Management of pedagogical and sports educational institutions in Ukraine

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ABSTRACT

The educational system is an essential component and determinant of social development since education functioning quality determines and forms the intellectual potential of society. This article aimed to identify the main trends and promising areas of optimization of the managing process of pedagogical and sports educational institutions. We studied the tendencies of reforming the management process in the educational sphere and the application of modern approaches to the management of pedagogical and sports educational institutions, as well as areas of reforming the academic sphere. This practical, cross-sectional study was carried out through an online survey of 37 managers and teachers of sports and pedagogical educational institutions located in Ukraine. Our study showed that the management process of sports and pedagogical educational institutions can be effective only if it is scientifically substantiated and implemented following the goals of strategic development of educational institutions. The functioning of the management mechanism is based on the understanding of management as a particular function that ensures the feasibility and quality of an educational institution's management. Management approaches are focused on studying the relationships between the components of the management system, external and internal conditions of the institution, and the results of its activities.

KEYWORDS

1. INTRODUCTION

The current level of society's development, globalization, and European integration processes have brought to the forefront the development of human resources based on human-centeredness and created new conditions for the formation of a local human resource. As a result, the personality, its needs, and development are now recognized as the main prerequisites for progress as part of the state social policy and the national wealth. In this regard, the education system should play a key role in ensuring sustainable, dynamic development of modern society, and the formation of scientific, pedagogical, and sports potential should become a priority of state educational policy in the world.

Under these conditions, targeted work on the implementation of urgent tasks in the field of education to develop, improve and enhance the professional skills of not only scientific and pedagogical staff but also the management personnel of the educational institution, activate its creative potential and adaptability to the rapid changes of work in modern conditions is more relevant than ever.

For all the time of educational institutions' existence, the efficiency of their management has been and remains a topical problem. For effective functioning of all academic sphere components, creating an internal system that researches and constantly improves educational and management processes is necessary. We should note that educational institution management aims not to create individual processes and procedures but to clearly define the educational system components that directly affect the quality of learning outcomes.

2. LITERATURE REVIEW

Modern higher education is becoming an increasingly complex social system operating in a changing society. Social changes force the management of educational institutions to respond to changes in the environment quickly and to resort to qualitative changes in the educational process and the system of educational institutions' management. All this complicates the tasks of the management process and requires further development of the theory and practice of social and educational systems management in the context of future academic tasks (Farias, Hastie & Mesquita, 2017; Martynets, 2018).

The tendencies and directions of higher education institution management reforms are associated with the spread of decentralization processes, diversification of mechanisms, and financial sources of educational institutions (Gillentine, 2017). The international educational management practice now establishes flexible tools for managing institutions, particularly incentives and

economical methods. The choice of such mechanisms depends on the type of educational programs and ownership form, the number and categories of applicants for education, the specifics of the educational institution, the characteristics of the graduates' employment, etc. (Martynets, 2018).

Higher pedagogical education aims to achieve many goals, particularly the formation of students and graduates' civic engagement, obtaining prerequisites for their future careers, maintaining their personal development, ability to engage in practical learning activities, etc. Hence, the quality of many economic and social sectors in the future depends on the effectiveness of pedagogical educational institutions (Brevik, Gudmundsdottir, Lund & Strømme, 2019).

Analysis and search for solutions to the problems of pedagogical management have been taking place only over the past decades. However, a significant amount of knowledge has been accumulated during this time, including the institution's management scientific foundations and the possible improvement of its work.

Practical activities in the management of educational institutions are the source of the development of educational management theory. The creation of a holistic educational management system is impossible without identifying the cause-and-effect relationships between the elements of the system, the ways and means of influence on the management system and the results, between the goals and objectives of the subsystems that they manage, and the content of the management system (Verbovskyi, 2021). The management structure depends on the goals, objectives, and content of management subsystems, and the goals and content of management, in turn, depend on the choice of forms, methods, means, and measures of the management process. Thus, there is a natural connection between goals, objectives, the content of management activity, and forms, methods, and means of such management. Without them, it is impossible to model and implement an effective process of educational management in a holistic system (Zimmer & Keiper, 2020).

