

The Impact of Management Means Upon the Improvement of Activities of Education Organisations

Rasuolė Nesavienė, Gintaras Šaparnis

Kalnelis Basic School, Joniškis district, Šiauliai University

Abstract

The article presents results of a particular diagnostic research on education management. In the research the main source of empiric information was the opinion of teachers in comprehensive schools of Joniškis district (186 respondents) about the impact of management means applied by the heads of education institutions upon the activities of the organization.

This article analyses the impact of management means (internal communication, delegation of tasks, management of conflict situations and decision making) upon the development of activities of education organizations. Referring to theoretical analysis, empirical research has been carried out. Opinions of the teachers from Joniškis district about how the heads apply management means in practical activities and what influence they make on the activities of education organization has been analysed in detail. Research results reveal the reasons, main principles and conditions of effective application of management means.

Key words: management means, internal competition, delegation of tasks, conflict management, decision making.

Introduction

Problem and relevance of the research. One of the most relevant present education problems is practical possibilities of management application in education organizations (Želvys, 1999). The conception of Lithuanian schools emphasizes the role of competent, reasoned management based on democratic principles where community members participate at various levels (General Programmes and Education Standards, 2003). Successful implementation of the tasks raised for an education organisation depends a lot upon its management and administrating it. It is universally known that the activities of an organisation depend upon how employees' abilities are used while delegating tasks, authorization among the organisation members, how regular information

flows are organised in the whole structure, how problems are analysed, etc. Finally, the heads have to know if employees' actions really help to improve the organisation's activities. In management of these processes it is not enough for the head to have only personal features that greatly influence the choice of a management style, in addition, the head has to know the psychology of the employees, understand well influence of management means (internal communication, delegation of tasks, employees' involvement in decision making, management of conflict situations) on the management of human resources and the improvement of activities of the whole organisation. Practical experience of successful heads shows what perfect results may be achieved when the employees are satisfied with work, relationships with colleagues and the heads.

Activities of the head in an education organisation referring to the principles of modern management are interesting as an object of research for the following scientists: L. Stoll, D. Fink (1998), B. Everard, G. Morris (1997), D. Hopkins, M. Ainscow, M. West (1998), J. Wai-Yin Lo (2005), P. Jucevičienė, A. Bagdonas (2002), D. Žvirdauskas (2006), V. Targamadžė (2006), R. Želvys (2003), A. Bagdonas, P. Jucevičienė (2000), A. Malovikas, D. Prakapienė (2006), G. Šaparnis, G. Merkys, D. Šaparnienė (2003) and others.

There is a number of carried out research analysing the style of the head's work, personal features necessary for the head, the head's competences but research analysing the impact of management means (internal communication, delegation of tasks, employees' involvement in decision making, management of conflict situations) upon the improvement of activities of an education organisation are less emphasised.

The problem of the research is defined by several issues: what is the purpose of these management means (internal communication, delegation of tasks, employees' involvement into decision making, management of conflict situations) in the organisation's activities? What influence does application of effective management means make on the activities of

education an organisation? How is the employees' potential used to improve the activities of an education organisation?

The object: impact of management means upon the improvement of activities of education organisations

The aim: to analyse opinions of the teachers from Joniškis district about the impact of management means applied by the heads upon the improvement of activities of education organisations.

Tasks: to analyse in detail theoretical peculiarities of internal communication, delegation of tasks, employees' involvement in decision making, management of conflict situations; to investigate how the heads apply management means in practical activities and what influence they make on the activities of education an organisation; to evaluate the impact of management means upon the improvement of activities of an education organisation.

Theoretical background of the research

Many heads are concerned that their activities would be successful, the organisation would prosper, and would be recognised in society. It is not enough to have a tough idea or plan because not being able to manage properly everything may collapse even though the plan or idea theoretically are perfect. A great part of organisation's success depends upon management.

Management is a combination of administration and leadership. Surely, the head as an administrator ensures the achievement of the aims legalised by the documents and as the leader – motivation of his subordinates to strive for the aims of an organisation (Želvys, 1999).

To manage means to organise people's activities to achieve organisation's aims and to create success conditions for these activities (Kasiulis, Barvydienė, 2001).

Management is motivation of employees, deflection towards a proper direction so that they would perform necessary tasks. Creating proper environment the heads help the employees to pursue the best results (Stoner, Freeman, Gilbert, 2001).

Management is the head's influence on the members of an organisation, revealed through accumulation of human resources and deflection to achieve organisation's aims (Žvirdauskas, 2006).

Management is one of the most important functions of the head, related to interpersonal aspects of management, that help the subordinates to understand enterprise's aims and pursue them effectively (Stoškus, 2002).

A. Mockaitis, L. Šalčiuvienė (2004) state that the conception of management is multifaceted: it involves the applied means of management directed towards group's processes, development of influence, particular behaviour, form of persuasion while pursuing organisation's aims.

Generalising presented definitions we may state that management is a particular conscious behaviour that helps to influence the employees, ensuring successful activities of an organisation, achieving the aims, development of activities. Hence, successful management is impossible without the impact on the employees therefore management means are applied to achieve this impact.

According to A. Sakalas and V. Šilingienė (2000), an entire system of management means has to be created that would stimulate the employees to develop activities and pursue the determined aims (Table 1).

Table 1

System of management means

Parts of the system of management means	System of material impact	System of non-material impact	
		System of staff recognition	Character and environment of work
Main aims of the means' system	To create a fair, motivating system of payment for work	To create an effective system of staff education and professional growth	To create conditions for interesting, responsible work; to ensure good relationships with the heads and colleagues
Content of the means' system	Evaluation of work's relative value; evaluation of the employees' personal contribution	Organisation of the system of career planning; organisation of the system of staff education	Creation of favorable work conditions: conflict management, delegation of tasks, organisation of group (collective) work, communication

Source: Sakalas, A., Šilingienė, V. (2000). *Personalo valdymas*. Kaunas: Technologija.

A. Sakalas, V. Šilingienė (2000) distinguish three parts of the system of management means:

- first of all, a fair and motivating system of payment for work has to be created. The basis of creation of such system is objective evaluation of work and the employees' personal contribution.
- an effective system of professional growth and education has to be created which would allow to recognise the employees' merits, create conditions to develop their abilities in the organisation.
- conditions to do interesting, responsible work corresponding to their abilities and dispositions must be created. Consequently, the mechanism of decision making, delegation of responsibility and authorization, conflict management, internal communication has to be created.

