communication, delegation of tasks, management of conflict situations, decision making in the organisation. Expression of teachers' opinion regarding the peculiarities of management means applied by the heads of comprehensive schools is presented at an empirical level. The determined correlative relations of management means applied in organisation allow making an assumption that ineffective application of one management means may have an impact upon the ineffectiveness of the other one. Therefore, a formulated conclusion is that application of management means in organisation must form a solid system which could ensure successful organisation's activities.

Keywords: management means, education organisation, expression of teachers' opinion.

Introduction

Problem and relevance of the research. The efficiency of functioning of education system is one of the most relevant problems that foreign and Lithuanian scientists and professional communities pay attention to. There is a necessity to objectively evaluate achievements of education system, peculiarities of their operation, so that it would be possible to notice both negative and positive changes in time, to reveal possible long-term consequences of their results for economical, cultural and social progress of a state. Deeper cognition of achievements and functioning of education system allows to look at the level of micro system of education – a comprehensive school – more explicitly and to make appropriate influence on the effectiveness of its activities (Bagdonas, Juceviciene, 2000). School is an educational institution, without a doubt the effectiveness of its activities depends mainly upon pedagogical activities. The school performs these activities not only through the direct teacher-pupil interaction, but also as an organisation, ensuring appropriate activities for management means.

Successful realization of the set aims of education organisation depends a lot upon the effectiveness of its management. Needless to say, organization's activities are influenced by the head's abilities to use employees' competences properly while delegating the tasks, providing authorizations, involving in decision making and ability to organize regular flows of information in the whole organisation's structure, identify, analyse, and solve conflict situations.

Head's activities in education organisation, referring to the principles of modern management, as an object of the research, are relevant to scientists, among whom are Stoll, Fink (1998), Everard, Morris (1997), Hopkins, Ainscow, West (1998), Wai-Yin Lo (2005), Juceviciene, Bagdonas (2002), Zvirdauskas (2006), Targamadze (2006), Zelvys (2003), Bagdonas, Juceviciene (2000), Prakapiene, Malovikas (2006), Saparnis, Merkys, Saparniene (2003). Quite a number of researches have been carried out that analyse head's management style, personal qualities necessary for the head, heads' competences; however, the researches into the context of application of management means (internal communication, delegation of tasks, involvement of employees into decision making, management of conflict situations) in education organisations are less emphasized.

The presented text is a continuation of the article "The Impact of Management Means Upon the Improvement of Activities of Education Organisations" (Nesaviene, Saparnis, 2008). Both articles discuss research results of the same impact of management means upon the activities of education organisation. The mentioned article analyses the impact of applied management means (internal communication, delegation of tasks, management of conflict situations, decision making) upon the improvement of activities of education organisation. Generalized research results let us state that systematic implementation of management means create conditions for successful organisation's activities. In this article we will

present the analysis of teachers' opinion from the aspect of application of management means in education organisation.

Subject of the research: application of management means in the context of education organisation.

Aim of the research: to analyse the opinion of comprehensive schools' teachers of Joniskis district about the aspects of implementation of heads' management means in organisation.

Objectives of the research: to analyse theoretical aspects of management means; to investigate teachers' opinion about peculiarities of application of heads' management means in practice; to evaluate interrelations of management means and their impact upon the activities of education organisations.

Methods of the research: scientific literature analysis; questionnaire survey of teachers, statistical data analysis.

Theoretical aspects of application of management means in organisation

Sakalas and Silingiene (2000) state that in organisation it is necessary to create a solid system of management means which would stimulate the employees to improve their activities, achieve the set aims. The mentioned authors present three parts of management means' system: a) first, a fair and motivating system of wages for the work done should be created. The basis of creation of such a system is objective evaluation of works and personal employees' contribution; b) in addition, it is required to create an affective system of staff's professional growth and development which would allow to recognize employees' merits, would create conditions for them to develop their abilities in organisation; c) it is obligatory to create conditions for the employees to do an interesting, responsible work corresponding to their abilities and dispositions. For this the mechanism of employees' involvement into decision making, delegation of responsibility and authorizations, conflict management, internal communication is to be created.

In the commented research the third part of the system of management means has been chosen (internal communication, delegation of tasks, conflict management, employees' involvement in decision making). These management means are the part of means' system of non-material impact. Delegation of greater responsibility, as well as provision with more complicated tasks, involvement in decision making, presentation of suggestions stimulate employees to feel competent members of their organisation.

Internal communication. Activities of education organisations are unimaginable without internal communication like activities of other organisations. Much information (political, economical, cultural, social) is obtained from the outside environment, institutions that have influence on activities of education organisations. Through the channels of internal communication the head is to spread this information among employees.

Many authors (Sakalas, 2003; Barsauskiene, Januleviciute-Ivaskeviciene, 2007; Guscinskiene, 2002; Stoskus, 2002 and others) analyse internal communication according to the following aspects: a) direction of information flow: vertical, horizontal communication; b) type of information: work, general type of information; c) levels of influence: organizational, group, interpersonal and personal levels.

According to Sakalas (2003), good employees' knowledge is a necessary and composite part of their management. It is difficult to manage without it and sometimes not possible at all. Only a well informed employee may perform well all tasks delegated to him/her and evaluate his/her work results.

While communicating actively, concrete results are being pursued, interpersonal employees' relations are coordinated, tasks are performed, decisions are made. Therefore, while communicating natural human communication is occurring as well as transmission of significant information necessary for organisation's activities. However, obstacles occurring in an organisation may disturb communication.

There are many obstacles in communication process interfering with efficient exchange of information. These obstacles occur at all stages of internal communication. Therefore, in order to ensure effective communication process it is necessary to find out and remove the problems.

Bagdonas, Bagdoniene (2000); Sakalas, Silingiene (2000); Guscinskiene (2002); Stoskus (2002); Misevicius, Urboniene (2006) and others classify communication problems (interferences) according to the channels of transmission of information in organisation: a) interferences of vertical "down" communication; b) interferences of vertical "up" communication; c) interferences of horizontal communication.

As a matter of course internal communication is a two-way process. Communicating parts (the head and employees, o employees) have great responsibility in communication process. If one of these parts functions badly, communication process will be disconcerted. However, the heads manage work and general information. Work tasks, consulting on work issues, organization's news, results of activities, future plans and other necessary information may be credibly provided by the direct head. Shortage, delay or inaccuracy of work information may negatively influence performance and quality of works.