Today, there are many approaches to implementing management activities in education based on general ideas about the place and role of management. However, the available approaches differ conceptually – some of them focus on management technology. Some authors consider management as a kind of "technological work", while others see the importance of management in the personal development of team members (their relations, needs, motives) and create conditions for the person's realization. Finally, others try to combine different views and perspectives (Miragaia & Soares, 2017).

Contemporary scientific management aims to concentrate the "managerial wisdom" accumulated throughout the history of humanity, studying and selecting relevant theoretical content and best practices, integrating scientific principles through appropriate management philosophy and

management paradigm focused on management practice, and continuous growth of scientific-theoretical and practical managerial potential (Ashraf, Mollah, Perveen & Shabnam, 2022).

The relevance of sports education development issues is now determined primarily for each state by its social priorities. Therefore, it is crucial to emphasize the importance of values for society, revealing the importance and place of physical culture and sports, among other social phenomena. Funding, legal bases, and the formation of a positive public perception – are the main characteristics that characterize the place of the value of sport in society, and these indicators are primarily indicative of the level of civilization in society and the development of culture in the country as a whole (Naess, 2021).

Physical culture and sport as social institutions and a specific form of professional activity actively influence the development of a healthy society and are currently undergoing significant quantitative, structural, and qualitative changes. They are mainly caused by new socio-economic, demographic, and political conditions (Žalėnienėa & Pereirab, 2021).

Forming a qualitatively new economic activity model for the organization and providing physical culture and sports services is relevant today. The previous practice of organizing the sports institutions' activities, based mainly on state funding, does not meet the new socio-economic conditions, and the process of management of sports educational institutions requires research aimed at improving the theoretical basis for improving the effectiveness of the management system in the sports and physical education sphere (López- Carril, Alguacil & Anagnostopoulos, 2022).

Modernization of education and compliance with European standards per the principles of the Bologna system depends on the teachers' readiness for innovation, their professional competence, level of pedagogical excellence, and ability to pedagogical creativity. Unfortunately, there is a situation when the majority of higher education teachers in non-pedagogical fields, who have high competence in their sphere of knowledge, often have problems with methodological and psycho-pedagogical issues. These difficulties determine the search for ways to overcome them. Under such conditions, the problem of effective organization of teachers' training and professional development becomes more acute.

Today, there are several ways to solve this problem: teachers' self-education, second higher education, post-graduate education, professional development courses for teachers, etc. However, from our point of view, one of the most promising directions in the education system is qualitative optimization of the educational process in pedagogical institutions (Martynets, 2018).

This study aims to identify the features and performance indicators of pedagogical and sports educational institutions and study the opinion of such educational institutions' heads regarding the optimization of the management process in the institutions they lead.

3. METHODS

The practical, cross-sectional study about the features of the current state and the educational institutions' heads opinion on future changes in the management process of pedagogical and sports educational institutions was carried out through an online survey of 37 managers and teachers of sports and pedagogical educational institutions located in Ukraine. The study was conducted with the help of the SurveyMonkey service.

The survey was organized through questionnaires, where the heads of educational institutions were asked to answer questions. Then, while analyzing the results, the average value of all respondents' answers was calculated.

4. RESULTS

During the research, the respondents were conditionally divided into two groups: the heads of pedagogical institutions and the heads of sports educational institutions.

First of all, the heads of educational institutions were asked to express their opinions on the problematic issues that are obstacles to the institution's development (Figure 1).

Based on the respondents' opinions, the main problems in the management system of sports educational institutions are overloading the heads of the institution with functions that are not related to them, low salaries of teachers, inefficient system of educational institutions financing.