The third part of the system of management means (internal communication, conflict management, delegation of tasks, employees' involvement into decision making) has been chosen in this research. These management means are a part of the system of means of nonmaterial impact. Investiture of greater responsibility, delegation of a more complicated task, involvement in decision making, presentation of suggestions may stimulate the employees to feel competent members of their organisation.

Methods of the research

In order to carry out empirical research on the impact of management means upon the development of activities of education organisations in Joniškis district a qualitative research method has been chosen: questioning according to a standardised questionnaire. The questionnaire has been developed referring to analysed scientific literature. Internal communication has been analysed according to the ways "down" of vertical communication distinguished by S. Stoškus (2002). Research on delegation of tasks is based on

the principles of effective delegation of tasks by A. Sakalas, V. Šilingienė (2000) and Ch. Barnard's (1968) conception of adoption of authorisation presented by S. Stoškus (2002). Conflict management is investigated according to the process of conflict management composed by A. Sakalas, V. Šilingienė (2000). Research on the employees' participation in decision making is carried out according to the model of V. H. Vroom and A. G. Jago (1988), the employees' involvement in decision making presented by L. Bagdonienė, J. Zemblytė (2007).

Results of the research

Peculiarities of internal communication. Progressive heads should understand that it is important to stimulate employees to communicate with colleagues, exchange knowledge, opinions, experience as well as to understand what use the promoting organisations receive.

According to S. Stoškus (2002), at present it is more strongly ascertained that employees must know not only information necessary for performing their direct functions, but be informed about a general situation, problems and achievements of the organisation. According to the author, "such versatile briefing allows every employee feel relations with the organisation, a part of it. Employees react very irritably to default or concealment of important information, they start distrusting, blaming what may completely paralyse organisation's work. "

We tried to investigate if, according to respondents, these communication problems are present in their organisations. Respondents were asked to indicate what information and how often they receive from their heads. Figure 1 shows that the heads usually inform the employees about problems in the organisation (67,2%). The employees find out least about the financial situation in the organisation from their heads (44,1%).

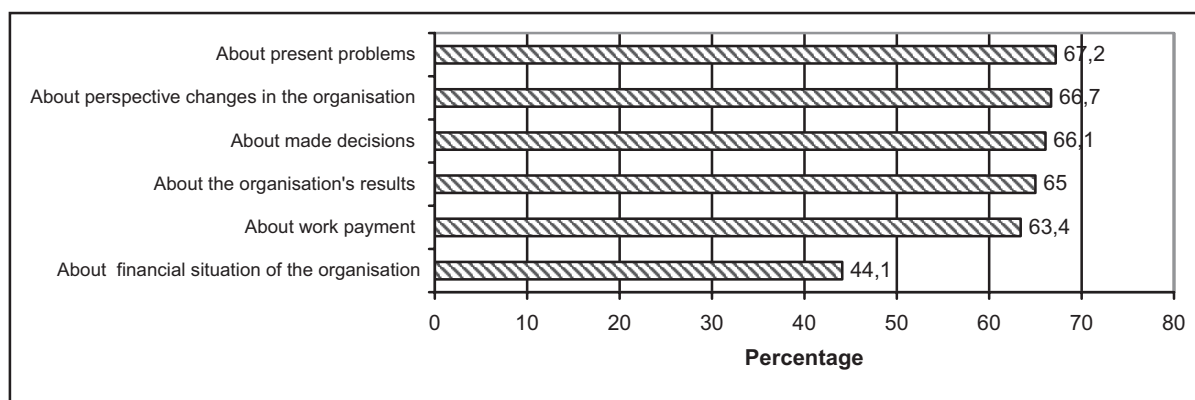


Fig. 1. Respondents' opinion about information provided by the heads

Communication “from the bottom to the top” is important as well for the organisation’s activities, since the heads have to receive enough information from their employees in order to make proper decisions, determine the aims, plans, tasks of the activities. According to Stoškus (2002), information movement “up” provides the organisation with the following advantages:

- provides feedback about how precisely the heads’ instructions have been understood, how they are implemented, what the employees do not understand;
- received suggestions from the employees allow them to get involved into the improvement of the process of decision of general aims of the organisation;
- helps to insulate from new problems and enables to solve the present ones.

Figure 2 shows that employees usually inform their heads about the results of performed tasks and achieved progress. Referring to the answers of respondents (Fig. 2) we may state that the employees more rarely inform their heads about work problems related to work task, work conditions, etc. Therefore, it is possible to state that there is a feedback between the heads and the employees. The heads not only present a task to the employees but also want to know how the employees managed to do it, what results have been achieved, what progress they have made in their work activities. However, the employees most rarely present suggestions regarding the issues of organisation’s improvement. Therefore, we may state that the employees are not actively involved in the improvement of their organisation’s activities.

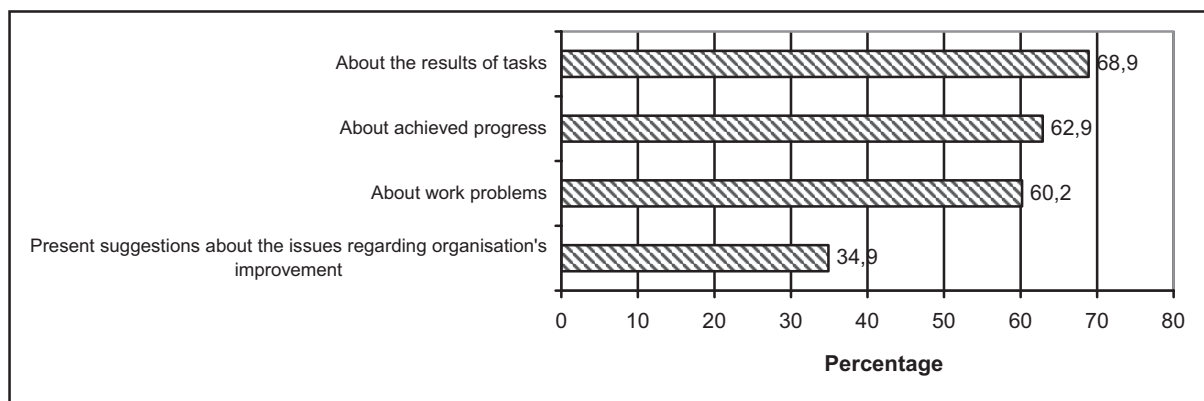


Fig 2. Respondents’ opinion about information provided by the employees

We tried to investigate what the dominant way of communication of the heads with the employees is. According to S. Stoškus (2002), vertical communication “down” may be:

- one-way (the head presents information and does not seek feedback), this is characteristic to autocratic management;

- two-way (free exchange of ideas), such communication is characteristic to a democratic management style;
- one-way communication with feedback (the head presents information and makes sure how it has been understood).