Delegation of tasks. According to Sakalas (2003), delegation is a transmission of competence from "top to bottom". Employees are responsible for activities; it means that they are responsible for everything they are doing. They are responsible for normal ordinary cases with which not only the right of activities but the right of management is delegated as well. The head does not interfere in these spheres except in case of serious problems. He must delegate the tasks properly, select suitable employees, and help them. However, according to the author, the head never fully delegates responsibility.

Bakanauskiene, Petkeviciute (2003) state that delegation is investiture of formal authority (formal force) to another person and accountability for particular performed activities.

According to Palivoniene (2007), delegation is an assignment of work tasks and related head's authorizations to the employees so that they could act independently, take over responsibility and achieve proper aims. When delegating the head provides an employee with a challenge and variety of tasks, shows confidence, allows to find out and do something new, improve his/her competence.

Appleby (2003) denominates delegation as a process when the head: assigns the tasks to employees; provides them with the power to perform responsibilities to finish the task; creates obligations for every employee so that the work would be properly done.

Stoskus (2002) states that delegation is one of the most effective management means. Transmission of rights and authorizations to the employee who is responsible for their performance is called delegation.

Bakanauskiene, Petkeviciute (2003) emphasize that delegation is not an ordinary distribution of work: the head does not simply distribute the tasks that the employees have to do anyway, but deliberately transfers the jobs that he himself usually does. In addition, when designating tasks, the head has to consider employee's competences. Therefore, an ability to delegate tasks properly and achieve good work results is a proof of head's skills.

In the presented attitudes about delegation of tasks we may distinguish one common feature – delegation of tasks is not possible without the investiture of authorizations to employees. If we did not relate delegation to investiture of certain authorizations, it would be an ordinary allotment of tasks. There is a contradiction in the presented interpretations about delegation of tasks: some authors state that for the delegation of tasks the head has to provide subordinates with some authority, the others – that with authorizations.

The success of delegation namely depends upon the position of the head and employee. There might arise situations when the heads do not want to delegate wider authorizations and subordinates avoid additional responsibility. According to Masalskiene (2007), successful delegation of tasks requires the following points: 1) positive attitude, in other words, wish to do this and confidence in employees; 2) confidence that they will be able to perform delegated tasks well; 3) habit and also skill.

Generalizing we may state that effective delegation of tasks is when the head provides other employees with authorizations: allows employees to be responsible for their tasks, does not leave them alone. In addition, delegation of tasks allows the head to disclaim many routine works, to have more time for realization of organisation's strategic aim or aims.

Conflict management. It is universally known that success of organisation's activities also depends upon how the head is able to manage conflicts. More or less conflicts occur in every organisation.

According to Butkus (2007), a modern professional manager cannot allow any upheavals and must be able to notice either the menace of future upheaval or possibility of progress in trivial, even personal conflicts.

As Zelvys (2003) states, conflicts may often be useful, because they allow to notice and evaluate contradictory attitudes towards the same problem and to choose the best alternative.

In Sakalas (2003) opinion, in effectively managed organisations conflicts are even desirable. In many cases different attitudes come out, additional information is obtained, many alternatives and problems are elevated; as a result, this influences work efficiency.

According to Everard and Morris (1997), conflict often means that selected direction is analysed in advance, therefore, there is smaller possibility not to notice an important shortcoming that may appear later. Absence of conflicts may mean unwillingness to take over responsibility, shortage of interest or sluggish thinking.

Leoniene (2001) states that conflict is a normal part of human relations, they should be solved quickly and positively but not ignored or smoothed over. The head must take the position which would allow him to implement organisation's aims and would not destroy partner relationships.

According to Lakys (2002), conflict management is usage of administrative and organizational leverages in order to influence the circumstances and to stimulate the participants to come to an agreement positively. As the author states, the most important tasks of conflict management are: a) to direct conflict's energy to solution of the problem instead

of employees' fight, b) to stimulate employees' consultations, negotiations, c) to reduce or completely eliminate negative consequences of the conflict.

On the one hand, uncontrolled conflicts negatively affect activities of entire organisation, do not motivate employees to improve their activities, disturb processes of information transmission, on the other hand, proper conflict management has influence on the development of organisation's activities.

Employees' involvement in decision making. Decisions are to be made constantly, while regulating various everyday issues of organisation's life.

Management decisions may cause conflicts since they will not be favourable or pleasant to all members of organisation. Due to this reason the head delays to make decisions. According to Zelvys (2003), this tendency is more noticeable in education organisations rather than in business enterprises. When delaying to make decision in business enterprise it may collapse; such danger has not menaced education organisations so far. However, not to make a decision is usually worse than any other alternative (even not the best), since delay paralyses organisation's work, people working there constantly feel ambiguity and uncertainty.

According to Everard and Morris (1997), management decisions may be made painfully, since it is related to: changes; conflict; risk to make mistakes and requirement to account; necessity to cope with many facts and alternatives.

There are two radically different attitudes towards management decision making – reasoned and psychological (behaviour's). Reasoned behaviour reflects the main ideas of school of mathematical management. It states that in order to make a reasoned decision it is necessary to collect complete and fair information, to process it properly, to evaluate, to choose the most reasoned variant in respect of organisation's attitude. Behaviour's or psychological theory of decision making emphasizes the role of a person or group of persons who are making decision. Supporters of this theory try to find out how people make decisions, what mistakes they make. As Sakalas (2003) states, when recognizing the fairness of the main statements of both theories it is the most appropriate to join reasoned features of both of them: a) to collect as detailed as possible information, to evaluate alternatives; b) to evaluate the influence of a subjective factor.

Many researchers (Seilius, 2001; Kasiulis, Barvydiene, 2001; Stoskus, 2002; Sakalas, 2003; Yates, 2004; Valackiene, 2005; Ginevicius, Sudzius, 2007 and others) emphasize the use of employees' involvement in management decision making.

Employees' participation when making decisions stimulates their involvement in organisation's activities, i.e. provides an opportunity to participate in management process and advisedly perform set functions and tasks, feeling responsibility to the organisation.

After analysis of scientific literature of Lithuanian and foreign authors about application of management means (internal communication, delegation of tasks, conflict management, employees' involvement in decision making) on the one hand a common feature has been noticed – because the applied management means made influence on the improvement of organisation's activities, it is necessary to refer to certain principles and conditions of application of these means, on the other hand, it was noticed that management means are usually analysed as separate parts, not as an unanimous system.

Methodology of research

The methodology of empirical research on the influence of management means on the improvement of education organisations' activities of Joniskis district is clearly presented in the article published by Nesaviene and Saparnis (2008).

The set of research instruments consists of three structural constructs: an introductory part, the block of demographic variables and diagnostic block.