In many respects, the heads of pedagogical educational institutions' teams agree with the heads of sports institutions. Nevertheless, at the same time, they see bureaucracy and the "red tape" of the educational process, lack of management personnel education of democratic thinking, and the detachment of local government from the development of educational institutions among the main problems of institutions management.

An essential aspect of optimizing the educational process is determining the indicators by which to evaluate the effectiveness of educational institution management. Therefore, respondents were asked to assess the most important of such indicators (Figure 2).
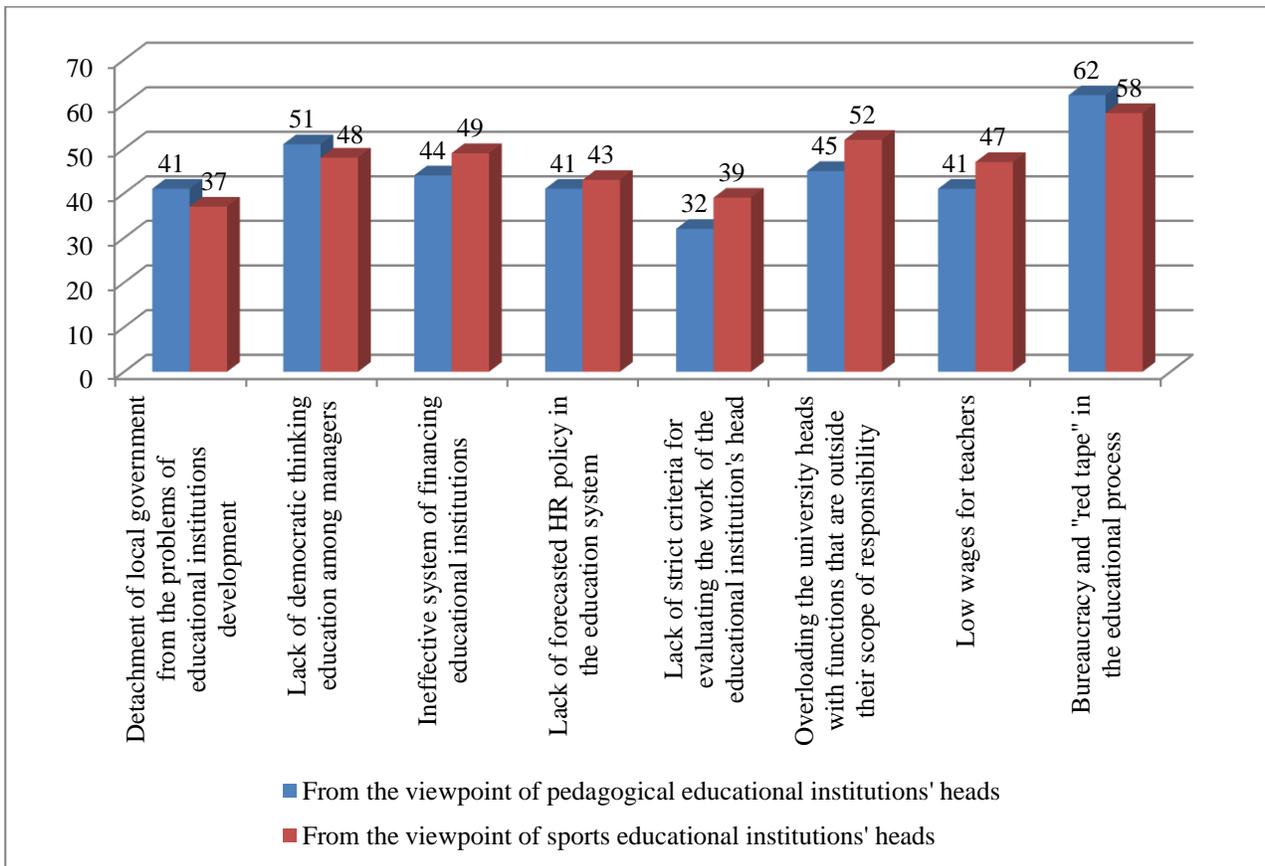
Figure 1. Problems of effective management of pedagogical and sports educational institutions
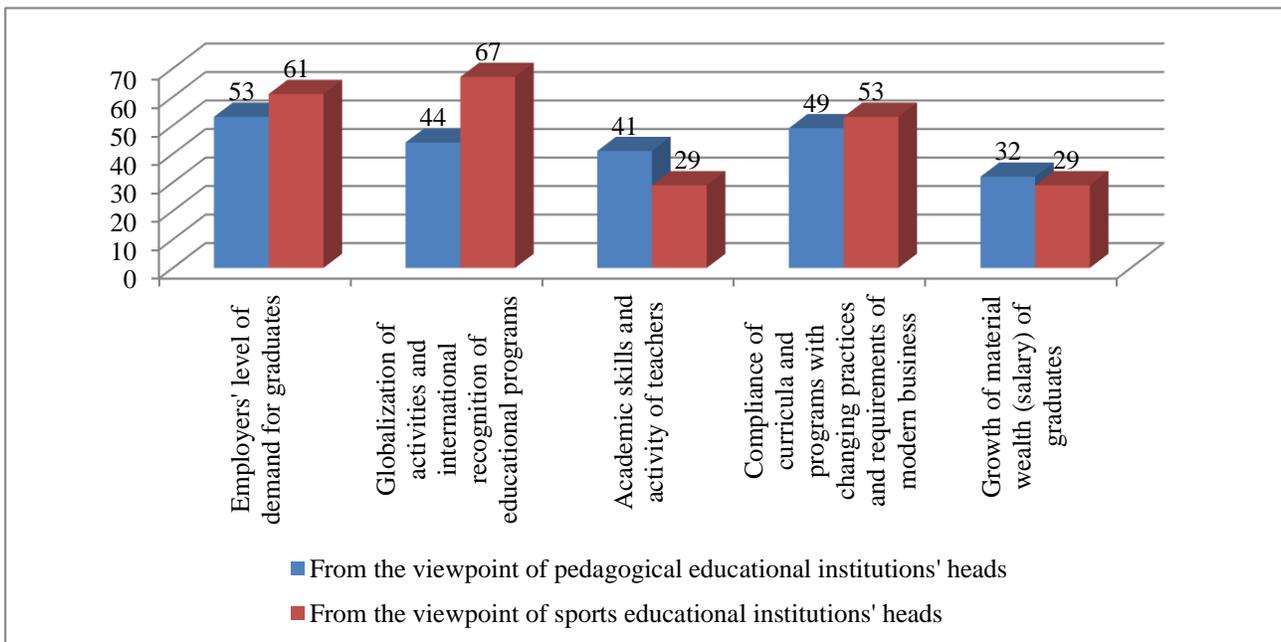