Table 2

Ways of the head’s communication with the employees (N = 186)

	Never (%)	Rarely (%)	Often (%)	Always (%)
One-way communication without feedback	16,1	53,8	25,8	4,3
One-way communication with feedback	11,3	52,7	30,1	5,9
Two-way communication	9,1	32,3	44,1	14,5

Generalising presented results (Table 2), we may state that two-way communication characteristic to a democratic management style is dominant. The most rarely used way of communication – one-way communication without feedback. This way of

communication reflects an autocratic management style when the head does not stimulate the employees’ initiative and tends to make decisions himself. Improperly organised communication process unbalances work, the employees’ distrust appears, uninformed employees are usually without initiative, do not

have interest to participate actively in organisation's activities. Besides, only an informed employee may perform delegated tasks well.

Influence of task delegation on organisation's activities. The head should properly distribute work, pursue to use the employees' potential better. Therefore, pursuing the aims of the organisation and improvement of activities, the tasks must be properly delegated to the employees. However, there might appear situations when the head does not want to delegate wider authorisation and the employees avoid additional responsibility. Seeking effective delegation, first of all we have to find out the reasons why the heads do not want to delegate wider authorisation and the subordinates avoid additional responsibility. Consequently, referring to the conception of adoption of

authorisation by Ch. Barnard (1968), statements have been formed according to which the most common obstacles of task delegation have been determined.

According to S. Stoškus (2002), a traditional attitude towards delegation when authorisation is transmitted from the highest level to the lowest one of organisation and authorisation is delegated to a particular incumbency not to a person is very simplified. The author suggests not to forget that authorisation is used by particular people. Thus in collective management attention should be paid to Ch. Barnard's (1968) formulated conception of adoption of authorisation (Fig. 3). If the subordinate does not accept authorisation from the head, delegation of authorisation fails.

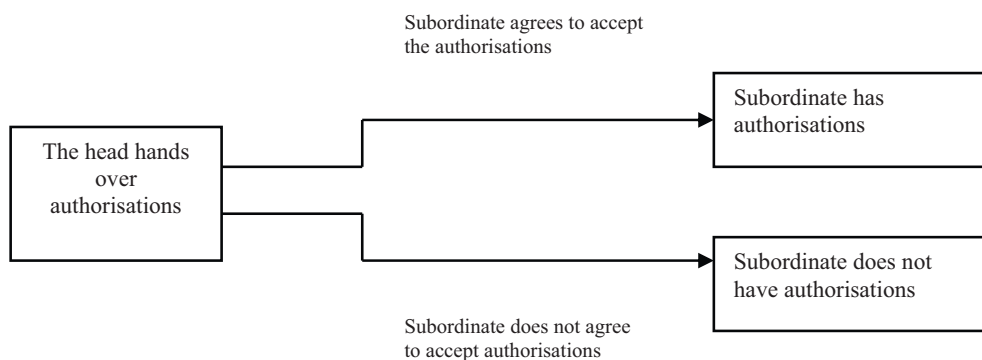


Fig. 3. Conception of acceptance of authorisation

Source: Stoškus, S. (2002). Bendrieji vadybos aspektai. Šiauliai: Publishing house of Šiauliai University.

Even though the organisational structure determines practical delegation of authorisation but according to the conception of adoption of authorisation by Ch. Barnard (1968), success of delegation also gre-

atly depends upon the other parties:

- the head who delegates part of his rights;
- subordinate who has to accept bigger authorisation together with greater responsibility.

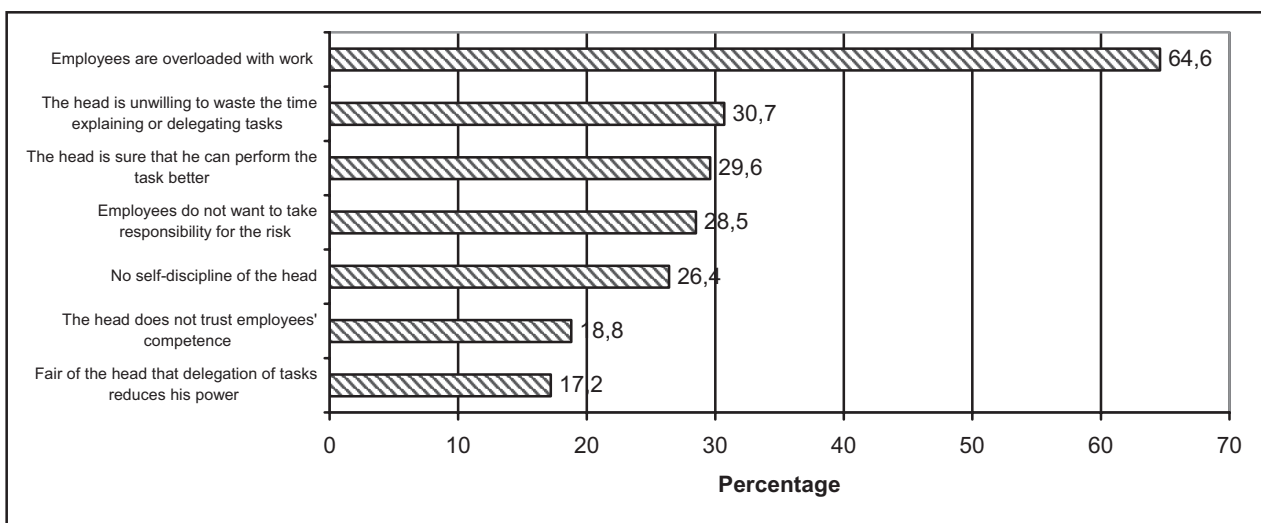


Fig. 4. Respondents' opinion about the evaluation of obstacles of delegation of tasks

Having generalised research results, the biggest obstacles that disturb successful delegation of tasks have been determined (Fig. 4). According to respondents, the main obstacle is that the employees are overloaded with work therefore they do not want to accept additional work delegated to them. Another obstacle is the head's unwillingness to waste time explaining and delegating tasks. As a result, it is possible to make a presumption that sometimes the employees miss information necessary for performing tasks. If the head is not able to explain to his employees what they have to do, even the best plan may remain unimplemented. According to D. Palivonienė (2007), in order to present tasks qualitatively it is necessary

to communicate. It is important that the employees understand what they have to do and how to do this.