The introductory part defines the category of respondents (teachers). The aim of survey is directly indicated, the instruction of filling in is presented, and there is motivating information ("Anonymity and confidentiality are guaranteed. Your opinion is very important").

Social-demographic part contains questions about respondents' age, gender, pedagogical work experience, education, work place, qualification category, subject taught, place of residence. Social – demographic characteristics may influence respondents' preferences, attitudes that will be revealed in their expressed opinion about the management means applied by the heads.

The main part presents the issues related to the research problem. This part consists of four groups of indicators: a) 7 blocks of questions are presented in the part of internal organisation's communication, they consist of 39 statements. With their help we tried to determine what information means, trends of internal communication, prevailing type of head's communication with employees, obstacles of internal communication are applied most often, to evaluate communication relations between the head and employees; b) 3 blocks of questions consisting of 20 statements are presented in the part of delegation of tasks. In this part we tried to determine the most common obstacles for delegation of tasks, the conditions

of effective delegation of tasks, to evaluate the impact of delegation of tasks upon organisation's activities; c) the part of conflict management in organisation consists of 8 blocks of questions and 33 statements. With their help we tried to investigate the process of conflict management: what are the reasons and consequences of conflicts in education organisations, to determine the prevailing styles of conflict management, the dependence of conflicts' level and efficiency of activities in organisation, to evaluate conflicts' impact upon improvement of activities of education organisations; d) 4 blocks of questions consisting of 13 statements are presented in the part of employees' involvement in decision making. We tried to determine the most common types of decision making, to find out respondents' opinion regarding employees' involvement in organisation's decision making, influence on organisation's activities.

The questionnaire ends with generalizing questions. Respondents are asked to evaluate the influence of applied management means (internal communication, delegation of tasks, conflict management, employees' involvement in decision making) on their organisations' activities. In addition, the respondents are asked to present suggestions regarding the improvement of education organisation's activities.

Research results

Analysis of peculiarities of internal communication in organisation. Good knowledge of employees depends upon information means applied in organisation and their variety. In the presented chart of rates we see what information means are usually applied in education organisation of Joniskis district (see. Fig. 1).
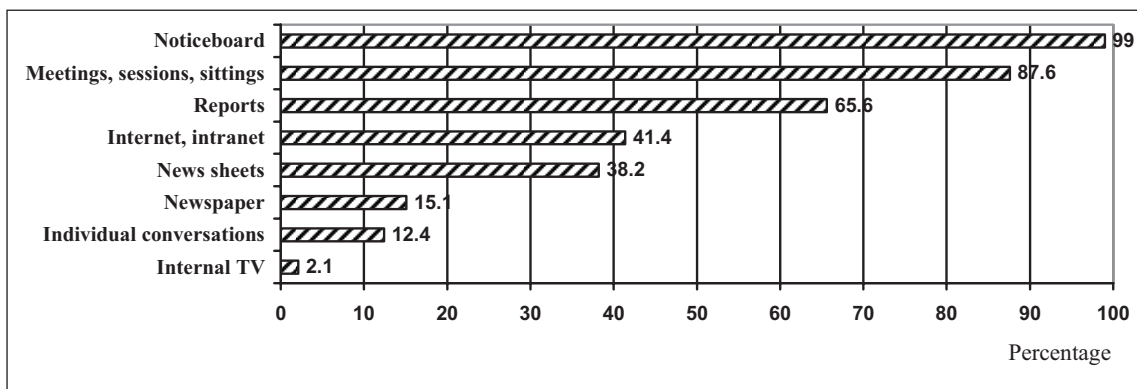

Figure 1. The rate of respondents' opinion about application of information means in organisation

The main means of information is a notice board and almost always information relevant to employees is presented there (99%). Meetings, sessions, sittings are often organized; during them various organisation's matters are discussed (87.6%). According to the scale of efficiency of communication channels presented by Barsauskiene, Januleviciute-Ivaskeviciene (2007), the most effective communication is "face to face". Meetings, sessions, sittings are carried out when the heads and employees directly communicate with each other ("face to face") so we may state that these information means are effective and sufficient attention is paid to them in education organisations of Joniskis district. Reports are in the third rate's position (65.6%). Therefore, we may state that quite much information is found out from the presented reports.

Referring to the opinion of the researched, we may make an assumption that in education organisations of Joniskis district the opportunities provided by communication technologies are not used properly for internal communication (internet, intranet).

Less than half of the respondents (41.4%) state that information in their organisation is provided via internet or intranet. Internet may be used as a convenient way of internal communication. E-mail is convenient due to quick and reliable transmission of information. E-mail could be used for submission of information to employees, organisation of surveys etc. Intranet – a network of organisation's computers isolated from the external world – may be used in organisation as well. Information distributed in it is only for the organisation's employees.

In education organisations of Joniskis district newspapers, where information relevant to employees might be published, are rarely issued (15.1%). The respondents distinguished the necessity for individual conversations i.e. head's direct communication with each employee. According to them, the head rarely communicates individually with employees (12.4%). The most rarely used information means is internal TV (2.1%).

With the help of the research we tried to find out respondents' opinion about internal obstacles

dominating their organisation. According to the respondents, the main obstacle is too big work load (see Fig. 2). Another obstacle indicated by the respondents is information overload. According to them, the least influence on internal communication in their organisation is made by bad personal relationships.
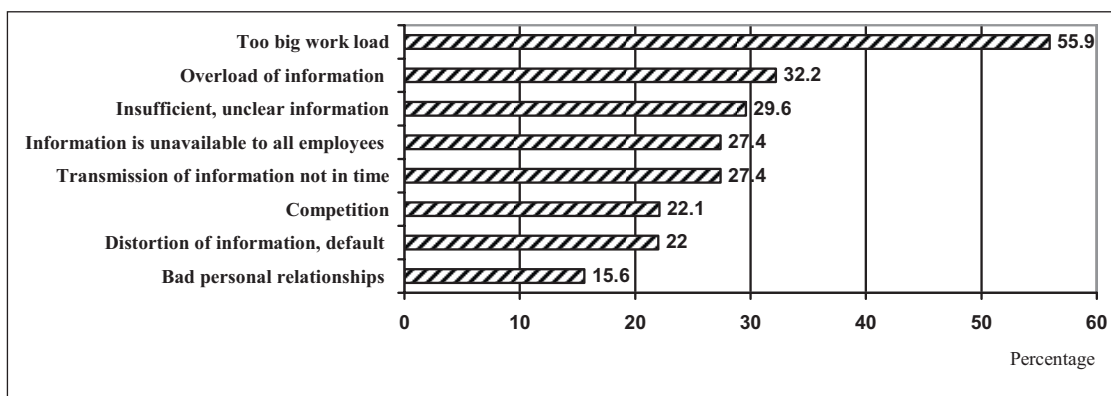

Figure 2. Evaluation of respondents' opinion about obstacles of internal communication

Generalising we may state that the most frequent obstacles in cases of internal communication are the following: too big work load, information overload, insufficient and unclear information transmitted not in time, information is unavailable to all employees. However, referring to low percentage meanings we may state that these obstacles rarely disturb internal communication in education organisations of Joniskis district.