Figure 2. The most important operating efficiency indicators of pedagogical and sports educational institutions

As we can see from Figure 2, the highest of all the proposed criteria for the sports educational institution management quality, the managers evaluated the level of activities' globalization and international recognition of educational programs, the level of employers' demand for graduates, and compliance of curricula and programs with the changing practices and modern business requirements.

The heads of pedagogical educational institutions, agreeing with the heads of sports educational institutions, noted the importance of the academic qualification degree (scientific degrees) and teachers' activity (their research and publications) and the growth of the financial condition of the institution's graduates.

The survey participants were also asked to assess the most promising directions for optimizing the educational institutions' management (Figure 3).
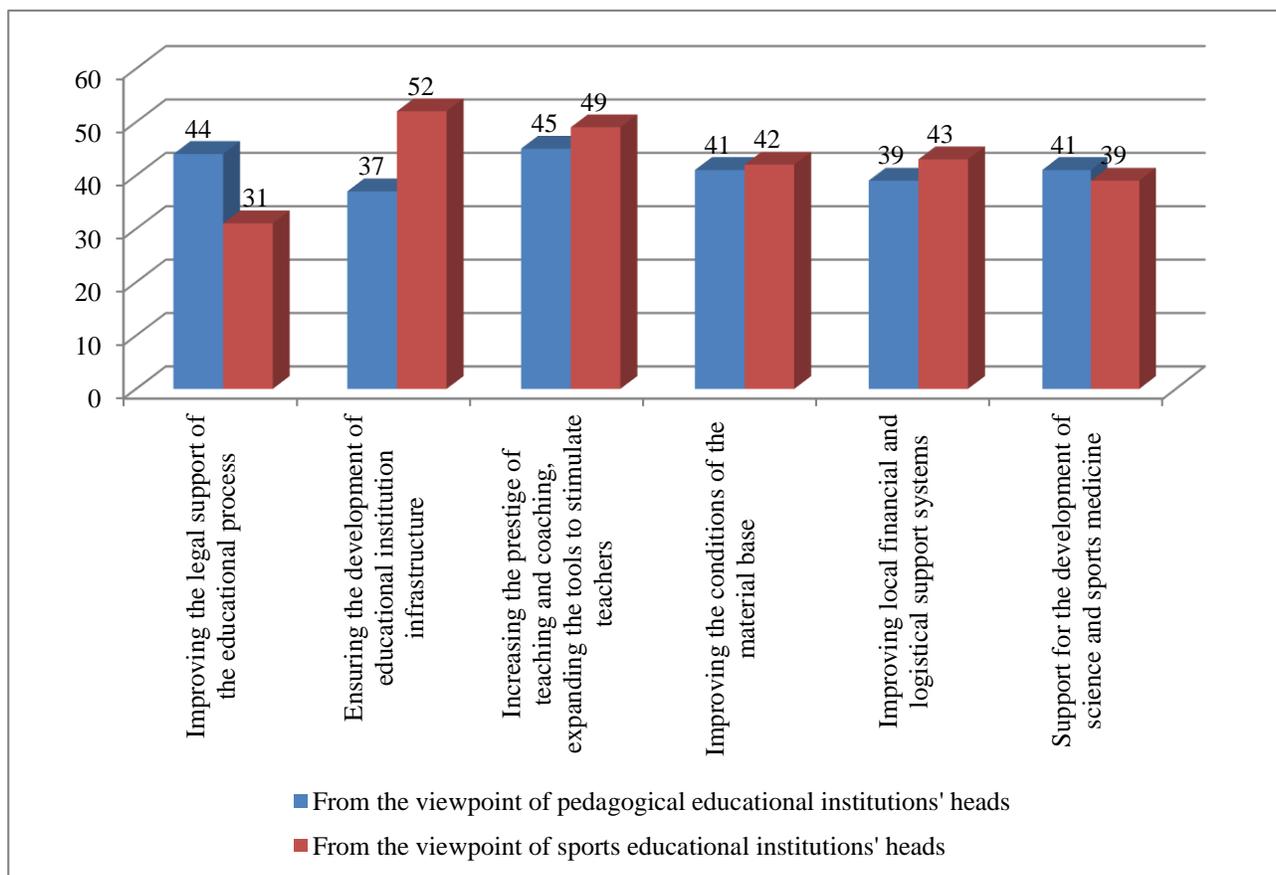

Figure 3. The most effective ways to optimize the management of educational institutions

According to the respondents, the most promising areas of work at the moment to optimize the management of sports educational institutions are the following:

- to ensure the development of physical education and sports infrastructure among the general population and the physical rehabilitation of persons with disabilities;
- increasing the prestige of sports coaches, stimulating their work and evaluation of successful performances of athletes in official international competitions;
- improvement of regulatory and legal support for the development of physical culture and sports;
- taking measures to increase the number and improve the condition of sports facilities for amateur and professional sport's needs.