In research we tried to investigate how delegation of tasks stimulates the employees' development and the improvement of organisation's activities at the same time (Fig. 5). 88,7% of respondents stated that delegation of tasks usually increases their professional competence. Consequently, we may state that the heads select tasks in the way that majority of necessary knowledge and skills employees already have but while performing tasks they acquire new experience. In such a way the development of employees becomes a part of the development of all activities of the organisation.

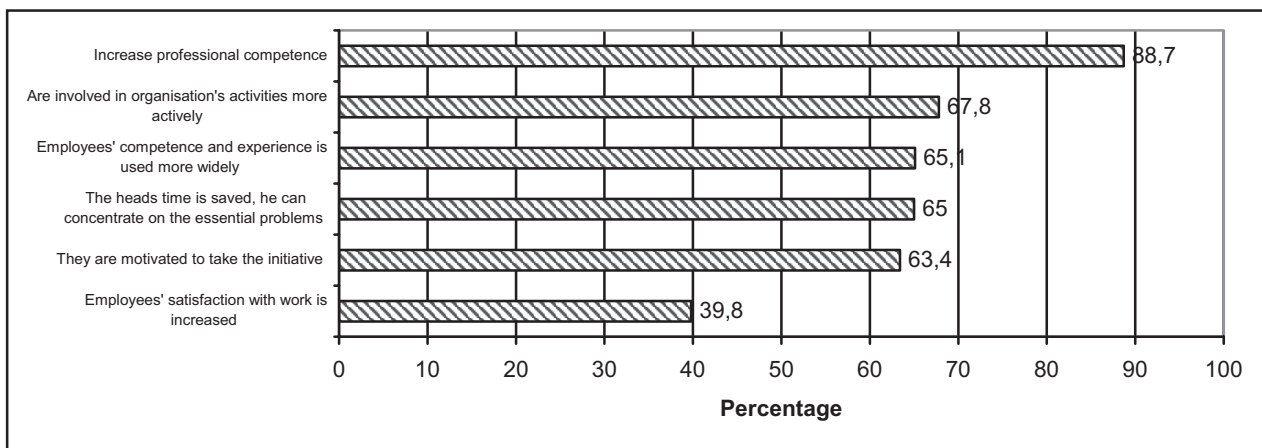


Fig. 5. Respondents' opinion about the reasons of delegation of tasks

According to 67,8% of respondents, delegation of tasks stimulates to get involved in general activities of the organisation more actively. 65,1% of respondents stated that the employees' competence and experience are used more widely.

The reason that delegation of tasks increases the employees' satisfaction with work takes the lowest position in rating. Only 39,8% of respondents stated that delegation of tasks increases their satisfaction with work.

Generalising the performed analysis we may state that proper delegation of tasks helps to use competences and experience of the employees better, stimulates to develop, the employees are involved in

organisation's activities more actively.

Influence of conflict management on organisation's activities. Conflicts in the organisation are an inevitable phenomenon. According to V. Mokšinas (2002), conflicts are a part of our everyday life. They reveal imperfections of the system in which we live and work. The heads have to help to solve conflict situations in the organisation and success of organisation's activities depend upon their ability to do this. A. Sakalas, V. Šilingienė (2000) suggest that in conflict management it is necessary to keep to a set of certain reasoned actions that constitute the process of conflict management.

Table 3

Process of conflict management

Stages	Description of the stage	Achieved result
Stage1	Conflict identification	<ul style="list-style-type: none"> • object • parties • organisation's spheres of the conflict are determined
Stage 2	Conflict analysis	<ul style="list-style-type: none"> • possible consequences • reasons of the conflict are determined
Stage 3	Conflict resolution	The most effective way of conflict solution of in the present situation is selected

Source: Sakalas, A., Šilingienė, V. (2000). *Personalo valdymas*. Kaunas: Technologija

The first stage of conflict management is its identification. In the research we tried to find out at which stage the heads identify a conflict (Fig. 6).

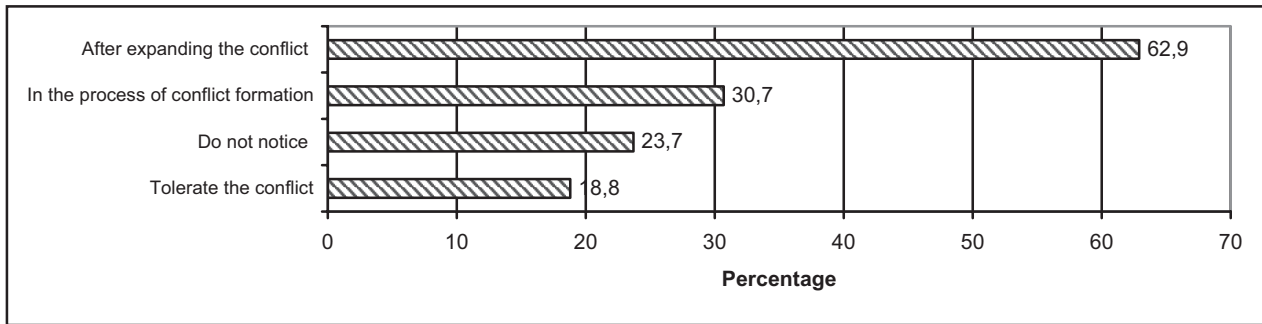


Fig. 6. Respondents' opinion about the phase of conflict identification by the head

According to respondents, usually the head notices the conflict when it is already extended (62,9%). As V. Misevičius and R. Urbonienė (2006) state, that this phase of the conflict is called the peak. The development of an open conflict is proceeding: fierce quarrels, usual norms of behaviour are not followed, different attitudes and requirements are expressed directly, and can cause termination of relationships, the activities of the organisation may worsen. According to the authors, a probability to solve the conflict in this phase is the least. Only 30,7% of respondents stated that the head usually notices the conflict when it is arising. Regarding low percentage we may presume that the heads rarely pay attention to the conflict in its primary phase. A. Sakalas, V. Šilingienė (2000) notice that very often, unless the conflict assumes an active character, it is tried not to notice or ignore it. At the very beginning of the conflict it is usually much easier to solve it. Therefore it is important to identify the conflict as early as possible. Referring to

percentage values, we may state that the heads rarely do not notice the conflict (23,7%) or tolerate already ongoing (18,8%), i.e. they do not want or do not have proper skills to manage the conflict.