Further we tried to determine the structure of respondents' opinion about the obstacles of internal communication prevailing in organisation. For this purpose factor analysis of variables of obstacles of internal communication has been carried out (see Table 1). One of the indexes indicating how the matrix of variables suits the factor analysis is Kaiser-Meyer-Olkin (KMO) coefficient. In this case (KMO = 0.79) the factor analysis of variables is acceptable, since KMO > 0.5. The results of factorization are revealed in Table 1. Two factors have been distinguished explaining 55.1% of the distribution of all variables. The first factor (F1) describes the statements about communication obstacles regarding the problems of information transmission, and the second factor (F2) combines the statements about the obstacles regarding communication problems.

The method of alpha factor analysis is used to check the cohesion of factors forming "interdensity" of variables (see Table 1). If *Cronbach α* meaning is less than 0.5; the factor is not homogeneous, equal. The variables forming the factor are the more interrelated the closer alpha coefficient is to one. Alpha coefficient 0.67 of the factor of information transmission shows that the statements of this factor form a rather solid group. The same can be said about the factor of communication problems ($\alpha = 0.74$).

Table 1

Factor analysis of respondents' opinion about the obstacles of internal communication

Factors	Statements	Meanings of factor weights	Cronbach α meanings
Problems of information transmission (F1)	Insufficient, unclear information	0.75	
	Distortion of information, absence	0.69	
	Transmission of information not in time	0.69	0.67
	Information is unavailable to all employees	0.66	
	Information overload	0.60	
Communication problems (F2)	Bad personal relationships	0.85	
	Competition	0.76	0.74
	Too big work load	0.59	

Barsauskiene, Januleviciute-Ivaskeviciene (2007) state that positive relations with employees may be achieved when the following conditions are satisfied: a) mutual confidence between employees and organisation's heads exits; b) accurate and objective information spreads freely.

In order to find out how these services are provided in education organisations of Joniskis district, respondents were asked to evaluate the statements reflecting their communication with the head. In Figure 3 we can see how respondents evaluate their communication with the head. According to the ob-

tained results we may state that employees usually understand head's instructions, presented information (90.4%). In addition, the head often communicates with employees during informal organisation's events (80.6%). He organizes quite a lot of meetings to discuss work aims, progress (75.3%); provides with necessary information in time (72%); helps in case of problems (71%). However, he should pay more attention to discuss problems, questions with

employees (61.8%). He could refer to employees' opinion, provided suggestions more often (64.6%). Only 20.4% of the respondents state that when communicating with the head they say only what the head wants to hear. Therefore, we may state that when communicating with the head employees are rarely afraid that speaking frankly may have negative consequences.
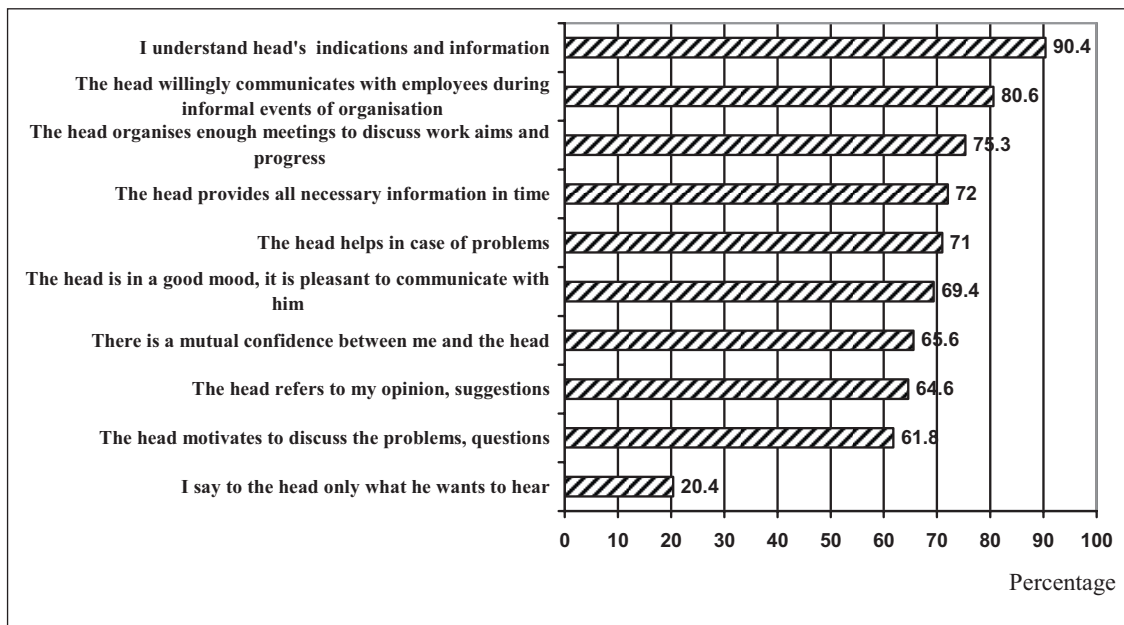

Figure 3. Evaluation of respondents' opinion about communication with the head

The respondents were asked to present suggestions to make head's communication with employees better. According to the respondents, the head should seek a more active feedback: be able to listen and accept employee's opinion, suggestions; pay more attention to information about the problems, communicate with the staff more often. In addition, more openness, confidence in employees, respect would be needed. The head should not mark out employees and create equal work conditions for them. Head's tasks, instructions should be unambiguous and formulated completely.

Analysis of conditions of delegation of tasks. Delegation of tasks should not become an ordinary distribution of work when the head simply distributes the tasks. When delegating the tasks to employees and wishing the delegation to be efficient, the head should create favourable conditions for delegation of tasks.

According to the respondents, when delegating tasks the heads pay the closest attention to employee's competence (see Fig. 4). We can make an assumption that they know their employees well since for a particular task particular employees are to be selected. According to Sakalas, Silingiene (2000), knowing the real situation of every employee the head may optimally distribute work and delegate au-

thorizations. Delegation will not give a desirable effect and can even be risky if great authorizations will be delegated to an unprepared employee.