At the same time, optimization of pedagogical educational institutions' management, according to their heads, requires improving financial and inventory, and logistics management on the local level.

Considering the existing tendencies in creating network forms of educational institutions' organization, the heads of educational institutions were asked how they assess the possibility and relevance of creating network institutions' structural subdivisions within the educational institutions they lead (Figure 4).
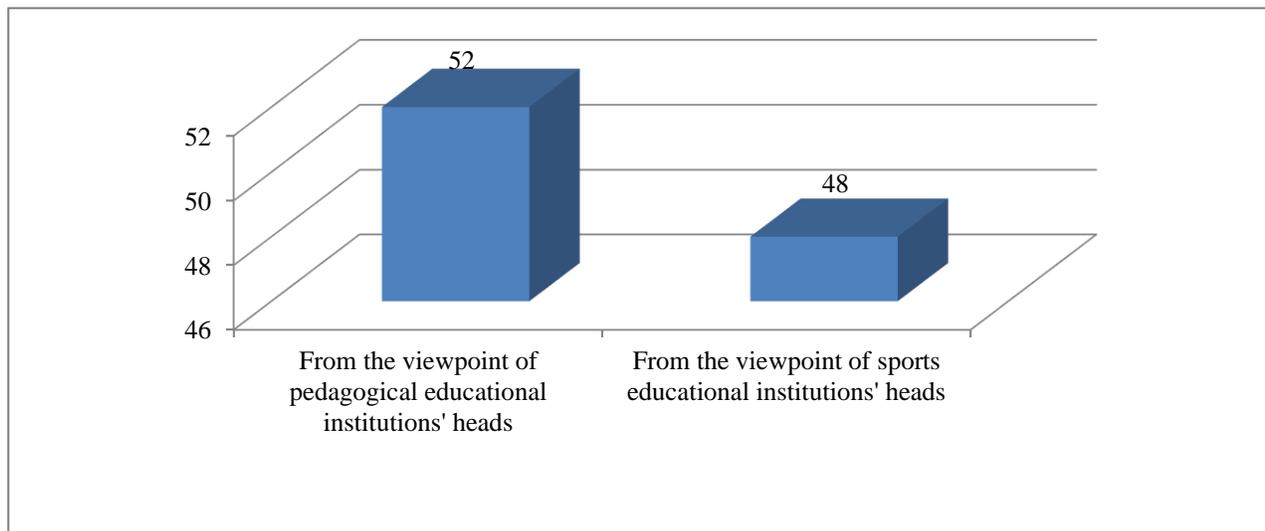

Figure 4. The vision of the educational institutions' heads on the relevance of creating structural subdivisions of network educational institutions within the educational institutions they lead

As can be seen from Figure 4, the psychological readiness and general relevance of the creation of structural units of networked educational institutions based on educational institutions led by their heads of pedagogical institutions on average estimated at 52%, and heads of sports educational institutions at 48%, which is exceptionally high and testifies to the general positive

attitude to the possible reform of the educational sphere in the direction of establishing network forms of organization.