The second stage is conflict analysis. In this stage possible consequences and reasons of the conflict are determined. Every conflict has its reason. In order to solve the conflict it is necessary to find out why it rose. According to respondents, conflicts in their organisations arise because of different attitudes towards the situation (65,1%) (Fig. 7). As V. Mokšinas (2002) states, people have different systems of attitudes and values that are formed by the origin, environment, education, experience. They assess other people and events from different positions therefore it is natural that attitudes differ. A conflict may arise because of different perception of the same phenomenon. Least frequently the reasons of conflicts become disregard of the employees' interests and competition among the employees (29,6%).

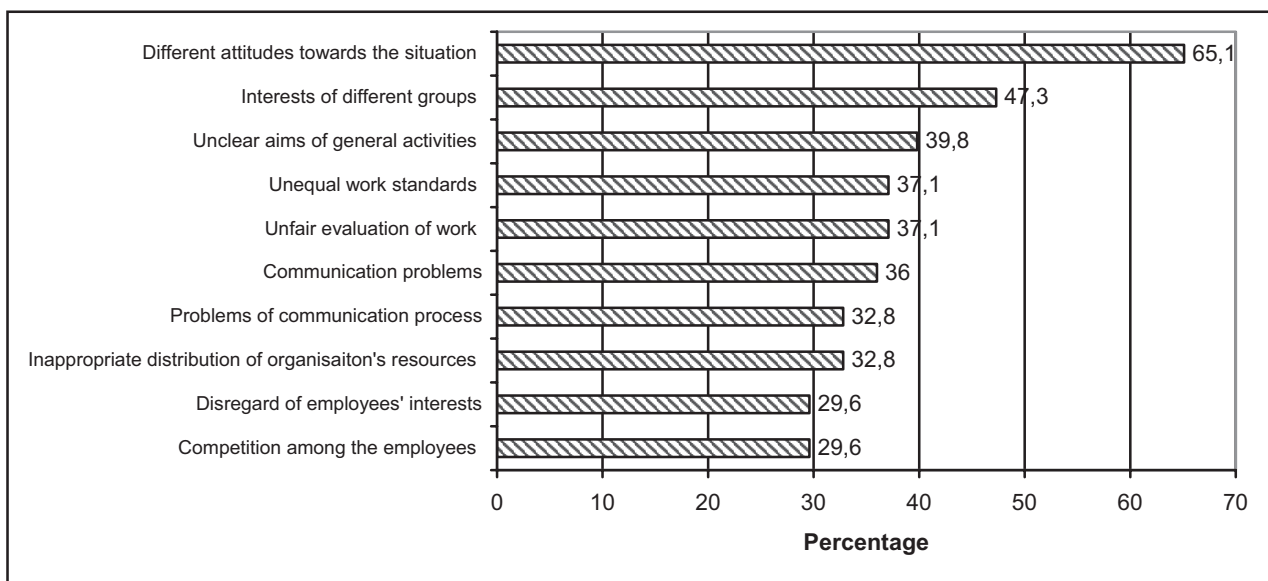


Fig. 7. Respondents' opinion about the evaluation of conflicts' reasons

We tried to find out what consequences of dominant conflicts in education organisations are: constructive or destructive. The majority of respondents thought that a dominant consequence is when an unsolved conflict increases tension, hostility among the employees. This consequence is destructive and harm-

ful for organisation's activities (Fig. 8). According to V. Pupeikis (2007), due to an unsolved conflict communication deteriorates inside the group what forms basis for new conflicts. People can weaken spiritually and physically because of emotional tension. Efficiency of the employees' work decreases as well.

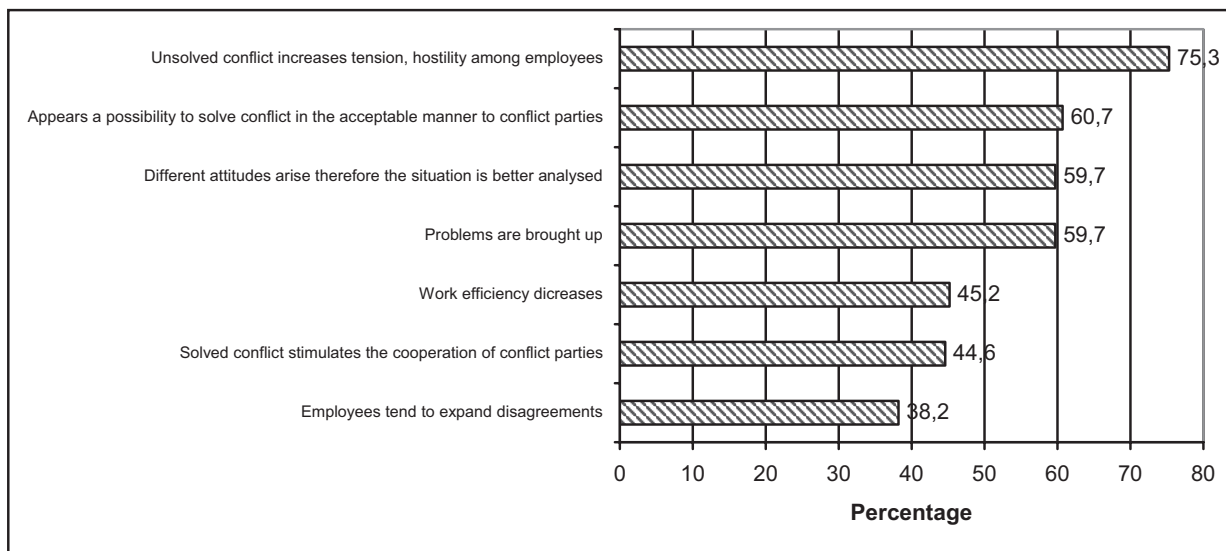


Fig. 8. Respondents' opinion about the evaluation of conflict consequences

Consequences of constructive character are in the second, third and fourth positions of the rating. According to more than half of respondents (60,7%), in conflicts a possibility to solve the problem in the way acceptable for both conflicting parties occurs. This consequence is the result of compromise of conflict resolution. In this manner "the golden mean" is found, i.e. a combination of pluses and minuses suitable for both conflicting parties. According to A. Misevičius, R. Urbonienė (2006), the aim of a compromise is to find a quick decision tolerated by both parties.