According to Sakalas (2003), head's scrupulous intervention into the sphere of employees' activities is called a return of responsibility. In this case the head shows that he does not trust employees, their ability to do the tasks well. Therefore, employees start to trust their abilities less. The stricter the control, the lower real delegation is (Bakanauskiene, Petkeviciute, 2003). On the other hand, having chosen an appropriate form to observe how work is being done and discuss all problems is not distrust. Figure 4 indicates that 26.4% of the respondents state that the head controls employees' work too much. Referring to a low percentage meaning we may state that it happens rather rarely.

Another condition without which delegation is impossible is investiture of authorizations. 29% of the respondents confirm that the head allots tasks but does not grant necessary independence and the right to solve the questions related to it. Referring to the low percentage meaning, we may state that in order to perform delegated tasks, employees are furnished with necessary freedom of actions, the right to make decisions independently.
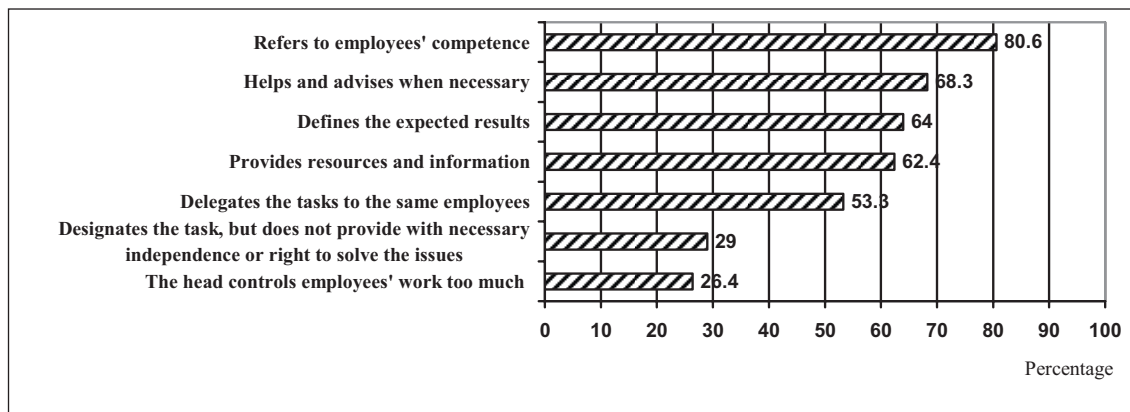
Figure 4. Evaluation of respondents' opinion about the conditions of effective delegation of tasks

According to Bakanauskiene, Petkeviciute (2003), a feedback should be between the head and employees so that he could offer his help if necessary. According to the generalized results, we may confirm that heads help to solve the problems that employees encounter. According to the respondents (68.3%), the heads usually tend to help them and advice when it is necessary.

According to Palivoniene (2007), employee has to understand why it is necessary to do certain tasks and how their performance may influence the results of the entire organisation. Therefore, the head has to define expected results, help to understand the essence of the task because it motivates an employee to try to do the delegated task as good as possible. However, an employee has to be allowed to make a choice of the ways to achieve a desirable result. According to the respondents, the heads often (64%) define expected results to employees, indicate what they expect from their activities, try to motivate for successful performance of the task.

According to 62.4% of the respondents, the head provides with necessary information and resources to perform the task. With reference to respondents' opinion we can make an assumption that when performing delegated tasks employees sometimes miss necessary information and other resources. A delegated task cannot be performed well if an employee does not get information and resources necessary for work. 53.3% of the respondents state that the head usually delegates tasks to the same employees. Therefore, we may state that a part of employees rarely receive delegated tasks. According to Masalskiene (2007), if works are transmitted only to more experienced employees and others are as if ignored, in such cases distrust in others is shown. They are not motivated to develop, motivation to improve is decreased.

Generalizing the performed analysis, we may affirm that conditions necessary for effective delegation of tasks are created. When delegating a task, much attention is paid to competence. Proper delegation of tasks helps to use their competences and experience better, motivates to develop, employees are more actively involved in organisation's activities. However, the heads delegate tasks not to all employees, a part of people are left aside. Respondents' attitude to delegation of tasks as an assignment of additional works also has a negative impact.

Analysis of the process of conflict management (solving of conflicts). In a modern organisation conflict situations are inevitable phenomena. According to Sakalas and Silingiene (2000), modern management theorists acknowledge that a complete absence of conflicts in organisation is impossible as well as unacceptable. Even if in the organisation a harmonious integration of all spheres of activities is necessary, it cannot remain static and be satisfied with current situation.

Further we will discuss one of the stages of the process of conflict management i.e. possible ways of conflict solution. First of all, we tried to find out how the heads behave in conflict situations. Seilius (1998) emphasizes that in organisations conflict situations are solved by the heads and not only organisations' success but the destinies of people working there as well depend upon their ability to do this. In addition, the head himself may be the reason of the conflict. As Kasiulis, Barvydiene (2001) state, the head may overuse his position, persecute people for criticism, truth, etc. Figure 5 shows how the heads usually behave in case of conflict.

According to the respondents, in case of conflict, the heads usually (65%) try to find out why the conflict arose and look for the right way of solution. Misevicius, Urboniene (2006) stress that in order to improve situation, it is necessary to know exactly the reason of employees' dissatisfaction. When concretizing the cause it is reasonable to ask employees what prevents their working effectively. It is worth concretizing until we find out what action, event or behaviour caused employees' dissatisfaction. Having
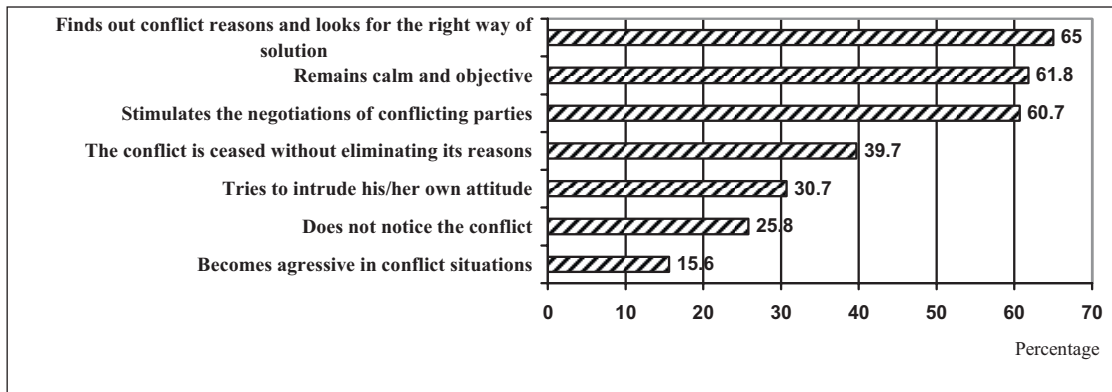
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Figure 5. Evaluation of respondents' opinion about head's behaviour in case of conflict