Given the importance of the use of information and communication technologies in the field of educational institutions, the study examined the opinion of respondents on the degree of their willingness to expand the use of virtual tools in the work of educational institutions headed by them (Figure 5).
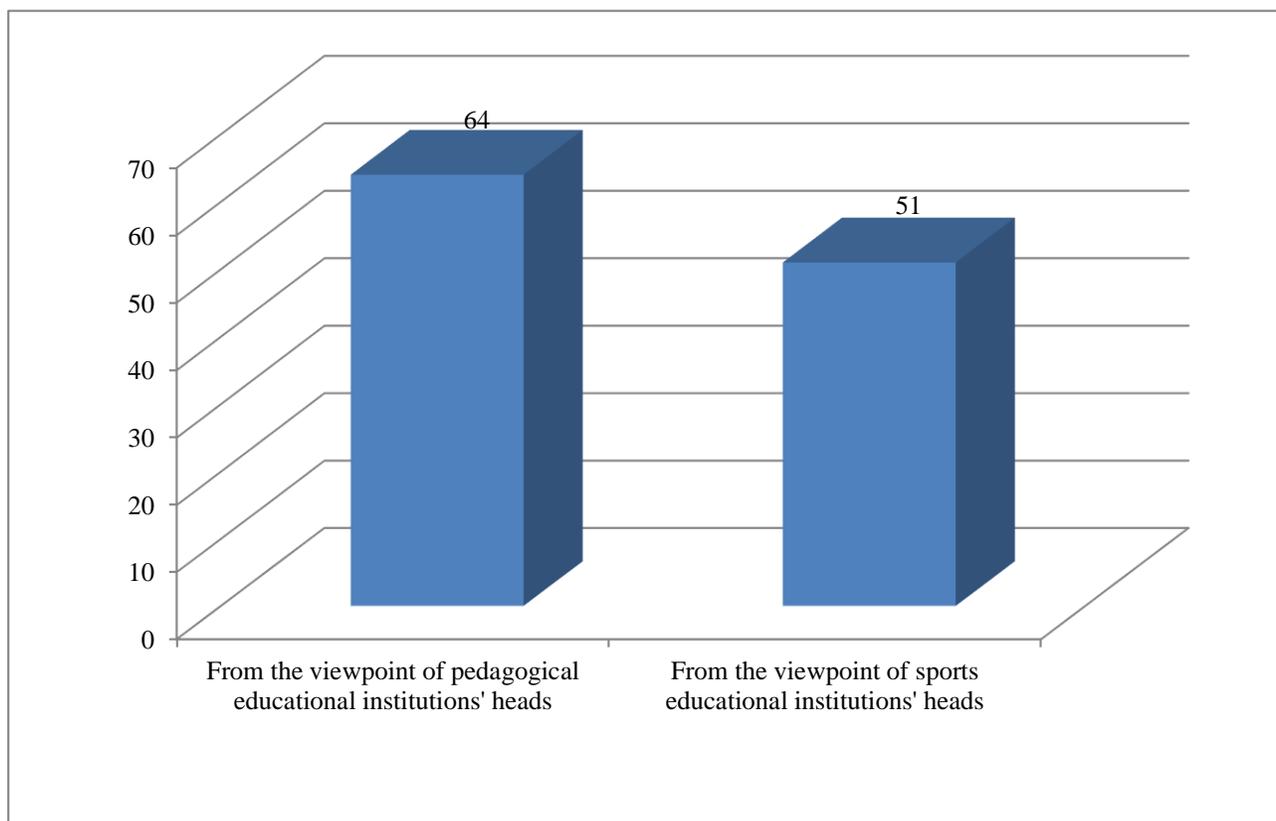

Figure 5. The vision of the educational institutions' heads about their readiness to use additional virtual tools while working at the educational institutions they lead.

As Figure 5 shows, both the heads of sports and pedagogical educational institutions are ready to introduce new types of information technology into the institutions' operations, which is a positive tendency.

5. DISCUSSION

The analysis has shown that providing the necessary conditions for the practical work of an educational institution depends mainly on the level of its funding by the founder and the rational use of available financial and other resources. The institution's management must consider the extent to

which logistical and financial provision of the institution contributes to achieving its goals or, on the contrary, reduces its capabilities (Bush, 2018).

The institutional leadership continually examines the needs of the educational applicants and the institution's employees, submits requests to the funder regarding meeting the institution's needs, and monitors their implementation. In addition, management considers the extent to which logistical and financial support contributes to or reduces the chances of achieving the goals identified in the development strategy (Delgado, Venkatesh, Branco & Silva, 2019).