Generalising we may state that education organisations in Joniškis district are not static because conflicts perform diagnostic role, provide organisations with an opportunity to improve activities: problems are brought up; employees' different attitudes come out so the present situation is analysed deeper; a possibility to solve a conflict in an acceptable manner to both conflicting parties. However, the heads usually notice the conflict when it has already expanded and

not in the initial phase when the conflict is of no active manner and there is the biggest probability to solve it. As a result, a common destructive consequence is that the conflict increases tension, hostility among the employees.

Employee involvement in decision making.

If in decision making the employees are full-fledged participators expressing their thoughts, providing ideas, defending them freely, then the employees will feel competent members of the organisation responsible for decisions made and will try to implement them as well as possible. However, due to an improperly selected way of decision making the employees or part of the employees may remain aside, in addition, not always the best decision is made. Accordingly, we tried to find out what decision making styles, according to V. Vroom and A. Jago (1988), model of employee involvement in decision making presented by L. Bagdonienė and J. Zemblytė (2007) are most often used in education organisations in Joniškis district (Table 4).

Table 4

Model of involvement of the employees in decision making by V. Vroom and A. Jago

Style of decision making	Description
A I (autocratic)	The head evaluates the situation analysing all available information and independently makes a decision.
A II (autocratic)	The head receives necessary information from the employees and independently makes a decision.

Table 4 to be continued

K I (consultative)	While solving a problem the head selects some competent employees, listens to their opinion and then makes a decision
K II (consultative)	The head introduces the problem to a group of employees, listens to their reasoning and suggestions and only then makes a decision.
G (sectional or collective)	The head introduces the staff with the problem. He performs the role of the chairman of the meeting, avoids imposing his opinion and is ready to accept any decision presented by the staff.

Source: Bagdonienė, L., Zemblytė, J. (2007). Organizacijų vadybos praktikumas. Kaunas: Technologija.

66,7% of respondents stated that the most frequently used style of decision making is group (collective) style when the head initiates decisions and assigns a work group their further formation and coordination with the staff. According to S. Stoškus (2002), the most frequent accusation is that group (collective) decisions are a compromise. It is obvious that opinions rarely coincide completely no matter what problem is being discussed. An opportunity to evaluate various attitudes and opinions is one of the advantages of group work. However, if difference in attitudes is very big, a compromise decision that satisfies all will not be the best.

The biggest part of respondents (72,6%) stated that group (collective) decisions are accepted upon the agreement of the majority in their organisation (Fig. 9). According to A. Seilius (2001), this is a common way of group decision making all around the world. Though it can split up the group and the minority will remain dissatisfied with the made decision. The majority's influence on the minority may be es-

sential in decision making because anticipatory majority's opinion may determine incorrect decision of the group. 39,8% of respondents stated that decisions are made in the group only upon the agreement of all the employees. Therefore we may state that the method of consensus is not popular in decision making in education organisations in Joniškis district. Consensus is considered to be the most effective method of decision making but it takes much time. So we may presume that not enough time is devoted for making such decisions since in order to reach consensus the employees have to have enough time to express their attitudes and to reach a common agreement. As S. Stoškus (2002) states, consensus is usually described as a collective opinion of people working together who have an opportunity for open communication and influence on decision making. At work consensus means that all employees may rephrase a decision in order to show that they understand it, and that all may say what they feel.

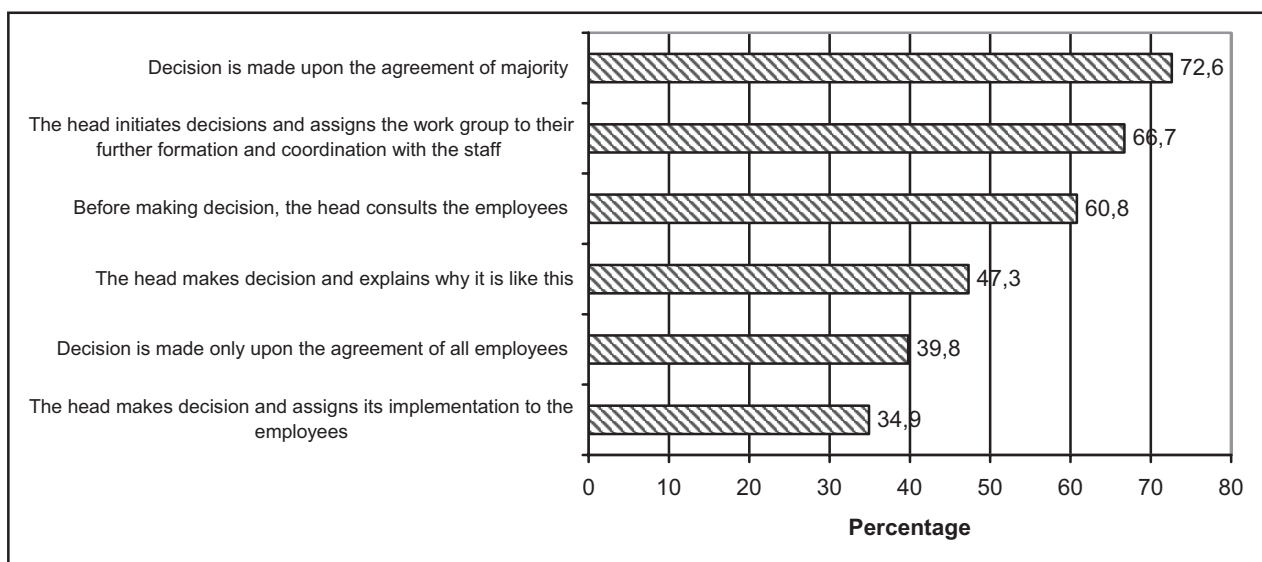


Fig. 9. Respondents' opinion about the styles of decision making in education organisations

As more than half of respondents (60,8%) stated, the head often consults the employees before making a decision. Less than half of respondents (47,3%) said that the head makes a decision and explains why it is like this. Such behaviour of the head

reflects an autocratic style of decision making (the head obtrudes). Autocratic decision making (the head orders) is used least in education organisations in Joniškis district. 34,9% of respondents indicated that

the head makes a decision and assigns its implementation to the employees.