found out the exact reason of the conflict, we may eliminate it and improve the activities of individual employees or the whole organisation. The heads very often (61.8%) remain calm and objective in conflict situations. Kavaliauskaite (2006) emphasizes that a person who is able to remain calm and objective despite emotions could help both conflicting parties to see the existing situation better. Such a person must remain discreet and possess the status allowing to interfere into disagreements of others (he is either to be trusted and respected as an authority or he is to hold managing office). More than a half of the respondents (60.7%) state that the heads often motivate the negotiations of conflicting parties i.e. perform the role of mediator.

Having performed correlation analysis according to the obtained medium strength relationship we may assume that if the head is able to remain calm and objective in conflict situations, he can successfully mediate, stimulate negotiations of conflicting parties (r = 0.52; p < 0.01).

30.7% of the respondents state that heads try to impose their attitude in conflict situations. Only 15.6% of the respondents indicated that the heads are aggressive in case of conflicts (see Fig. 5).

We tried to investigate respondents' opinion about what the most effective way of conflict solution is according to two-dimensional model of regulation of conflicts by Thom (1977) (see Fig. 6).
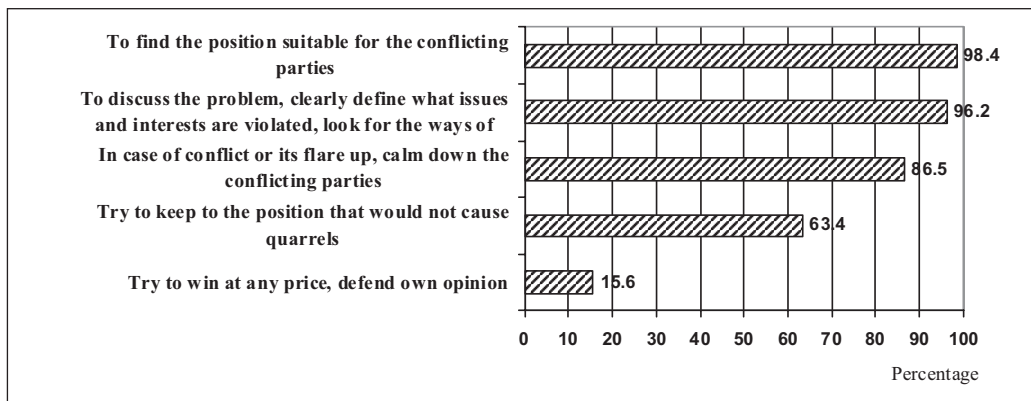

Figure 6. Evaluation of respondents' opinion about the ways of conflict solution

Almost all the respondents (98.4%) agree that the most suitable way of conflict solution is to find a position suitable for all conflicting parties. This statement reflects a compromise way of conflict solution when purposeful and urgent solutions satisfying both parties are pursued. However, according to Everard, Morris (1997), in this case it is tried to find not that much of quality of solution or creativity, but to find the middle. The second position of the rating is occupied by the statement reflecting the style of cooperation i.e. 96.2% of the respondents state that when

solving a conflict it is important to discuss the problem, to define clearly what questions and interests are violated, to look for the ways of problem solution. As Misevicius, Urboniene (2006) state, the essence of cooperation strategy is that the most suitable solution is found and at the same time employees' interrelations are strengthened. However, this method demands much time. 86.5% of the respondents state that in case of conflict it is important to calm down the conflicting employees. The head who has chosen the tactics of conflict's reduction appeals to the

feelings of solidarity, tries to reduce tension. According to Sakalas, Silingiene (2000), in such cases the problem itself is usually forgotten, it is glossed. More than a half of the respondents (63.4%) think that the position which would not cause conflicts should be followed. However, derogation of conflicts does not eliminate the problems at work. On the contrary, an opportunity to analyze existing situation and opportunity to eliminate the obstacle, which in future could harm the improvement of organisation's activities, is lost. According to the respondents, the least suitable way of conflict solutions is to try to win at any price, i.e. tactics of pressure (15.6%).

Interrelation of management means and impact upon organisation's activities. Internal communication combines all activities of an organisation. The following relations were sought: if mutual communication when delegating tasks motivates a wider usage of employees' experience and competence, if initiative is stimulated. Having performed correlation analysis it has been determined that in case of mutual communication – free exchange of information, ideas, opinions – employees more widely use their competence and experience ($r = 0.52$; $p < 0.01$). In an organisation where cooperation atmosphere dominates employees while performing tasks and communicating with each other and the head, exchanging their experience, knowledge, not only better do their job but also learn from each other, develop. Mutual communication stimulates employees' initiative ($r = 0.39$; $p < 0.01$), when employees know that they will be always listened to, their opinion will be considered, it will motivate them to be interested in what is happening in their organisation, they will present suggestions, ideas regarding the issues of organisation's development. According to Sulciene (2006), a modern organisation should activate communication arising "from bottom to top" since it motivates employees to look for new decisions that could improve organisation's activities, increase competitiveness.

Correlation analysis being performed, the determined relation allows to state that difficulties of communication process may influence the rise of conflicts in organisation. Conflicts may rise due to problems of information transmission if employees receive insufficient or unclear information ($r = 0.34$; $p < 0.01$), information is distorted, concealed ($r = 0.33$; $p < 0.01$), transmitted not in time ($r = 0.42$; $p < 0.01$), collected information is not accessible to all employees ($r = 0.52$; $p < 0.01$). However, in case of two-way communication in organisation, different attitudes of employees towards situation are analysed better; therefore, there is an opportunity to solve the problem in the ways acceptable to conflicting parties ($r = 0.38$; $p < 0.01$).

Correlation coefficients of medium strength confirm interrelation of management means. Internal communication has an impact upon delegation of tasks ($r = 0.60$; $p < 0.01$); conflict management ($r = 0.56$; $p < 0.01$); decision making ($r = 0.64$; $p < 0.01$). Upon the conflict management depends the following: how employees will manage to work together, to perform delegated tasks ($r = 0.63$; $p < 0.01$), if employees will be able to make the best decisions together ($r = 0.65$; $p < 0.01$); if too high level of conflicts will not disturb internal communication ($r = 0.56$; $p < 0.01$).