The analysis of the scientific literature and the survey results proved that one of the essential evolutionary trends today is the gradual transition to network forms of organizations (Dykan, Pakharenko, Saienko, Skomorovskyi & Neskuba, 2021). This type of organization can also be applied in the educational industry, which can certainly provide a competitive advantage, given the possibility of forming quasi-integrative links and developing effective network organizational links in such educational systems.

Considering the new challenges facing the heads of educational institutions at this stage of the educational sphere development, we should pay attention to the latest requirements of the content and modeling of the learning process in the context of the choice of virtualized alternatives using various forms of information and communication technologies. However, we should note that a significant part of specialists working in the field of pedagogy, due to many circumstances (personal, professional, moral, and financial), experience clashes of internal or external psychological barriers that negatively affect the implementation of practical knowledge of virtual tools and work in their pedagogical activities (Honchar, Derkachova, Shakhrai, Saienko, Hladoshchuk & Voropayeva, 2021).

It is important to note that the relationship between the criteria of operational and strategic management efficiency of educational institutions remains insufficiently studied theoretically or regulated. The indicators' systems, which allow evaluating and regulating the efficiency of different types of educational institutions' activities and comparing their results with the degree of implementation of the development strategy of such structures, are schematic and are not accompanied by recommendations for their effective achievement (Hrosul, Kovalenko, Saienko, Skomorovskyi, Kalienik & Balatska, 2021).

The introduction and spread of the Bologna Process in different countries around the world attempts to harmonize national and European legislation, new educational requirements, and pandemic challenges have necessitated the reform of higher education, adoption of innovative

teaching methods, innovative scientific ideas, and increasing the institutions' autonomy (Lambert & Bouchamma, 2019).

Further higher education system development requires several sequential steps, including:

– harmonization of the national legal framework in the field of education with legislation and international standards;

– optimizing existing educational institutions by reducing the number of understaffed institutions, harmonizing the list of training areas and knowledge with international standards;

– provision of equal access to higher education for everyone, creation of conditions for professional development, promotion of professional development;

– provision of quality educational services that meet international standards;

– virtualization and computerization of educational process, the introduction of modern methods and technologies of education, modernization of educational model;

– restructuring of the educational process by introducing innovative and creative elements using the latest achievements in education and science;

– approval of a personality-centered educational model to ensure the harmonious development of the student's personality, his/her ability to independently obtain knowledge, formation of informational and social skills;

– establishment of new standards for professional education, making the educational process humanistic;

– educational institution''s management ensures the expediency and organization of the managed object's processes (Kozyar & Byhar, 2022; Annan-Diab & Molinari, 2017).

Educational institution management is a particular activity aimed at solving administrative tasks, through which the manager ensures the organization of all employees, aimed at achieving educational goals and the institution's further development. According to this definition, the general object of school management science research is a natural connection between the qualities of an institution's management system, the characteristics of the management process, and the results of the institution's functioning and development in various external spheres of internal affairs.

Chyzhevskyi (2021), notes that the primary trend of modern management of physical culture and sports globally is decentralization and regionalization. In recent decades, the decentralization of state administration of physical culture and sports has gained particular popularity in the countries of Europe and has become a unifying slogan for the economic development of regions in this part of the world. Decentralization, as a concept, takes different forms, taking into account a country's history, geographical features, level of development, culture, and approach to public administration. There

are strong arguments in favor of decentralizing powers in the state management of physical culture and sports and normative and legal issues in this sphere.

Keeping these services in the hands of state administration makes impossible to use local resources and local responsibility, which is required by local government through a decentralized system (Chyzhevskyi, 2021).

6. CONCLUSIONS

Our study showed that the management process of sports and pedagogical educational institutions can be effective only if it is scientifically substantiated and implemented following the goals of strategic development of educational institutions.

The functioning of the management mechanism is based on the understanding of management as a particular function that ensures the feasibility and quality of an educational institution's management. Management approaches are focused on studying the relationships between the components of the management system, external and internal conditions of the institution, and the results of its activities.

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AUTHOR CONTRIBUTIONS

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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