Generalising we may state that priority is given to a group (collective) style of decision making in education organisations in Joniškis district. In this case there is real participation in decision making when the head, instead of presenting an already formulated decision, involves the employees in the pro-

cess of formulating and making decision. According to A. Sakalas, V. Šilingienė (2000), in this case the head appeals to the employees' needs of the highest level (authority, competence, success, personal education). Such impact is successful because people inspired by the needs of high level work with the biggest desire implementing these decisions that have been made with their participation.

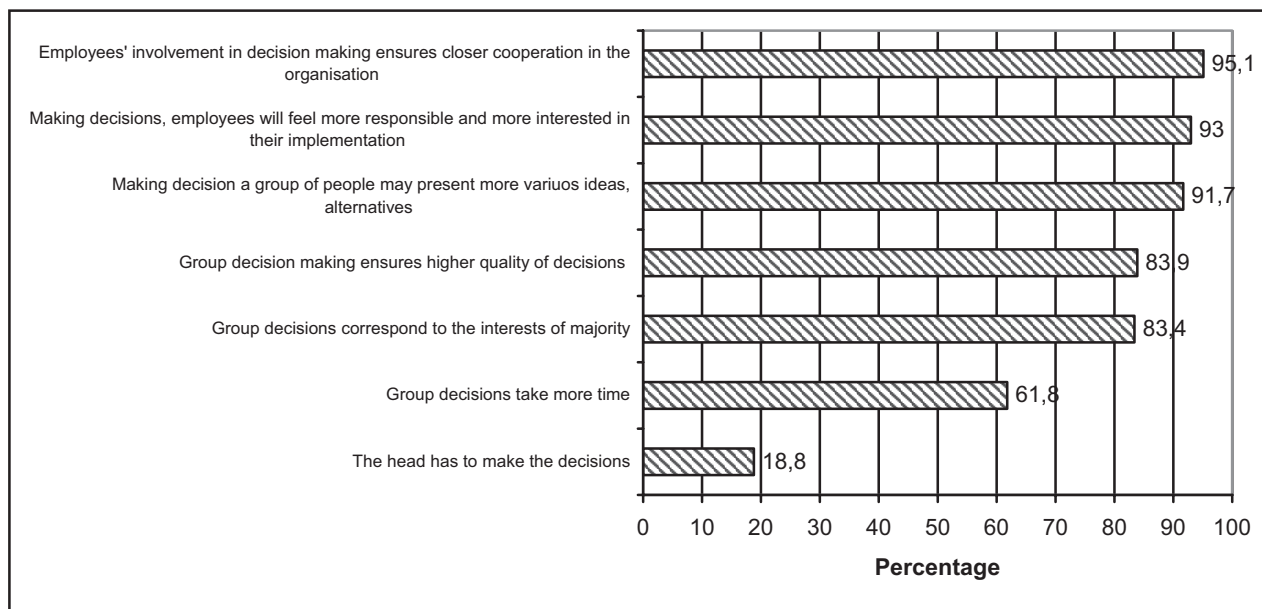


Fig. 10. Respondents' opinion about the evaluations of group (collective) decisions

In the research we tried to explore respondents' opinion how they assess employee participation in decision making, what advantages and disadvantages they see. Figure 10 indicates that almost all respondents (95.1%) agreed that employee involvement in decision making ensures closer cooperation in the organisation. Naturally, in order to make good decisions, the employees have to communicate actively, exchange information, be able not only express their opinion but understand positions presented by others as well. 93% of respondents agreed that while making decisions themselves they will feel more responsible and more interested in their implementation.

Conclusions

1. On the one hand, having summarised the obtained results, we may state that there is a feedback between the heads and the employees since the heads inform the employees about organisation's changes, made decisions, achieved results. The employees often inform the heads about performed tasks, achieved progress. On the other hand, the employees are not actively involved in the general process of improvement of organisation's activities because they rarely present suggestions

regarding the issues of improvement of organisation. The employees receive least information about the financial situation of their organisation.

2. Having analysed research results, referring to the conception of acceptance of authorisation by Ch. Barnard, we may distinguish dominant obstacles of delegation of tasks that depend upon the head and the employees: a) not enough information is provided to the employees since the head does not want to waste time explaining and delegating tasks. An occurring attitude of the head "performer" towards work, i.e. conviction that the head may perform the task better, b) delegation of tasks is also defeated by an opinion that the employees are already overloaded with work.

Having generalised the results we may state that delegation of tasks helps to use employees' competences and experience better, improve professional activities, they are involved in organisation's activities more actively. However, delegation of tasks rarely stimulates employees' stronger satisfaction with work.

3. Having evaluated the process of conflict management we may consider that: a) in the first stage the heads usually identify the conflict at the peak phase (when it is extended) not in the initial phase

when the conflict has no active manner and there is the biggest probability to solve it, b) the main reasons for conflicts in education organisations in Joniškis district are the following: employees' different attitudes towards the situation, interests of different groups confront, unclear aims of general activities for the employees, c) a dominant consequence of conflicts is of a destructive manner when the unsolved conflict increases tension, hostility among the employees, d) consequences of conflicts usually are constructive: problems are brought up; a possibility to solve the problem in a acceptable manner for both conflicting parties occurs; in conflicts different attitudes come out so the present situation is analysed better.

Generalising we may state that education organisations in Joniškis district are not static since conflicts perform a diagnostic role, provide the organisations with an opportunity to improve their activities.

4. According to research results we may state that a group (collective) style of decision making is dominant when the head initiates decisions and assigns a work group their further formation and coordination with the staff. Referring to research results we can make an assumption that, according to the employees, their involvement in decision making ensures closer cooperation in the organisation: they feel more responsible and more interested in decision implementation since they correspond to the interests of the majority; provide more ideas, decision alternatives. Therefore, we may make a conclusion that employee involvement in decision making stimulates them to be active members, interested in improvement of their organisation's activities.