Therefore, we may presume that effective application of one management means (internal communication, delegation of tasks, conflict management, and employees' involvement in decision making) depends upon effective application of other management means. None of these means may compensate for any missing one.

In order to determine the influence of application of management means in education organisations (see Table 2), the respondents were asked if, in their opinion, the discussed management means influence the development of activities of education organisation.

Table 2

Evaluation of respondents' opinion about the influence of application of management means on organisation's activities (N=186)

	Never (%)	Rarely (%)	Often (%)	Always (%)
Assessments of influence of internal communication on organisation's activities	1.6	40.3	52.7	5.4
Assessments of influence of delegation of tasks on organisation's activities	1.6	37.1	53.2	8.1
Assessments of influence of conflict management on organisation's activities	5.4	38.2	47.8	8.6
Assessments of influence of employees' involvement in decision making on organisation's activities	2.7	39.2	51.1	7.0

According to the bigger part of the respondents (52.7%), internal communication often influences their organisation's activities. However, a part of the respondents state that influence of internal communication on organisation's activities is rare (40.3%). Therefore we may make a presumption that not in all cases internal communication is effective and conditions successful organisation's activities.

More than half of the respondents (53.2%) consider that delegation of tasks to the employees makes influence over organisation's activities. 37.1% state that it happens rarely and only 1.6% of the respondents state that delegation of tasks does not have influence over organisation's activities.

According to the respondents, conflict management usually (47.8%) influences organisation's activities. However, 38.2% of the respondents state that conflicts are rarely managed in the way that would have impact upon the improvement of organisation's activities.

According to the biggest part of the respondents (51.1%), employees' involvement in decision making usually influences activities of education organisations. 39.2% of the respondents state that such an influence is rare. The least part of the respondents (2.7%) state that employees' involvement in decision making does not have influence over improvement of their organisation's activities.

Generalizing we may state that on the one hand, application of management means influences improvement of activities of education organisations. On the other hand, application of management means influences improvement of activities of education organisations only when conditions and principles of effective application are referred to.

In addition, respondents were asked what suggestions they have regarding the improvement of activities of education organisations. Having grouped the statements we may distinguish the following main categories of improvement of education organisations reflecting respondents' opinion:

- To pursue a more active feedback between the head and employees (e.g.: *"The head should first listen to all employees' opinion and then express his own, not vice versa – the director says what he is thinking and then it is difficult for an employee to disagree…" "To pay attention to employees' information about the problems." "To inform in detail about the plans of perspective activities, financial state of organisation." "Employees must be heard"* etc.);
- To pursue more active involvement of employees in organisation's activities (e.g.: *"Before making decision the head should at least talk with employees." "To consider more employees' suggestions, requests in organisation's activities*." etc.);
- To pursue open communication, based on confidence. (e.g.: *"Should communicate with employees more often." "Saying truth should not be reprehensible action." "Not to tolerate conflicts, respect employees' opinion." "To communicate more with the staff.*" etc);
- To pursue formation of activities' evaluation standards and working conditions. (e.g.: *"In order to have less dissatisfaction, the head should not distinguish employees and create for them equal working conditions." "More objectivity when evaluating employees' activities.*" etc).

Generalizing we may presume that for the improvement of organisation's activities the following factors are important: employees' understanding that they are competent members of an organisation with whom everyone communicates frankly, they are trusted, respected, they are provided with all necessary information, their suggestions, opinions, ideas are considered and referred to when improving organisation's activities. In an organisation where the head informs the employees well there is a constant communication process; work is concerted at all levels, because the tasks are properly delegated; during conflicts their causes are fond out and analysed, employees are involved in adoption of management decisions therefore they feel being more responsible when implementing them, such application of management means should stimulate the improvement of organisation's activities.

Conclusions

Generalizing the obtained results we can draw a conclusion that according to the scale of efficiency of communication channels, sufficient attention in education organisations of Joniskis district is paid to the most effective communication, "face to face": various organisation's matters are discussed during meetings, sessions, sittings; information is transmitted while communicating with employees individually. However, the prevailing presentation of information is done in written form. A traditional information means (noticeboard) prevails, which according to the scale of efficiency of communication channels of internal communication is in the third position. Opportunities of communication technologies are not fully used for internal communication (internet, intranet, internal TV).

It is possible to draw a conclusion that internal communication is notionally effective. Obstacles that appear are: too big work load, insufficient, unclear information transmitted not in time. The heads should pursue a more active feedback since one of the main functions of communication is uniting, ensuring exchange of information when pursuing general organisation's aims. It will be more difficult to achieve these aims if employees stay aside, do not know about the decisions made in organisation, do not express their opinion nor make suggestions.

The heads create partly favourable conditions for effective delegation of tasks. On the one hand, they refer to employees' competence, provide with authorizations, help in case of problems (feedback), motivate for a successful performance of tasks, i.e. define the expected results, help to understand the essence of the task. On the other hand, not always the

condition determining the success of implementation of the tasks, provision with necessary information and resources, is realized, and not all employees are involved in delegation of tasks. In this way motivation of these employees is reduced.

According to the respondents, first of all the heads try to find out why the conflict has arisen and look for solutions. The heads often stimulate negotiations of conflicting parties, i.e. perform the role of a mediator. Having analysed the opinion of the respondents it has been determined that compromise style of conflict solution is the most suitable. We may presume that for the employees it is very important to preserve good interpersonal relations that would help to find better solutions to the problems.

Determined correlation relations of interpersonal impact of management means allow to presume that ineffective application of one management means may influence ineffectiveness of the other one. Therefore, we can draw a conclusion that application of management means in organisation has to form a solid system, which would influence the improvement of organisation's activities. Therefore, effective application of management means in management of human resources influences the improvement of organisation's activities.

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Vadovavimo priemonių taikymo švietimo organizacijoje aspektai: pedagogų nuomonės raiška

Santrauka

Švietimo organizacijos užsibrėžtų tikslų sėkmingas realizavimas nemažai priklauso nuo jos valdymo efektyvumo. Savaime suprantama, kad organizacijos veiklai įtaką daro vadovo gebėjimas tinkamai panaudoti darbuotojų kompetencijas deleguojant užduotis, suteikiant įgaliojimus, įtraukiant į sprendimų priėmimą ir gebėjimus organizuoti reguliarus informacijos srautus visoje organizacijos struktūroje, identifikuoti, analizuoti ir spręsti konfliktines situacijas.