References

1. Bagdonas, A., Jucevičienė, P. (2000). Bendrojo lavinimo mokyklos veiklos efektyvumo sampratos problema epistemologiniu ir vertinamuoju aspektais. *Socialiniai mokslai*, 4 (25), p. 95–100.
2. Bagdonienė, L., Zemblytė, J. (2007). *Organizacijų vadybos praktikumas*. Kaunas: Technologija.
3. Barnard, Ch. (1968). *The Functions of Executive*. Harvard: University Press.
4. Bendrosios programos ir išsilavinimo standartai. (2003). Vilnius: Švietimo ir mokslo ministerijos Švietimo plėtotės centras.
5. Everard, B., Morris, G. (1997). *Efektyvus mokyklos valdymas*. Kaunas: Poligrafija ir informatika.
6. Hopkins, D., Ainscow, M., West, M. (1998). *Kaita ir mokyklos tobulinimas*. Vilnius: Tyto alba.
7. Jucevičienė, P., Bagdonas, A. (2002). Švietimo subjektų interesai, jų laukai bei juos įtakojantys veiksniai. *Socialiniai mokslai*, 1(33), p. 54–61.
8. Kasiulis, J., Barvydienė, V. (2001). *Vadovavimo psichologija*. Kaunas: Technologija.
9. Misevičius, V., Urbonienė, R. (2006). *Dalykinio bendravimo pagrindai*. Šiauliai: VŠĮ Šiaulių universiteto leidykla.
10. Mockaitis, A., Šalčiuvienė, L. (2004). Darbuotojų požiūrių į vadovavimą rytų Europos šalyse lyginamoji analizė. *Organizacijos vadyba: sisteminiai tyrimai*, 31, p. 153–163.
11. Mokšinas, V. (2002). Susidūrimai be traumų. *Vadovo pasaulis*, 7–8 (69–70), p. 4–8.
12. Palivonienė, D. (2007). Kaip atostogas skirti poilsiui, o ne darbui (apie užduočių delegavimą). *Vadovas ir pasaulis*, 3(125), p. 4–8.
13. Prakapienė, D., Malovikas, A. (2006). Vadovo ir pavaldinio bendravimo psichologiniai aspektai. Kn. A. Malovikas (sud.). *Personalo vadybos teorijos ir praktikos aktualijos*, p. 33–46.
14. Pupekis, V. (2007). *Mokyklos darbo kokybės vadyba*. Vilnius: MKC. p. 40–41.
15. Sakalas, A., Šilingienė, V. (2000). *Personalo valdymas*. Kaunas: Technologija.
16. Seilius, A. (2001). *Vadovavimas sprendimų priėmimo procesui*. Monografija. Klaipėda: Klaipėdos universiteto leidykla.
17. Stoll, L., Fink, D. (1998). *Keičiame mokyklą*. Vilnius: Margi raštai.
18. Stoner J. A. F., Freeman R. E., Gilbert D. R. (2001). *Vadyba*. Kaunas: Poligrafija ir informatika.
19. Stoškus, S. (2002). *Bendrieji vadybos aspektai*. Šiauliai: Šiaulių universiteto leidykla.
20. Šaparnis, G., Merkys, G., Šaparnienė, D. (2003). Mokyklų direktorių ir jų pavaduotojų vadybos strategijos vaizdinių psychosemantika. *Tiltai*, 2(23), p. 103–110.
21. Targamadzė, V., (2006). *Konfliktų kontūrų brėžimas: ugdymo realybės kontekstas*. Vilnius: Vilniaus pedagoginis universitetas.
22. Vroom, V. H., Jago, A. G. (1988). *The New Leadership – Managing Participation in Organisations*. Englewood: Prentice – Hall.
23. Wai-Yin Lo, J. (2005). Lyderystės stiliaus įtaka vystant mokyklą į besimokančias organizacijas. *Socialiniai mokslai*, 1 (47).
24. Želvys, R. (1999). *Švietimo vadyba ir kaita*. Vilnius: Garnelis.
25. Želvys, R. (2003). *Švietimo organizacijų vadyba*. Vilnius: Vilniaus universiteto leidykla.
26. Žvirdauskas, D. (2006). *Mokyklos vadovo lyderystės raiška. Tyrimo ataskaita*. Mokytojų kompetencijos centras, Lietuvos Respublikos Švietimo ir mokslo ministerija.

Vadovavimo priemonių poveikis švietimo organizacijų veiklos tobulinimui

Summary

Sėkmingas švietimo organizacijai iškeltų uždavinių įgyvendinimas labai priklauso nuo jos valdymo. Šiandieninis vadovas privalo aiškiai suprasti savo organizacijos tikslus, sugebėti išskirti pačias svarbiausias problemas, taikyti naujoves ir nebūti abejingas pokyčiams. Norint valdyti įvairius procesus vadovui neužtenka turėti tik asmeninių savybių, stipriai sąlygojančių vadovavimo stiliaus pasirinkimą, pažinti dirbančių žmonių psichologiją. Vadovas turi gerai išmanyti vadovavimo priemonių (vidinė komunikacija, užduočių delegavimas, darbuotojų įtraukimas į sprendimų priėmimą, konfliktinių situacijų valdymas) poveikį personalo valdymui ir visos organizacijos veiklos tobulinimui.

Straipsnyje pateikiami konkretaus švietimo vadovos diagnostinio tyrimo rezultatai. Pagrindinis empirinės

informacijos šaltinis tyrime buvo Joniškio rajono bendrojo lavinimo mokyklų pedagogų (186 respondentai) nuomonė apie švietimo organizacijų vadovų taikomų vadovavimo priemonių įtaką organizacijos veiklai. Šiame straipsnyje analizuojamas vadovavimo priemonių (vidinės komunikacijos, užduočių delegavimo, konfliktinių situacijų valdymo ir sprendimų priėmimo) poveikis švietimo organizacijų veiklos tobulinimui. Remiantis teorine analize, atliktas empirinis tyrimas. Išsamiai išanalizuota Joniškio rajono pedagogų nuomonė apie tai, kaip vadovai vadovavimo priemones taiko praktinėje veikloje ir kokią įtaką jos daro švietimo organizacijos veiklai. Tyrimo rezultatai atskleidžia vadovavimo priemonių efektyvaus taikymo priežastis, pagrindinius principus, sąlygas.