Vadovo veikla švietimo organizacijoje, remiantis šiuolaikinės vadybos principais, kaip tyrimo objektas, aktualus daugeliui mokslininkų. Atlikta nemažai tyrimų, nagrinėjančių vadovo darbų stilių, vadovui būtinas asmenines savybes, vadovų kompetencijas, tačiau vadovavimo priemonių (vidinė komunikacija, užduočių delegavimas, darbuotojų įtraukimas į sprendimų priėmimą, konfliktinių situacijų valdymas) taikymo tyrimai švietimo organizacijos kontekste akcentuojami mažiau. Todėl manoma, kad šios problemos nagrinėjimas yra aktualus ir laiku, nes šio tyrimo rezultatai turėtų padėti švietimo organizacijų vadovams ir darbuotojams susipažinti su vadovavimo priemonių taikymo sąlygomis bei priežastimis, dažniausiai pasitaikančiomis problemomis ir galimais jų sprendimų būdais, siekiant švietimo organizacijos veiklos gerinimo.

Pateikiamas tekstas yra straipsnio „The Impact of Management Means Upon the Improvement of Activities of Education Organisations" tęsinys (Nesavienė, Šaparnis, 2008). Abejuose straipsniuose aptariami to paties vadovavimo priemonių poveikio švietimo organizacijos veiklai tyrimo rezultatai. Minėtame straipsnyje analizuojamas taikomų vadovavimo priemonių (vidinės komunikacijos, užduočių delegavimo, konfliktinių situacijų valdymo ir sprendimų priėmimo) poveikis švietimo organizacijų veiklos tobulinimui. Apibendrinti tyrimo rezultatai leidžia teigti, kad sistemingas vadovavimo priemonių įgyvendinimas sukuria sąlygas sėkmingai organizacijos veiklai. Šiame straipsnyje pristatoma pedagogų nuomonės analizė vadovavimo priemonių taikymo švietimo organizacijoje aspektu.

Tyrimo objektas – vadovavimo priemonių taikymas švietimo organizacijos kontekste.

Tyrimo tikslas – išanalizuoti Joniškio rajono bendrojo lavinimo mokyklų pedagogų nuomonę apie vadovų vadovavimo priemonių taikymo organizacijoje aspektus.

Tyrimo uždaviniai: išanalizuoti teorinius vadovavimo priemonių aspektus; ištirti pedagogų nuomonę apie vadovų vadovavimo priemonių taikymo praktinėje veikloje ypatumus; įvertinti vadovavimo priemonių tarpusavio ryšį ir poveikį švietimo organizacijos veiklai.

Teorinėje straipsnio dalyje atskleidžiamas vadovavimo priemonių teorinis kontekstas, analizuojant vidinės komunikacijos, užduočių delegavimo, konfliktinių situacijų valdymo ir sprendimų priėmimo organizacijoje aspektus. Empiriniu lygmeniu pristatoma pedagogų nuomonės raiška apie bendrojo lavinimo mokyklos vadovų taikomų vadovavimo priemonių ypatumus.

Apibendrinus tyrimo rezultatus, galima daryti išvadą, kad pagal komunikacijos kanalų efektyvumo skalę efektyviausiai komunikacijai „akis į akį" Joniškio rajono švietimo organizacijose skiriamas pakankamas dėmesys: susirinkimuose, posėdžiuose, pasitarimuose aptariami įvairūs organizacijos klausimai; informacija perduodama individualiai bendraujant su darbuotojais. Tačiau informacija dažniausiai pateikiama raštu. Vyrauja tradicinė informavimo priemonė – skelbimų lenta, kuri pagal vidinės komunikacijos kanalų efektyvumo skalę yra trečioje pozicijoje. Vidinei komunikacijai nėra išnaudojamos komunikacijos technologijų teikiamos galimybės (internetas, intranetas, vidaus televizija).

Galima daryti išvadą, kad vidinė komunikacija yra sąlyginai efektyvi. Pasitaikančios kliūtys: per didelis darbo krūvis, nepakankama, neaiški, netinkamu laiku perduota informacija. Vadovai turėtų siekti aktyvesnio grįžtamojo ryšio, nes viena pagrindinių komunikacijos funkcijų yra vienijanti, užtikrinanti pasikeitimą laiku informacija, siekiant bendrų organizacijos tikslų. Šiuos tikslus bus sunkiau pasiekti, jeigu darbuotojai liks nuošalyje, nežinos apie priimamus organizacijoje sprendimus, neišsakys savo nuomonės, neteiks pasiūlymų.

Vadovai sudaro iš dalies palankias sąlygas efektyviam užduočių delegavimui. Viena vertus, atsižvelgia į darbuotojų kompetenciją, suteikia įgaliojimus, padeda susidūrus su problemomis (grįžtamasis ryšys), motyvuoja sėkmingai atlikti užduotį, t. y. nusako laukiamus rezultatus, padeda suvokti užduoties prasmę. Kita vertus, ne visada įgyvendinama užduoties įvykdymo sėkmę lemianti sąlyga – tai aprūpinimas reikalinga informacija ir ištekliais, į užduočių delegavimą įtraukiami ne visi darbuotojai, taip mažinama šių darbuotojų motyvacija tobulėti.

Respondentų nuomone, vadovai pirmiausia stengiasi išsiaiškinti, dėl ko kilo konfliktas ir ieško sprendimo būdų. Vadovai dažnai skatina konfliktuojančių šalių derybas, t. y. atlieka tarpininko vaidmenį. Ištyrus respondentų nuomonę nustatyta, kad, jų manymu, tinkamiausias yra kompromisinis konfliktų sprendimo stilius. Galima daryti prielaidą, kad darbuotojams svarbiau išlaikyti gerus tarpusavio santykius nei ieškoti kokybiškesnių iškilusios problemos sprendimų.

Įvertinus respondentų nuomonę, galima teigti, kad vadovavimo priemonės dažniausia turi poveikį Joniškio rajono švietimo organizacijų veiklos tobulinimui.

Nustatyti vadovavimo priemonių tarpusavio poveikio koreliaciniai ryšiai leidžia daryti prielaidą, kad vienos vadovavimo priemonės neefektyvus taikymas gali turėti poveikį kitos neefektyvumui. Todėl galima daryti išvadą, kad vadovavimo priemonių taikymas organizacijoje turi sudaryti vientisą sistemą, kuri darytų poveikį organizacijos veiklos tobulinimui. Todėl savaime suprantama, kad efektyvus vadovavimo priemonių taikymas žmogiškųjų išteklių valdyme daro poveikį švietimo organizacijos veiklos tobulinimui.